



सिदो-कान्हु मुर्मू विश्वविद्यालय, दुमका
SIDO-KANHU MURMU UNIVERSITY, DUMKA

**Syllabus for
Two Years**

B.ED COURSE

**BASED ON NCTE REGULATION – 2014
EFFECTIVE FROM**

THE SESSION 2015-17

1. PREAMBLE :-

The Bachelor of Education programme, B. Ed, is a professional course for the preparation of teachers Secondary (Classes IX – X) and Higher Secondary Levels.

2. General Objectives

The curriculum is designed to achieve the following general objectives

- (1) The student teacher will be able to understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- (2) The student teacher will be able to plan learning experiences that are based on learner's proficiency, interests and experiences.
- (3) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the class.
- (4) The student teacher will be able to understand and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- (5) The student teacher will be able to develop self-identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

3. DURATION :-

Duration of B. Ed course shall be of two academic years for regular and pre-service student. The B. Ed programme can be completed in a maximum of five years from the date of admission to the programme.

4. WORKING DAYS :-

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission. There shall be at least twenty weeks (four weeks in the first year and sixteen weeks in the second year) school internship programme for the development of professional capacities and skills of the student teachers.
- (b) The minimum attendance of student-teachers shall have to be 80% for all course activities and practicum and 90% for school internship.

5. ELIGIBILITY FOR ADMISSION :-

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree and / or in the Master's degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC / ST / OBC / PH and other categories shall be as per the rules of the Central Government / State Government whichever is applicable. There shall be relaxation of 5% marks in the qualifying examination in favour of SC / ST/OBC and PH.

7. ADMISSION PROCEDURE :-

- (a) Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the University / institution.

8. TEACHERS CANDIDATES :-

- (a) Secondary / Primary school teachers shall be allowed to prosecute B.Ed programme subject to the fulfillment of admission criteria.
- (b) Teacher candidates should have to submit a no-objection certificate from the employer to prosecute the course of study at the time of admission or to follow the rules of the university.

9. EXAMINATION SYSTEM OF B.ED COURSE :-

B. Ed. Course will be of two years

- (a) University Examinations for the degree of B. Ed shall be held Year wise that is annual system.
- (b) The examination shall be held in the following areas separately.
 - (i) Theoretical Papers, (ii) Teaching Practical, (iii) Internal Assessment
- (c) Every candidate for the B. Ed programme shall send to his / her application form prescribed by the University to the Controller of Examinations, within the date notified date.
- (d) Every candidate, sent up for the examination by an affiliated college, shall submit a certificate from the Principal in respect of
 - (iii) having satisfactorily passed the college periodical examination and other tests and
 - (iv) percentage of class attended by the candidate.
- (e) Every candidate, to be eligible to appear in the examination, shall have to secure the required percentage of attendance at lectures of theory and practical separately. The percentage of attendance at lectures shall be calculated from the date of commencement of lectures in the college concerned and not from the date of admission of the candidate.
- (f) Examination in teaching practical shall be as per university/institution rules.
- (g) Examination duration — Each theoretical paper shall be of three hours duration for 80 marks and two hours for 40 marks. Examinees will have to answer any five questions out of ten questions in each theory papers.

10. B.ED COURSE STRUCTURE:-

Total Marks for B. Ed Course = 1600

Marks Distribution in different papers in 1st year

Course Code	Course Title	Marks		
		Internal	Term-End	Total
CC-1	Child and Growing Up	20	80	100
CC-2	Contemporary India and Education	20	80	100
CC-3	Learning, Teaching and Assessment	20	80	100
CC-4	Language across the Curriculum	20	80	100
CC-5	Understanding Disciplines and Subjects	10	40	50
CEC-1	Content of School Subject-1	20	80	100
CEC-2	Content of School Subject-2	20	80	100
EPC-1	Understanding Classroom practices	10	40	50
EPC-2	Drama and Art in Education	50	—	50
EPC-3	ICT in Education	50	—	50
			Total	800

CC – Core Courses

CEC – Content Enrichment Course

EPC – Enhancing Professional Capacity

Marks Distribution in different papers in 2nd year

Course Code	Course Title	Marks		
		Internal	Term-End	Total
CC-6	School, Inclusion and Education Policies	20	80	100
CC-7	Language across the Curriculum	10	40	50
CC-8	Understanding School Management and Leadership	10	40	50
Pedagogy Course (PC)				
PC-1	Pedagogy of School Subject-1	20	80	100
PC-2	Pedagogy of School Subject-2	20	80	100

Optional Course (OC) any one of the following				
OC-1	Basic Education			
OC-2	Health and Physical Education			
OC-3	Guidance and Counseling	20	80	100
OC-4	Environmental Education			
OC-5	Gender, School and Society			
Enhancing Professional Capacity (EPC)				
EPC-4	Developing Teachers' Identity	10	40	50
School Internship Program: Four Months	Teaching practice, Action research, project, school activities, professional ethics, observations	Practical 50	200	250
			Total	800

School Internship

250 marks

Internship in schools will be for a minimum duration of 20 weeks for a two years B. Ed programme (4 weeks in the first year and 16 weeks in the second year).

In the first year there will be a pedagogical skill development for 10 days in the concerned teacher training institution and 18 days for practical experience in school environment (e.g. observing regular classroom with a regular teacher, peer observations, teacher observations and faculty observations of practice lesson).

In the second year students will actively engaged in teaching learning programme in the concerned school environment (16 weeks).

