

SEMESTER 3

PEDAGOGY COURSES

Part II

Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS–I

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

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself

Teaching Practice

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

UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS–II

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

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

Activities

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

Teaching Practice

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

Action Research

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

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

Activities

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

Project

- Prepare a collection of poems and stories of your choice.
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UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS:

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

Activities

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

Project

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

UNIT 7

10: ASSESSMENT, ITS ROLE AND IMPORTANCE

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

Activities

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

Note

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

हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

अन्विति 4

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

अन्विति 5

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

अन्विति 6

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

सत्रीय कार्य

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

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

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

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

Pedagogy of Language (Urdu)

Part II

Total Marks: 50

Contact Hours: 3 Hours per

Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS-I

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

Activities

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

Teaching Practice

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

7: LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama

- Introduction of various literary forms of Urdu language
- Planning lessons in prose
- Planning lessons in poetry
- Drama at various school levels

Activities

- Review any two stories of your choice
- Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice

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

Action Research

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

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

constructivism; Teacher as a researcher.

Activities

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

Project

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

TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

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

Project

- Develop the material for school magazine based on your experiences during school experience and teaching practice
- Review any two magazines for women.

UNIT 6

10: 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. Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers.

Activities

- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Devise a strategy to incorporate the suggestions given in the 1st term report for the progress of the learner.

Note

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

Total Marks: 50
Week

Contact Hours: 3 Hours per

Internal Assessment: 10

External Assessment: 40

UNIT 4

1. TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE

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

Activities

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

Action Research

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

2. IMPORTANCE OF LESSON PLAN

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

Activities

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

UNIT 5:

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

Activities

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

Project

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

9: TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic— 'Improvement of Sanskrit Teaching at School Level' or any other related topic.

Project

- Review contemporary children's literature in Sanskrit
- Review any two Sanskrit magazines for women.

UNIT 6

10: 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. Feedback to students, parents and teachers.

Activities

- Analyse the question papers of Sanskrit language (previous 3 years) – Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment
- Devise a strategy to incorporate the suggestions given in the Ist Term

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

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10

External Assessment: 50

UNIT 4:

LANGUAGE, LITERATURE AND AESTHETICS

- Different Creative Forms of Bangla Language: Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Bangla from different Indian languages.
- Teaching of Different Forms of Bangla Literature—Poetry, Prose, Drama
 - Introduction of various literary forms of Bangla language
 - Planning lessons in prose
 - Planning lessons in poetry
 - Drama at various school levels

Activities

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

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.
- *Action Research*
- Identify and list language (Bangla) related errors common among students.
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

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

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

1. ASSESSMENT: ITS ROLE AND IMPORTANCE

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

Activities

- Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
- Analyse the question papers of Bangla language (Previous 3 Years) Classes X and XII (any board) in the light of new approach of assessment.
- Devise a strategy to incorporate the suggestions given in the 1st term report for the progress of the learner.
- Prepare an outline for the development of the textbook for the same class for your state.

Project

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

UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

- Prepare a list of audio-visual aids related to teaching of Bangla and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

- Prepare an outline of a school magazine
- Develop the material for school magazine based on your experiences during school experience practice

Note

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

Pedagogy of Social Sciences

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction

The concepts of social change in Indian and World History; 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

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