

# SEMESTER 2

## Learning and teaching

*Total Marks 100*

*contact hours per week-6*

*Internal assessment 20*

*External assessment 80*

### Aims of the Course

- After completion of course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science
- engage critically with theories that reduce learning to behavioural and testable components, engage theoretically and through observation with the notion of learning as construction of knowledge
- investigate the differences and connections between learning in school and learning outside school

### Unit I

1. Education psychology and the teaching – learning process
  - Education psychology, concept and scope
  - Concepts of teaching and learning
  - Variables in the teaching process. The learning task (instructional objectives), learner behavior (entry behaviors and teacher behavior) (competence, expectation, personality and teaching style etc.)
  - Role of educational psychology in teaching learning process
2. Approaches to learning
  - Introduction to learning – concept and importance
  - Behavioral : trial and error, conditioning (classical and operant) and social learning
  - Cognitive (insightful and information processing model)
  - Constructivism : concept, planning and development of learning experiences (vygostky, bruner, etc.)

## Unit 2

### 3. Nature of learner

- Intelligence meaning nature and theories of intelligence (two factor theory and Thurston's group factor theory) ,Emotional intelligence, measurement of intelligence and application of intelligence tests
- Creativity : concepts, relationship with intelligence, techniques for fostering creativity
- Interest and attitude and their assessment
- Personality : meaning, nature and assessment

## Unit 3:

### Teaching as a professional

- Concept of teaching – meaning definition nature and characteristics
- Analytically concept of teaching
- Variables involved in teaching task
- Phases and operation of teaching task
- Types of effective teaching
- Inclusive teaching
- Teaching accountability and professional competencies
- Role of teacher in Indian context.

## Unit 4

### 4. Factors affecting teaching and learning

- Maturation – concept and educational implications
- Attention – concept, types and educational implications
- Fatigue – concept, types and educational implications
- Motivation – concept and theories (Maslow's theory of self actualization achievement motivation by David me (Leland)

## Unit 5

### 5. Mental process of learning

- Thinking process – concept and tools
- Types of thinking – divergent, convergent, critical, reflective and lateral thinking
- Mental process
  - Memory – concepts, types and strategies' to develop memory
  - Forgetting – nature, causes, factors and strategies to minimize forgetting
  - Imagination – meaning, types and education implication

## Unit 6

6. Group dynamics / group learning strategies
  - Meaning and characteristics of a social group
  - Group dynamics – process and its importance on learning
  - Importance of developing group mind (group cohesiveness)
  - Sociometry – uses and importance
  - Co-operative learning and constructivist learning
7. Teaching as a profession
  - Teaching : concept, meaning characteristics
  - Inclusive teaching
  - Teaching account siting professional competency
  - Role teacher in Indian context

## Knowledge and Curriculum –part 1

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

### Aims of the course

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

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

## Unit 1

Epistemological contribution of educational thinkers

- What is education, concept meaning relationship with philosophy
- Epistemological analysis of following educational thinkers
- Western Educators-Plato, Rousseau, R S Peter
- Indian Thinkers-Swami Vivekanand, M K Gandhi, R N Tagore, Aurobindo Ghosh, Vinoba Bhave

## Unit 2

Evolving knowledge base in education

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

Concepts of curriculum

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

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

Nation of the textbook

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

## Unit 3

Curriculum determinants and considerations

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

- i. Social political cultural geographical economic diversity
- ii. Social political aspirations, including ideologies and educational vision
- iii. Economic necessities
- iv. Technological possibilities
- v. National priorities
- vi. System of governance and power relations and
- vii. International context

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

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

# Pedagogy Course

## Part I

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### Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

#### Aims of the Course

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

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

textbooks;

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

## UNIT 1:

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

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

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

### *Activities*

Discussion on

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

### *Project*

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

### *Teaching Practice*

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

## 2: POSITION OF ENGLISH IN INDIA

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

### *Activities*

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

- Topic for Debate: Globalisation and English

### *Project*

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

## **UNIT 2**

### **3: AN OVERVIEW OF LANGUAGE TEACHING**

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

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

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

### *Activities*

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

### *Project*

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

### *Teaching Practice*

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

## **UNIT 3**

### **4: NATURE OF LANGUAGE**

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

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

### *Activities*

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



## 5: ACQUISITION OF LANGUAGE SKILLS

### 1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

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

- Listening and Speaking: Sub skills of listening: Tasks; Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, Reference skills; Study skills; higher order skills.