(I) Final Teaching = 100 marks (on two method papers)

Marks Distribution

- | | |
|--------------------------|----------|
| (a) Lesson plan – | 20 marks |
| (b) Mode of teaching- | 30 marks |
| (c) Teaching aids used – | 20 marks |

- (d) Record of total no. of lessons and class teaching conducted in whole session 30 marks

Each student–teacher shall have to execute one unsigned lesson for the Pedagogy School Subject (chosen for course 1 & 2) which will carry 100 marks each. Trainee will be required to prepare and submit the following items to the examiners for presentation before the examination :

- (i) Approved thirty full lessons in Pedagogy School Subject,
- (ii) At least fifteen supervision sheets in Pedagogy School Subject and
- (iii) Question paper for evaluation test along with marks slip.

Assessment for School Internship shall be done by two examiners (One External and One Internal) who will be appointed by the University to assess the performance of the trainee in class room teaching.

(II) Subject Teacher Assessment = 50 marks

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|--|----------|
| (i) Participation in assemble with school teacher: | 10 marks |
| (ii) Class routine framework: | 10 marks |
| (iii) Maintenance of attendance register of the student: | 10 marks |
| (iv) Class room observation: | 10 marks |
| (v) Co-curricular activities: | 10 marks |

Total: 50 marks

(III) School Supervisor (External) Assessment = 100 marks

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|--|----------|
| (i) Preparation and used of teaching aids: | 20 marks |
| (ii) Construction of an achievement test: | 20 marks |
| (iii) Teaching performance: | 40 marks |
| (iv) Case study report on two children who are under CWSN (Children with special needs) category and studying in the school: | 20 marks |

Total: 100 marks

List of Pedagogy of a School Subjects

(Candidates has to opt two method subjects for course 1& 2)

- | | | |
|--------------------|--------------|--------------|
| 1.Hindi | 7.History | 12. Urdu |
| 2.Santali | 8.English | 13. Sanskrit |
| 3.Bengali | 9.Economics | |
| 4.Mathematics | 10.Geography | |
| 5.Physical Science | 11.Commerce | |
| 6.Life Science | | |

Area of Task / Assignment on pedagogy papers.

Part I (i) Assignment writing, (ii) Project preparation, (iii) Field work, (iv) Laboratory based experiment
Assignment writing, (ii) Preparation of different devices of time sense and space sense, (iii) Preparation of seminar reading papers and presentation of the same to seminars, (iv) Critical study of existing history syllabus, (v) Preparation of project report propagating national integration, international understanding, peace education and human rights.

Part II (i) Paper presentation in seminar, (ii) Laboratory based experiment, (iii) Construction and preparation of teaching-learning materials, (iv) Construction and preparation of evaluation tool. Dramatization of a suitable unit, (ii) Preparation of lesson plan, (iii) Preparation of evaluation tools, (iv) Preparation of Teaching aids, (v) Field - trips and visits - application of source – methods, (vi) Quiz competitions.

11. PAPER SETTING/ MODERATION:-

There shall be a paper setter for each paper of each examination. The controller of examinations shall appoint the question setter. He shall also appoint the moderator(s) to moderate and to set final questions.

12. PASS MARKS FOR B.ED:-

In order to pass, a candidate must obtain 40% of marks in each of the papers (theory and practical separately).

A candidate will be declared compartmental in a theory paper if he / she failed in a paper but secure at least 45% of marks in the aggregate.

13. DIVISION AWARDED FOR B.Ed :-

- (a) Division shall be awarded on the basis of marks obtained in all the courses taken together.
- (b) The division shall be awarded as per in the following:
 - (i) 40% or above, but below 45% Pass.
 - (ii) 45% or above, but below 60% 2nd class.
 - (iii) 60% or above, but below 75% 1st class.
 - (iv) 75% and above 1st class with distinction, provided that there shall not be any compartmental paper of the candidate concerned.
- (c) Pass/division shall be awarded to such a candidate who has passed the theoretical and the practical portion separately.
- (d) Pass/division shall be awarded to such a candidate who has passed by clearing in compartmental examination if any.

14. RE EXAMINATION:-

- (a) A failed candidate of regular B. Ed can apply for re-examination not exceeding two papers within the fifteen days of mark sheet received by the college provided that he / she has secured at least 45% of marks in the remaining papers.
- (b) The examination will be held as per university rules.

15. MEDIUM OF INSTRUCTION:-

The medium of instruction of B. Ed. programme will be (Hindi/English except language course.

Course Details:-

CC1: CHILD & GROWING UP

80 MARKS

Five out of ten to be answers

Course objectives:

After the completion of the course the student- teacher will:

1. understand the meaning, nature & characteristics of growth & development.
2. understand the principles & theories of develop.
3. acquire knowledge on different stages of development with its multidimensional aspects.
4. analyze the characteristics of development of children from different socio-cultural & political background.
5. examine the impact of urbanization & economic change on the development of adolescents.
6. critically analyze the impact of different agencies on child development.
7. understand the significance of gender, caste, social class & their influence on children.

Unit – 1

1. Growth & Development – meaning, nature, characteristics.
2. Principles & Theories of Development with special ref. to Piaget, Kohlberg & Vygotsky.

Unit – 2

3. Stages of Development- infancy, childhood & adolescence.
4. Childhood & Adolescence - basic characteristics, developmental nature related to physical, mental, moral, social aspects.

Unit – 3

5. Childhood with diverse contexts – issues related to marginalization childhood characteristics of children in slum areas, girl children in urban slum area, dalit children & exceptional children.
6. Developmental characteristics of children from different socio-cultural & political background; problems of development faced by backwards and minority children with special reference to Tripura.

Unit - 4

7. Adolescents with various cultural backgrounds; impact of urbanization and economic condition on adolescent's development; role of media highlighting events for developments of thought and experience of adolescents.
8. Impact of agencies on child development – family, school, neighborhood & community.
9. experiences in childhood & adolescence – significance of gender, caste & social class & their influence on children; defining the role of parents & teachers in adolescence.
10. Individual differences; nature, causes; understanding differences based on diversity of language, caste, gender, community, religion etc.

CC2: CONTEMPORARY INDIA & EDUCATION

80 MARKS

Five out of ten to be answers

Unit – 1

1. Social Diversity- meaning, features of social diversity, ways to enrich our life; impact of social diversity in posing challenges for universal education;
2. Diversity at different levels- individuals, regions, languages, religions, castes, tribes; nature of such level wise diversification; setting a variety of demands of social diversity and the role of education.

Unit – 2

3. Indian Constitution & Education- Acquaintance with the Preamble, Fundamental Rights, Fundamental Duties of Citizens and Directive Principles of State Policies; relationship between Constitution & Education.
4. Constitutional values & education – values enshrined in Indian Constitution; role of constitutional values in formulating aims of education; impediments of inequality, discrimination and marginalization and their removal through education.

Unit – 3

5. Policies in Education – Discussion on different policies of education with special emphasis on NPE'86; Recommendations to be adopted in reframing school education.
6. Shaping of School education & education policies – interaction of various policy imperatives, financial allocation, grant-in-aid, raising of funds, fields conditions & pressures exerted on diverse social groups.

Unit – 4

7. Contemporary issues & policies – Discussions on RTI Act, 2009, SSA, RSMA; thrust towards enrolling & retaining marginalized children; role of teacher in the context of universal & inclusive education.
8. Diverse social groups of India & education – Role of diverse social groups in education of pre-independence era; impact of NaiTaleem; community participation and development in education.
9. Language Policy & Education – committees worked for setting language policies in India since Independence; current research on multi-lingual education; medium of schooling & debates thereon.
10. Kothari Commission – Recommendations & their implementations on language & education; Tri-language Formulae; pedagogic & curriculum shifts of 1990s & 2000s with reference to NCF-2005.

CC3: LEARNING AND TEACHING AND ASSESMENT

80 MARKS

Five out of ten to be answers

Unit – 1

1. Learning: Implicit knowledge and beliefs; demystifying misconceptions.
2. Major factors affecting learning.
3. Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

Unit – 2

4. Reflecting on the development of theories on learning: Historical perspective.
5. Theories related to Learning: Behaviorist, Cognitive, Information-processing view, Humanist, Social-constructivist.
 - a. Concepts and principles with their applicability in different learning situations.
 - b. Relevance and applicability for different kinds of learning situations.
 - c. Role of learner in various learning situations, as seen in different theoretical perspectives.

Unit – 3

6. Organising Learning: issues and concerns; Learning as 'transmission and reception of knowledge' and Learning a 'construction of knowledge', Individual versus group learning; learning in heterogeneous groups; nature of the learning context.
7. Paradigms for learning-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner.
8. Understanding Social-constructivist perspective of teaching and its implications.
9. Creating facilitative learning environments: enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.

Unit – 4

10. Meaning of terms: assessment, evaluation, test, examination, appraisal, grading, measurement; and their interrelations.
11. Assessment: major perspectives (behaviorist, cognitivist and constructivist), qualitative and quantitative aspects.
12. Purpose of assessment: 'Assessment of Learning' and 'Assessment for Learning'.
13. Continuous and Comprehensive assessment: Concept and components.
14. Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data.
15. Assessment: Planning, construction of tools, implementation and reporting (projects, assignment; performances; Kinds of tests and their constructions; Observation of learning processes by self, by peers, by teacher, Self-assessment and peer-assessment; Constructing portfolios; feedback)
16. Learning, teaching and assessment: contemporary realities of school practices.
17. Issues and problems: Marking vs Grading, Non-detention policy, objectivity vs subjectivity, Impact of entrance test and examination on teaching learning, the menace of coaching.
18. Relating learning, teaching and assessment together: Role of a teacher.

Understanding

CC4: LANGUAGE ACROSS THE CURRICULUM

80 MARKS

Five out of ten to be answers

Unit - 1

1. Understanding the language background of students – socio-cultural influences in understanding language performance of students; characteristics of students performance in first language as well as second language; nature of performance done by language users in teaching a subject.
2. Language diversity in classroom – bilingualism and multi-lingualism – meaning, nature & characteristics; understanding of multilingualism in the classroom; home language & school language – their similarity & dissimilarity; 'standard' language vs. home 'dialects'.

Unit - 2

3. Classroom discourse – concept, nature; techniques for using oral language in the classroom; promotion of strategies in enhancing learning in the subject area.
4. Tools for learning – mode of discussion , questioning – meaning, nature of questioning in the classroom; types of questions & teacher control.
5. Reading in the context areas – social sciences; science; mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining context area textbooks; reading strategies for children – note-making, summarizing, making reading-writing; writing to learn and understand.

CC5: UNDERSTANDING DISCIPLINES AND SUBJECTS

40 MARKS

Five out of ten to be answers

Unit – 1

1.
 - a) Nature, types & role of disciplinary knowledge in the school curriculum (Language, Mathematics, Science & Social Science);
 - b) the paradigm shifts in the nature of disciplines history of the teaching of subject areas in school;

- c) John Dewey's view on the role of disciplinary knowledge in the overall schema of the school.

Unit – 2

1.