#### *Activities*

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

#### *Teaching Practice*

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

#### *Project*

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

## हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

उद्देश्य — प्रस्तुत पाठ्यक्रम के माध्यम से हिन्दी शिक्षण सम्बन्धी विधियों, युक्तियों, प्रयोगों एवं प्रणालियों का संज्ञान विकसित कर हिन्दी शिक्षकों में भाषायी दक्षता एवं भाषा-शिक्षण की नवीनतम रचना कौशलों में पारंगति लाना प्रमुख उद्देश्य है। भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के विविध पक्षों एवं हिन्दी भाषिक तत्वों के शिक्षण की दृष्टि से उच्चारण, वर्तनी, शब्द, वाक्य रचना एवं व्याकरण शिक्षण के साथ साहित्यिक विधाओं की दृष्टि से गद्य, द्रुतपाठ, कहानी, रचना, नाटक, कविता आदि की शिक्षण विधियों में प्रवीणता लाना भी इस पाठ्यक्रम का प्रमुख प्रयोजन है जिससे कुशल, प्रभावी एवं आधुनिक प्रविधियों में सहजता रखने वाले हिन्दी-शिक्षक तैयार हों सकें।

प्रस्तुत पाठ्यक्रम के माध्यम से उच्च माध्यमिक स्तर (2 स्तर ) पर हिन्दी व्याख्याताओं को हिन्दी शिक्षण के कौशलों एवं प्रवीणताओं से सज्जित करना मुख्य ध्येय है। इसके अंतर्गत हिन्दी व्याकरण, रचना एवं साहित्यिक विधाओं यथा: गद्य, कविता, कहानी एवं नाटक आदि के शिक्षण हेतु उपयुक्त रणनीतियों तथा प्रविधियों में दक्षता विकसित करना विशेषतौर पर रेखांकित किया गया है जिससे हिन्दी के शिक्षक नवीन विधियों एवं शैक्षिक प्रौद्योगिकी के अद्यतन प्रतिमानों के अनुप्रयोग में निष्णात हो सकें। पाठ्यक्रम के तहत स्वनिर्देशित अधितन एवं अध्ययन युक्तियों के विकास की पद्धतियों पर भी बल दिया गया है।

### अन्विति 1

1 भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, भाषा के आधार, हिन्दी का मातृभाषा के रूप में महत्व, पाठ्यक्रम में उसका स्थान एवं मातृभाषा शिक्षण के उद्देश्य, हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त के सामान्य सिद्धान्त

2 हिन्दी भाषिक तत्त्वों का शिक्षण, उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, वाक्य रचना शिक्षण, मौखिक रचना शिक्षण, लिखित रचना शिक्षण एवं पठन शिक्षण, उद्देश्य एवं विधियाँ

## अन्विति 2

भाषा की प्रकृति एवं भाषा का मानवीय मूल्यों के विकास की दृष्टि से महत्व, मातृभाषा एवं अन्य भाषा की अधिगम प्रक्रिया: दोनों में अंतर तथा भाषा शिक्षण की प्रभावी व्यवस्था के सृजन हेतु उनका निहितार्थ। भाषा शिक्षण के सिद्धांत आधुनिक शोधों में परिप्रेक्ष्य में।

## अन्विति 3

हिन्दी भाषिक तत्त्वों का शिक्षण : हिन्दी भाषा में ध्वनि विज्ञान, रूप विज्ञान एवं वाक्य विन्यास, हिन्दी के शब्द – पर्यायवाची, तत्सम एवं तद्भव, इनके शिक्षण हेतु अपेक्षित युक्तियाँ, वर्तनी शिक्षण, वाक्य रचना शिक्षण, मौखिक एवं लिखित रचना शिक्षण, सृजनशील रचना हेतु शिक्षण की विधियाँ, पठन शिक्षण—सस्वर एवं मौन पठन – उद्देश्य एवं शिक्षण की विधियाँ।

## सत्रीय कार्य

1. हिन्दी के ध्वनि विज्ञान एवं रूप विज्ञान में व्यावहारिक प्रशिक्षण (दस सत्रों में)

2. हिन्दी की साहित्यिक विधाओं पर आधारित आदर्श पाठ-योजनाओं एवं क्रियात्मक अनुसंधान की योजनाओं का निर्माण एवं उनका क्रियान्वयन।

प्रत्येक प्रशिक्षु को दस ऐसी योजनाओं का निर्माण एवं उनका क्रियान्वयन सत्रीय कार्य के रूप में सुनिश्चित करना होगा।

### Pedagogy of Language (Urdu)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

#### Aims of the Course

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

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

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

## UNIT 1:

### 1.ROLE OF LANGUAGE

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

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

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

#### *Activities*

#### Discussion on

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

#### *Project*

- Now write an analysis based on the above issues.
- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