- a) Social & Political context in changing trends of various disciplinary areas pursued in school;
b) framing and design of syllabus & curriculum;
c) influence of child's experience, his/her communities, natural curiosities & methods of study of the subjects;
d) use of practical knowledge in various school subjects.

2*80 marks

CEC-1&2

Content of the above courses: In-depth understanding of the topics from textbooks of particular subject of secondary/senior secondary level. Textbooks will be related to schools affiliated to (JAC) Jharkhand Academic Council/CBSC.

EPC-1: UNDERSTANDING CLASSROOM PRACTICES

40 MARKS

Five out of ten to be answers

Unit – 1

1. Basic components of a classroom: reflecting on its structure.
2. Classroom as a space: physical or lively, passive or active; traditional and modern views.
3. Concept of a child-centered and democratic classroom.
4. Nature of classroom in Indian schools.

Unit – 2

5. Classroom practices: Factors affecting; major challenges; time management.
6. Seating arrangements for various classroom practices.
7. Relating Classroom practices with Curriculum, pedagogy and teaching resources.
8. Critical understanding of micro-teaching and Bloom's taxonomy for classroom practices.
9. Understanding the concept of 'Learning plan': replacing the traditional lesson plan classroom teaching.

Unit – 3

10. Teacher as a facilitator: with focus on managing the classroom practices.
11. Teacher as an observer: with focus on documenting the classroom practices.

12. Teacher as a researcher: with focus on finding solutions for classroom challenges.
13. Concept of a reflective teacher: to critically analyze the classroom practices.
14. Teacher's role in classroom management: strategies to manage discipline; challenges in classroom (preventative, supportive and corrective)

EPC-2: DRAMA AND ART IN EDUCATION

40 MARKS

Unit – 1

1. Understanding the concept of Drama and its relevance for Education.
2. Drama as a pedagogy.
3. Organizing Drama: preparatory activities and resources, dramatic society.
4. Forms of Drama: Solo, group.
5. Playing Drama: Story, dialogue, characters, symbols, decoration of floor, lighting, creating different situations.
6. Knowledge of Indian and regional drama traditions.
7. Appreciating art of Drama in learners.
8. Review and assessment of performing art 'Drama'.

Unit – 2

9. Understanding visual Arts and Crafts with their relevance for Education.
10. Visual Arts and Crafts as pedagogy.
11. Visual Arts and Crafts: different forms, basic resources and their use.
12. Knowledge of Indian Craft Traditions and regional folk arts.
13. Knowledge of Indian Contemporary Arts and Artists; Visual Arts.
14. Appreciating visual arts and crafts in learners.
15. Review and assessment of visual arts and crafts.

Unit – 3

16. Integrating Drama with School Curriculum.
17. Integrating Arts and Crafts with School Curriculum.
18. Visualizing School and Classroom as a space for art aided learning.
19. Preparation of teacher for art aided learning: planning, performance.

EPC-3: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

40 MARKS

Unit – 1

1. Concepts of ICT and its relevance for education.
2. Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India.
3. Types of ICT resources: audio-visual and computer media.
4. Challenges of Integration of ICT in School.

Unit – 2

1. Use of radio and audio media: Script writing, storytelling, songs, etc.
2. Use of television and video in education.
3. Use of newspaper in education.
4. Functional knowledge of operating LCD projector.
5. Functional knowledge of operating computer: on/off, word processing, use of power point, excel, paint.
6. Computer as a learning tool: making own email ID, sending emails; Effective browsing of the internet for discerning and selecting relevant information; Downloading relevant material; Cross collating knowledge from varied sources;
7. General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses.
8. Competencies in handling educational software's in teaching-learning process.

Unit – 3

1. Preparation of learning schemes.
2. Interactive use of audio-visual programme.
3. Déveloping PPT slide show for classroom use.
4. Generating subject-related demonstrations using computer software.
5. Enabling students to plan and execute projects (using computer based research)
6. Collaborative learning tasks.
7. Interactive use of ICT: Participation in web groups, creation of 'blogs', social networking sites, common messaging apps.
8. Innovating usage of technology: Some case studies.
9. Use of technology integration in resource-plenty as well as resource-scarce situations.

Second Year Course

CC6: SCHOOL, INCLUSION AND EDUCATIONAL POLICIES

80 MARKS

Five out of ten to be answers

Unit – 1

1. Reflecting on Education during Harrapan, Vedic, Buddhist, Jain and Sangam period.
2. Education during medieval period: Maktab, Madarsa and Sanskrit Education.
3. Indigenous System of Education during eighteenth century.
4. Education system emerged during British imperialism: Missionaries, Formal education system under British administration, Different Education systems or movements founded by Indians i.e. Young Bengal Movement, Deoband, Aryasamaj, Aligarh, Satya Shodhak Samaj, Jamia school, Basic education)
5. Post-Independence development of Education System in India.
6. Historical development of Education in Bihar/Jharkhand.

Unit – 2

1. Name and types of the School: Development in the light Policy perspectives; As a source to understand the contemporary structure of schools in India as well as Bihar.
2. Curriculum of the School: Major developments with reference to Policy perspectives; Understanding the development of the contemporary curriculum changes of schools with special focus on Bihar.
3. Evaluation system in a school: Policy perspectives about major changes; the Context of Evaluation in schools of Jharkhand.

Unit – 3

1. Vision of a teacher: reflecting on policy documents.
2. Major Issues related to teacher: Types, Eligibility, appointment, Salary, Service rules, realities of teachers' work; policy perspectives with special focus on Jharkhand.
3. Analysis of some important data related to teachers in India, with special focus on Jharkhand.

Unit – 4

1. Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrollment and Universal retention.
2. Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects.

3. Issues of National and International conflicts, social injustice, communal conflict, individual alienation: a critical understanding.
4. Idea of common school system: with special focus on CSS Report, Govt. of Jharkhand.

Unit – 5

1. Inclusive Education: understanding the development of the concept.
2. Analysis of related policy documents: International, National and State level.
3. Understanding diversities-concepts, characteristics, classification of children with diversities
Assessment of children to know their profile.
4. Concept of an inclusive school – infrastructure and accessibility, human resources, attitude to disability, whole school approach.
5. School's readiness for inclusive approach: Role of School, community and State.

CC7: LANGUAGE ACROSS THE CURRICULUM

40 MARKS

Five out of ten to be answers

Unit – 1

1. Meaning of Language: various forms, systems and properties; Difference between 'acquiring language and 'learning' language:
2. Understanding the knowledge of language in learners; Language capital of learners before school entry.
3. How children learn language: with special reference to Skinner, Chomsky, Bruner, Piaget and Vygotsky.

Unit – 2

1. Language, dialect and Script.
2. Social, Cultural and political context of language.
3. Relating Language with Identity, Power and Gender.
4. Multilingual perspective of India and Bihar.
5. Constitutional provisions related to languages in India.

Unit – 3

1. Language as a 'subject' and as a 'medium' in school.
2. Role and importance of language in the curriculum: Place of mother language.

3. Understanding the objectives of learning languages: imagination, creativity, sensitivity, skill development.
4. Medium of instruction: suggestions of difference commissions.
5. Major debates about languages in classroom discourse.

CC8: UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

40 MARKS

Five out of ten to be answers

Unit – 1

1. School Organization: Concept and major Components; Community as an important component.
2. Basic Principles for the functioning of school organization.
3. School as an organization and as a part of organization.
4. Relation between Schools and other educational organisations: Teacher education institution, State and National level bodies.

Unit – 2

1. School management: Concept, basic principles and systemic nature; Community-School Relationship.
2. Planning mechanism in school management: annual school calendar, day to day schedules, time table, staff meetings, activities, student issues, monitoring.
3. Managing School resources: The school Building, Laboratory, Workshop, Library, sports ground, Hostel, School office; cleanings, maintenance and optimum utility.
4. Role of school records in effective management system.

Unit – 3

1. Rationality, limits, belief and decision making in schools.
2. Concept of Leadership: basic theories.
3. Idea of Democratic and Distributive leadership in the schools.
4. Leadership qualities and role: Monitor, Class-Teacher, Head of School, Academic leaderships.
5. Leadership style and its impact on school management and functioning.

PEDAGOGY OF HINDI

1. **Objective of Teaching Hindi at Secondary Level** Evolution and Development of Hindi; Dialects of Hindi and Standard Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of teaching Hindi as First Language and Second Language at the Secondary Level.
2. **Methods and Approaches to Teaching** Natural and Spiritual Powers in Learning a Language: Importance of Exercise and Drills; Qualities and Role of the Hindi Teacher; Relative Co-ordination among various Components of Language; Use of Various Teaching Maxims. Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing, Jerk Technology: Meaning, Tools and its use in Teaching Hindi, Concept Attainment Model for Teaching Hindi Concepts.
3. **Development of Skills** Listening, comprehension; type and modes of spoken Hindi; implications of stress and intonation; making notes while listening; reading comprehension. Communication; Use of spoken form in dialogue stories, reading aloud, dramatization and poetry reading; correct use of stress and intonation and division of utterance into meaningful world-groups. Good reading habits: reading with appropriate speed for various purposes such as studying, looking for information, scanning etc; reading for overall comprehension; reading for evaluation; reading for appreciation of form, style and author's personality; reading for facts, reasoning, logical relationship, definitions, generalization, understanding diagrams; reading manuals, charts, schedule and rule books. Good writing habits: advanced mechanics of writing i.e. spelling, punctuation, indenting, title and subtitle of section, underlining quotation, use of parentheses, use of abbreviation, capital letters and correct forms of address in letters, applications etc.; organization of subject matter and paragraph in an essay or any writing.
4. **Lesson Planning and Importance of Audio visual aids** Format of lesson planning for prose poetry, grammar and composition; audio visual aids: meaning, classification, importance and uses in teaching Hindi.
5. **Evaluation** Difference between measurement, assessment and evaluation; characteristic of good measurement; diagnostic test and remedial teaching; criterion referenced testing and norm referenced testing: different types of items; multiple discriminant type item standardizing an achievement test; developing different types of questions in Hindi.

References:

1. Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
2. Lal, Raman Bihari: Hindi Shikshan, Rastogi Publications, Meerut.
3. Satya, Raghunath: Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.

4. Sharma, Dr. Laxminarayan: Bhasha 1, 2 Ki Shikshan – Vidhiyan Aur Paath – Niyogan Vinod Pustak mandir, Agra.
5. Singh. Savitri: Hindi Shikshan, Lyall Book Depot, Meerut.

PEDAGOGY OF ENGLISH

1. Status and Need of Teaching English in India

- The position of English in the past and pre independent India, problems of Teaching English, future of teaching English, introduction to language its nature and function, fundamentals of linguistic principles, place of English in the school curriculum.
- Principles of teaching English – Psychological, linguistics and pedagogical.

2. Aims and objectives of teaching English as a second language

Aims and objectives of teaching English as a second language.

- Developing the skills of Reception and Expression in general with special reference / emphasis on listening and speaking.
- Instructional objectives in terms of specific learning outcomes-psychological, linguistic and pedagogical principles of language learning.