#### *Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.
- Write a report on their reflection in the textbooks.

## UNIT 2:

### 2. POSITION OF URDU LANGUAGE IN INDIA

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

#### *Activities*

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

*Project*

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

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

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

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

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

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

*Activities*

- Discussion on the topic ‘Mother Tongue and Other Tongue’

*Project*

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

*Teaching Practice*

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

**UNIT 3****4: NATURE OF LANGUAGE**

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

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

*Activities*

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

**5: ACQUISITION OF LANGUAGE SKILLS**

## 1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

## 2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

### *Activities*

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

### *Teaching Practice*

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

### *Project*

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

## Pedagogy of Language (Sanskrit)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

### Aims of the Course

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

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

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

## UNIT 1:

### 1 ROLE OF LANGUAGE

#### 1. LANGUAGE AND SOCIETY

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

#### 2. LANGUAGE IN SCHOOL

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

#### 3. POSITION OF LANGUAGES IN INDIA

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

#### *Activities*

Discussion on Multilingualism as a Resource

#### *Project*

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

#### *Teaching Practice*

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

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



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

### *Activities*

Discussion on

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

### *Project*

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

- (i) Level of introduction of Sanskrit
- (ii) Textbooks used in the classroom
  - Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

## **Unit 2**

### **1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING**

- Aims and objectives of Sanskrit teaching at different levels

(Primary, Secondary and Higher Secondary levels)

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

### **2. CURRICULUM AND SANSKRIT LANGUAGE**

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objectives
- Place of Sanskrit at Sanskrit *pathshalas*
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

### *Activities*

Discussion on

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

### *Project*

- Prepare a brief report on Sanskrit Commission
- Prepare a report on textbooks in Sanskrit at school level

## **4: LANGUAGE TEACHING**

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

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

disciplinary).

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

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

*Activities*

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

### UNIT 3

#### 5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

*Activities*

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

*Teaching Practice*

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

*Project*

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

### Pedagogy of Language (Bangla)

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10

External Assessment: 40

### Aims of the Course

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

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

### UNIT 1:

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

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

#### *Activities*

#### Discussion on

- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.
- Discuss in group on the role of Bangla language and its importance in free India.

#### *Project*

- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Prepare a report on the challenges of teaching-learning process.
- *Teaching Practice*
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Bangla classroom.
- On the basis of the Bangla 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 2:**

### **NATURE OF LANGUAGE**

1. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour and linguistic variability; Pronunciation, linguistic diversity; its impact on Bangla pedagogical implication; Speech and writing.
2. LINGUISTIC SYSTEM: The organisation of sounds; the structure of sentences; the concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

#### *Activities*

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

## **UNIT 3:**

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)
2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES Grammar translation method; Direct method; Structural-

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

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

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

#### *Activities*

- Discussion on the topic ‘Mother Tongue and Other Tongue’
- Collect ten examples of Grammar in context from Bangla textbooks of Classes VI to VIII and have a group discussion.

#### *Project*

- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Keeping in view the needs of the children with special needs, prepare two activities for Bangla teachers.

#### *Teaching Practice*

- Prepare four activities keeping in view ‘Constructivism in a Language classroom’.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

## **Pedagogy of Social science**

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per Week

### **Aims of the Course**

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences

- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching- learning strategies in order to make it enjoyable and relevant for life;
- to sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

## **UNIT 1:**

### **1. SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS**

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

### **2: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES**

- People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD - Rom, multimedia, internet.

## **UNIT 2:**

### **3. SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA**

Curriculum development process: National and State levels.

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

### **4: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT**

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

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

HUMAN-ENVIRONMENT-INTERACTIONS:

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

*Developing Skills in Geography*

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

*Teaching Strategies in Geography*

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

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

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

### UNIT 3

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

*Meaning, Nature and Scope of Economics: Current Trends*

*Key Concepts in Economics*

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

*Classification of Economic System*

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

*Developmental Issues in Economics*

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

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

*Teaching-Learning Methods in economics*

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

*Teaching-Learning materials*

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

## **Teaching of History**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

***Objectives:***

1. To acquaint the student teachers with the nature of history as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching History.
3. To develop among the student teachers critical awareness of the features of existing History curricula and textbooks.
- 4.. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

**Unit 1 Nature and scope of History**

- Define History, Explain Historiography and its role. The Modern concept of History. Nature and scope of History
- History as an Inter disciplinary subject with particular reference to its relationship with other school subjects



- Aims of teaching History – values of teaching History- disciplinary, informative, educational, ethical, cultural, political, moral, national, inter national.
- The role of teaching History for national integration and international understanding.
- Objectives of teaching History- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

## Unit2. Curriculum design in History

- Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in history from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in History.