3. Approaches to and methods of teaching English

- Difference between an approach and method.
- Structural approach (Structural, situation and oral) Principles of selection and gradation of structure and vocabulary items.
- Communicative Approach.
- Methods-grammar cum translation method, direct method, bilingual method.

4. Lesson Planning

- Lesson planning: Objectives and advantages of lesson plan for teaching of English, writing lesson plan for prose, poetry, grammar and composition.
- Pedagogical analysis: detailed analysis of content (course books from std VIII to X).
- Evaluation in English in terms of cognitive, affective and psychomotor behavioural developments, diagnostic test, error analysis, Blue print and remedial teaching.

5. Techniques of Teaching and use of Audio visual aids

- Aims and objectives of teaching prose and poetry and drama – intensive and extensive reading, silent reading and reading aloud – Mechanism of Reading.

- Various kinds of compositions (Controlled, guided and free) teaching of vocabulary, phrases and idioms – dictation – development of writing skills.
- Teaching of grammar – formal and functional methods of teaching grammar.
- Meaning and importance of audio visual aids in teaching English, viz., chalk board, models, charts, audio tapes, video tapes, television, computers and language laboratory, use of power point presentation in designing lessons in English.

References:

1. Chaudhury, N.R.: Teaching English in Indian Schools. New Delhi: H. Publishing Corporation, 1998.
2. Kohli, A. L.: Teaching English, New Delhi: Dhanpat Rai and Sons. 1973.
3. Sachdev, M.S.: Teaching of English in India: Ludhiana: Prakash Brothers Educational Publishers, 1983.
4. Sharma, Kusum: A handbook of English teaching, Radha Prakashan Mandir, Agra.
5. Shrivastawa, B.D.: Structural Approach to the Teaching of English. Agra: Ramprasad and Sons, 1968.

PEDAGOGY OF BENGALI

Unit 1

- Definition of mother tongue, its nature. The importance and aim of teaching Bengali Language and literature as the mother tongue. Place and Value of Mother Tongue as the medium of instruction at all levels of education system.
- Vocabulary control.
- Phonetics-Definition and importance.
- Text books-importance, criteria of a good text book, Principles of selecting text books.

Unit 2

- Methodology:
 - (a) Aims and objectives and different methods of teaching –
 - (i) Prose
 - (ii) Poetry
 - (iii) Grammar
 - (iv) Composition
 - (b) The techniques of reading prose and poetry (loud reading, silent reading, extensive reading)

Unit 3

- Use of Audio Visual aids and their importance, types and use in teaching Bengali language and literature.
- Importance of library works in teaching Bengali language and literature.
- Importance and role of co-curricular activities in teaching Bengali language and literature.
- Qualities of the teacher of Bengali language and literature.

Unit 4

- Pedagogical Analysis (class VI – X)
 - (a) Prose
 - (b) Poetry
 - (c) Grammar
 - (d) Composition (6-10)

References:

1. Ashok Gupta-Bangla Bhasa Sahitya Shiksha Shikshyan paddhatin ruprekha.
2. Subimal Mishra-Bangla Shikshyan Paddhati.
3. Ashit Kumar Bondhapadhdhay-Bangla Sahityar Sampurno etibritta.
4. Sukumar Sen-Bangla Shikshyan Paddhati.
5. Sudhit Kumar Biswas-Matribhasa Sahitya Anusilon o Poranor nature ritti o podhoti.

PEDAGOGY OF SANSKRIT

Unit 1

- Aims of teaching a classical language.
- The position of Sanskrit in the school curriculum.
- The Ancient Indian method of language teaching. The grammatical and translation methods & their advantage and limitations.
- The sound system of Sanskrit.
- Oral conversation.

Unit 2

- Written work, Dictation, Spelling and Pronunciation.
- Simple composition exercises, reproduction after oral composition.
Free composition, written drill, correction work.
- Reading and reading material.

Unit 3

- Translation – from Sanskrit to mother tongue and vice-versa.
- Grammar, peculiar importance of grammar in the study of Sanskrit, inductive and concentric methods of teaching grammar, Their relative merit.

Unit 4

- Correlation with the study of text.
- Principle of teaching, picture composition, Story re production, letter writing, original composition.

Unit 5

- Development of literacy appreciation. Alankar and Chhandas, devices in the appreciation of literature, need for memorizing.
- The Sanskrit library and the class room. Their infrastructure and climate. Juvenile literature in Sanskrit. Technique, its equipments.

Unit 6

- Debate, Seminar, Antyakshari, Essay, Sanskrit pronunciation.
- Debate, recitation.

References:

1. Apte, D.G. and Dongre. P. K. Teaching of Sanskrit.
2. Sanskrit Shikshan – Radha Prakashan.
3. Sanskrit Sahitya ka Itihash – Acharya Baldev Upadhyay Chokamba Prakashan.

PEDAGOGY OF SANTHALI

Unit 1 History of Santhali Language.

- Standardization of Santhali language.
- Main Austric language family member, population and distribution in india.

Unit 2 Co-relation of Santhali with other Indian languages.

- Text books – importance – criteria of selection, Principles of guarding materials.

Unit 3 Santhali Language

- Its nature and importance.
- The sound system of Santhali.
- Santhali script.

Unit 4

- Aims/objectives and methods of teaching Santhali Language and literature.
- Santhali teaching at Primary, Middle, high and higher secondary stage.
- Methods of teaching Santhali Language and literature to non Santhali language students.

Unit 5

- Grammar and vocabulary.
- Speech Training of Santhali language.
- Teaching of poetry and prose.

References:

1. Bhogla Soren: Sosnog (Sosnok'), Dramatic club, Karandih, Jamshedpur, Jharkhand, 1991.
2. Chaitanya Prasad Majhi, Dal Jhali Kulay, Oxford Press, 104 Surya Nagar, Unit – 7, Bhubaneswar, Odisha, 2001.

PEDAGOGY OF URDU

Unit 1 Objectives and Methods of Teaching Urdu at Secondary Level.

Objectives of Teaching & Learning of Urdu at secondary level; Mother Tongue Learning Role & Importance of Mother Tongue; Aims & Objectives of Teaching Urdu – as First language; as second language; and as third language; role of Urdu in India and its place in the school curriculum, the Curriculum of Urdu in the secondary school; & Qualities and Role of the Urdu Teachers. Translation Method, Direct method; Bilingual method; Discussion method; Structure Approach; Situational Approach; & Communication Approach.

Unit 2 Teaching of Skills:

- Teaching Alphabets & Spelling; Teaching of Prose; Teaching of Poetry; Teaching of Grammar; & Teaching of Composition.

Unit 3 Inculcation of Habits

- Listening Comprehension: Practice in Listening and Comprehension; Implication of Stress & Intonation; & Making Notes while Listening.
- Communication Habits: Use of spoken forms in Dialogue, Stories, Reading Aloud, Dramatization, Poetry Reading; Correct uses of stress and Intonation; Word Groups.

- Good Reading habits: Reading with appropriate speed for various purposes such as Studying, Looking for Information, Scanning, etc.; Reading for overall Comprehension, Practice of analyzing at Text Organization, Reading for Evaluation; Reading for Appreciation of Form, Style & Author's Personality; Reading for Facts, Reasoning, Logical relationship, Definition, Generalizations, Understanding Diagrams; Reading manuals, Charts, Schedule and Rule Books.
- Good Writing Habits: Advanced Mechanics of writing, i.e. Spelling, Punctuations, Indenting, Titles, Subtitles of Sections, Underlining, Quotations, Use of Paragraphing, Use of Abbreviations, capital Letters & Correct Forms of Address in Letters, Applications, etc.; Organization of paragraph, An Essay or a paper.

Unit 4 Lesson Planning and Importance Audio visual aids

- Prose – Fictional & Non-Fictional; Informative, Descriptive & Emotional
- Poetry – Development of the Emotional Aspect, Expression & its Aesthetic sense, Components of Poetry Teaching.
- Grammar.
- Composition – Relationship between Oral and written Composition.
- Audio Visual Aids: Meaning, Classification, Importance and use in Teaching Urdu.

Unit 5 Evaluation

- Measurement & Evaluation: Meaning, Characteristics & Difference.
- Preparation of Diagnostic Test, Achievement Test; Different Types of Questions.
- Different between Norm Referenced testing and Criterion Reference Testing.

References:

1. Farooq Ansari: Instructional Material for Teachers on the New Techniques and Approaches of Teaching Urdu at Secondary level.
2. Her Majesty's Publication: Teaching the Mother Tongue in Secondary schools.
3. Rafiq Kareem: Urdu Zaban ka Tariqa-e-Tadrees.
4. Salamat Ullah: Buniyadi Ustad ke Liye.

PEDAGOGY OF MATHEMATICS

Unit 1 Nature and Development of Mathematics

- Meaning and Characteristics of Mathematics.
- Nature of mathematics-Precision, Logical structure, Abstractness, Symbolism.

- Educational values of mathematics-Practical, Disciplinary, Cultural, Vocational, Social, Aesthetic.
- History of Mathematics-Contributions of mathematicians: Aryabhatta, Baskara, Ramanujan, Pythagoras, Euclid.

Unit 2 Goals of Teaching Mathematics

- Aims and Objectives of teaching mathematics.
- Taxonomy of educational objectives – Cognitive, Affective, Psychomotor.
- Writing instructional objectives – General and Specific instructional objectives (GIO and SIO) and Specific Learning Outcome.

Unit 3 Mathematics Curriculum

- Curriculum and Syllabus – Content – Principles of selection.
- Organisation of syllabus: Logical & Psychological – Topical & Spiral approaches.
- Integrated approach to teaching of mathematics: Mathematics in life –correlation between different disciplines, co-relation within branches of mathematics.
- Analysis and importance of secondary level mathematics curriculum.

Unit 4 Methods of Teaching

- Methods of Teaching – Heuristic, Project, Laboratory. Inductive – Deductive, Analytic – Synthetic. Problem Solving Strategy – Steps in problem solving.
- Creativity and Divergent thinking in Mathematics.

Unit 5 Learning Resources and Devices.

- Mathematics Text book.
- Mathematics Library.
- Mathematics Laboratory.
- Mathematics club and Mathematics exhibition.
- Professional self development – Qualities of a good mathematics teacher.
- Teaching Aids – Audio, Visual and Audio-visual aids and improvised aids.

Unit 6 Evaluation

- Concept of Measurement and Evaluation – Purposes of evaluation.
- Characteristics of a good measuring instrument.

- Test and different types – Achievement, formative, summative, diagnostic.
- Construction and importance of achievement and diagnostic tests.
- Diagnosis and remediation of student difficulties in learning mathematics.

References:

1. Scopes, P. G.: Mathematics in Secondary Schools. Cambridge: Cambridge University Press, 1973.
2. Sharma, J.N.: Introduction to New types of Tests in Mathematics. New Delhi: Arya Book Dept. 1966.
3. Sharma N.R.: Ganit Shikshan, Kyon aur Kaise, Agra: Ratan Prakashan Mandir, 1966.
4. Siddhu, K.S.: The Teaching of Mathematics, New Delhi: Steriling Publications, 1983.