## Unit 3

- Teaching Learning of history
- *Continuity and Change over time and Historical Construction*
- The concepts of social change in Indian and World History; constructivist pedagogy in History and the general competencies
- *Historical Methods*
- Evidence, facts, arguments, categories and perspective;
- Evidence-based History teaching; Primary sources and the construction of History
- Thinking in terms of problems for analysis in History.
- *Social Formations in History*
- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies

- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- Shared religious cultures and conflicts between religious communities in India
- Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)
- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies in History
- *The Lateral Development of Different Skills*
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

## Teaching of Civics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

### objectives

- To acquaint the student teachers with the nature of civics/political science as a discipline and the objectives of teaching civics.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching civics.
- To develop among the student teachers critical awareness of the features of existing civics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co curricular activities.

- To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

### **Unit 1 Nature and scope of Civics Teaching**

- Nature and scope of Civics Teaching
- Relationship of civics with other Social science subject.
- Salient features of the Indian constitution.
- Fundamentals Rights, Directive Principles of state policy and Fundamental Duties.
- Social development and concerned issues..

### **U nit2. Curriculum design in Civics**

- Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in civics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

### **Unit 3**

. Methods of teaching Civics

- Lecture cum Discussion Method
- Problem Solving Method and Project Method

- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the civics teachers for use and development of these teaching aids
- Computer based Instruction in civics-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

## **Teaching of Geography**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

### ***Objectives:***

1. To acquaint the student teachers with the nature of geography as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching geography.
3. To develop among the student teachers critical awareness of the features of existing geography curricula and textbooks.
- 4.. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

### **Unit 1 Nature and scope of Geography**

- .Nature and scope of Geography with special reference to-regional geography of India- climate, agriculture, resources, and population growth
- Geography as an Inter disciplinary subject with particular reference to its relationship with other school subjects.
- Faces of the land. Air around us-air pollution, global warming, green house effect, depletion of the Ozone layer.
- Water resources- Water cycle, role of rivers in the economy, problems of water pollution.
- Human impact on the environment , pollution and sustainable development; Environmental degradation- its protection and conservation. .
- Objectives of teaching geography- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

### **U nit2. Curriculum design in Geography**

- Curriculum design and syllabus framing in Geography at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in geography from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in geography in relation to quality human life and sustainable development of society and conservation of environment.

### **Unit 3: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT**

- *Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography*
- LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.
- HUMAN-ENVIRONMENT-INTERACTIONS:
- Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.
- *Developing Skills in Geography*
- Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.
- *Teaching Strategies in Geography*
- Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decision-making.
- METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator;
- TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

## **Teaching of Economics**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

### ***Objectives:***

1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics..
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economic.
3. To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks
4. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids and computer based instruction..
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

### **Unit I:Introduction**

- Concept of economics and non-economic activities.
- Some features of Indian Economy
- Major challenges before the Indian Economy.
- Concept of sustainable economic development and its relation with economic growth and the quality of human life.
- Basic parameters of human development
- Nature and scope of economics
- Economics as an Inter disciplinary subject with particular reference to its relationship with other school subjects
- Significance of teaching Economics in contexts of emerging concerns and needs of Indian Society-current past status.
- Objectives of teaching Economics- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

### **U nit2. Curriculum design in economics**

- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in Economics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

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

- documents *Meaning, Nature and Scope of Economics: Current Trends*
- *Key Concepts in Economics*
- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- *Classification of Economic System*
- Capitalism, Socialism, mixed economy (case study: India)
- *Developmental Issues in Economics*
- Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary;
- Economic Reforms and Globalisation (discuss these developmental issues with reference to India).
- *Teaching-Learning Methods in economics*
- In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).
- *Teaching-Learning materials*
- Using textbook, analysis of news (Newspaper, TV, and Radio);
  - (e.g. Economics Survey, Five Year Plan), Journals and
- News Magazines.

### **Teaching of Commerce**

Total Marks: 50

Contact Hours: 3 Hours per week



Internal Assessment: 10

External Assessment: 40

### ***Objectives:***

1. To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.
2. To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.
3. To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.
4. To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.
5. To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.
6. To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.
7. To enable the student teacher to perform his role effectively as Commerce teacher.
8. To enable the teacher trainees to use Commercial Activities in teaching of Commerce.
9. To enable the teacher trainees to use Community Resources in teaching of Commerce.

### **Unit I: Commerce Subject & its Correlation with other subjects**

Meaning, Nature and Scope of Commerce in School curriculum

- Importance of Commerce subject in School Curriculum
- Aims of teaching Commerce at higher secondary stage.
- Objectives of Teaching Commerce at Higher secondary stage
  - Objectives related to Knowledge and Understanding
  - Objectives related to skill
  - Objectives related to Application
- Correlation - Concept, Importance & Types
- Correlation of Commerce subject with other school subjects.

### **Unit 2. Curriculum design in Commerce**

- Curriculum design and syllabus framing in Commerce at the senior secondary stage.  
Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in commerce from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in commerce in relation to quality human life and sustainable development of society and conservation of environment.

### **Unit 3: Organization of co curricular activities and lesson planing**

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher .
- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types
- 

### **Pedagogy of Mathematics**

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per week

### **Aims of the course**

- After completion of course the students will be able to
- develop insight into the meaning, nature, scope and objective of mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the role of mathematics in day-to-day life;
- learn importance of mathematics: mathematics is more than formulas and mechanical procedures;
- channelise, evaluate, explain and reconstruct their thinking;
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

## UNIT 1:

### 1. NATURE AND SCOPE OF MATHEMATICS

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

### 2. AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

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

## UNIT 2:

### 3. EXPLORING LEARNERS

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

### 4. SCHOOL MATHEMATICS CURRICULUM

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

### UNIT 3:

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

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

### **Pedagogy of Physical Science**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

#### Aims of the Course

- After Completion of Course the Students will be able to
- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching-learning situations;
- use effectively different activities/demonstrations/laboratory

- experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations in learning different concepts of physical science
- formulate meaningful enquiry episodes, problem-solving situations,
- investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning physical science; and
- construct appropriate assessment tools for evaluating learning of physical science.

## UNIT 1

### 1: NATURE OF SCIENCE

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

### 2: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

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

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

## UNIT 2

### 3: EXPLORING LEARNERS

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

## SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

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

## UNIT 3

### 5: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

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

## Pedagogy of Biological Science

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per Week

### Aims of the Course

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

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

## UNIT 1:

## 1 NATURE AND SCOPE OF BIOLOGICAL SCIENCE

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

## 2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

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

## UNIT 2

### 3: EXPLORING LEARNERS

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

### 4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

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

## UNIT 3

### 5: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

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

## Assessment for learning



*Total Marks 100*

*contact hours per week-6*

*Internal assessment 20*

*External assessment 80*

### Aims of the Course

The course will enable student-teachers to

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

### Unit1

#### 1. Evaluation assessment and measurement

- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale :- Normal, ordinal interval and ratio scale
- Characteristics of measuring instruments, concept reliability and validity, their procedure of estimation.

### Unit 2

#### 2. Measurement procedures in respect of cognitive and non-cognitive testes

- Ability testing procedures
- Disability testing procedures
- Uses of cognitive and non-cognitive tests
- 3.norm referenced and criterion referenced testing
- Concept of norm-referenced and criterion referenced testing
- Difference between norm-referenced and criterion reference testing
- Developing tests under norm-referenced and criterion referenced testing approaches
- Assessing the differently and discriminating indices of test items
- Estimation of reliability and validity for norm-referenced and criterion referenced testing

### Unit 3

3. Evaluation concept and approaches
  - Definition need and importance
  - Characteristics of evaluation
  - Formative placement, diagnostic and summative evaluation
  - External and internal evaluation advantages and dis-advantage

#### **Unit 4**

4. Techniques and tools of evaluation
  - Testing concept and purpose
  - Observation techniques
  - Projective techniques
  - Type of evaluation tools rating scale, intelligence tests, aptitude tests, attitude scales interest inventories the anecdotal record

#### **Unit 5**

5. Continuous and comprehensive evaluation and credit based evaluation
  - Continuous evaluation concept purpose and use in teaching learning process
  - Comprehensive evaluation concept, purpose and use in teaching learning process
  - Credit based evaluation
  - Function strength and limitation

#### **Unit 6**

6. Basic statistics in educational evaluation
  - Measures of central tendencies (mean, median, mode) concept, uses & disadvantages
  - Measures of dispersion (range, quartile deviation & standard deviation concept and use)
  - Normal probability curve meaning, application education purpose
  - Correlation rank difference product moment

### **EPC 2 Drama and Art in Education**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 50*

#### **Introduction**

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

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

### **Aim of the course**

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

### **Visual arts and crafts (Practical)**

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

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

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

### **Appreciation of arts (theory)**

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

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

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

### **Suggested approach for teaching learning process**

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

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