PEDAGOGY OF PHYSICAL SCIENCE

Unit 1

- Nature and scope of science, structure of science, concepts, principles, theories and models. The role of physical science in building civilization.
- Aims and objective of teaching physical science at secondary level. Types of objective and stating in behavior terms. Correlation in teaching of physical science with other school subjects.

Unit 2

- Teaching physical science – learner centered and activity based approach. Inductive and Deductive approaches, demonstration, Unit methods, Heuristic, project.
- Laboratory management and safety: Designing a Physical science lab. Lab equipments. Management of lab and safety measures.

Unit 3

- Curriculum Transaction: Stage of cognitive development and suitability of a concept in the curriculum. Principles of curriculum organization.
- Transactional strategies: Lesson plan its characteristics. Unit plan, preparation of low cost improvised apparatus, instructional aids.
- Evaluation procedures in physical science, comprehensive and continuous evaluation, Specification table (Blue print) for objective based testing in evaluation.

References:

1. Mangal, S. K., Mangal, Shubra – Meerut International Publishing house.
2. Gupta, S. D. & D. R. Sharma (2002) Teaching of Science, Malhotra Bros. jammu.

3. Guta, S. K. (1998): Teaching of Physical Science, Sterling, New Delhi.
4. Sharma, R. C. (1991): Modern Science Teaching, Dhanpat Rai Publishing Co. Delhi.
5. Siddiqui, N. N. & (1995): Teaching of Science, Wilson Publication New Delhi.
6. Kulshrestha. S.P. (2008, Teaching of Physical Science, Meerut, R. Lal. Book Depot.
7. Nayak. A.K. (2004), Teaching of Physics, New Delhi, APH Publishing Corporation.
8. Aggarwal. J.C. (2007), Essentials of educational Technology, innovations in Teaching-Learning, New Delhi: Vikas Publishing House Pvt. Ltd.
9. Pal Debashish&Dhar, Debashish (2006), BhoutaBijanShikshanPadhati , Kolkata, Rita Book Agency.
10. Mondal, Atul Krishna (1999), BhoutaBijanShikshanPadhati, Kolkata, Rita Book Agency.
11. Chauhan., S.S. (200), Innovations in Teaching-Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
12. Gupta N.K. (1997), Research in Teaching Science, New Delhi, APH Publishing Corporation.
13. Kaushik V.K & Sharma S.R. (1997), Modern Methods of Teaching, Anmol Publications Pvt. Ltd.
14. Kochar S.K (1997), Methods & Techniques of Teaching, New Delhi, Sterling Publishers Pvt. Ltd.
15. Kumar A. (1999), Teaching of Physical Science, New Delhi, Sterling Publishers Pvt. Ltd.
16. Mohanty S. (1996), Teaching of Science in Secondary School, New Delhi, Deep & Deep Publications Pvt. Ltd.
17. Mukalel J.C. (1998), Creative Approaches to Classroom, teaching, New Delhi, Discovery Publishing house.
18. Sharma, R.C. (1981), Modern Science teaching, New Delhi, DhanpatRai & Sons.

PEDAGOGY OF BIOLOGICAL SCIENCE

Unit 1

- The concept of life science.
- Aims and objective of teaching secondary school curriculum.
- Co-relation of life science with other school subjects.
- Values of teaching life science (Cultural, intellectual and practical)

Unit 2

- Principles of curriculum construction in Biological science, Role of Biological science in developing skills & attitudes for social living.

- Role of life science in daily life.
- Life-Science curriculum for secondary school.
- Life science text books – its criteria of selection.

Co-Curricular Activities

- Science fair and exhibition, field trips, Science club, Science Museum (project planning & organization).
- Practical aspects: Life science laboratory (importance, organization and equipments)

Unit 3

- Methods of Teaching Biological Science – Lecture, Demonstration, Heuristic, Laboratory, Project, Problem Solving Method, Programmed instruction.
- Innovation in Science Teaching – CAI, Co-operative learning, Team teaching, Seminar, Presentation.
- Audio Visual aids: Projected and non-projected aids.

Unit 4

- Qualities of life science teachers.
- Problems of Teaching Life Science in Secondary Schools.
- Lesson Planning, its importance and different ways of Lesson planning (Unit plan, Herbartian five Step plan)
- Evaluation in Life science teaching.

References:

1. S. P. Kulshreshtha Teaching of Biology.
2. Mangal, S. K.: Teaching of Biological Science.
3. Sharma, H. S., M and Parashar: Teaching of Biology.
4. Gupta, S. D. & D. R. Sharma (2002) Teaching of Science, Malhotra Bros. Jammu.
5. Kohli, V. K. (2001): How to teach science, Vivek Publishers, Ambala City.

PEDAGOGY OF HOME SCIENCE

Unit 1

- The importance of Home Science as a subject, Interdisciplinary nature of home science, aims and objectives of home science teaching, writing instructional objectives related to different areas of home science.

Unit 2

- (a) Preparation of classroom instruction: need, importance, types of lesson format, (b) Instructional Methods: Lecture Method, Demonstration Method, Discussion Method, Role Playing Method, Project Method, Problem Model.

Unit 3

- Preparation of Teaching aids, Need, Importance of teaching aids, classification of teaching aids, selection and use of teaching aids. Use of mass media and multimedia in home science teaching. Home Science laboratory, Organization of Co-curricular activities.

Unit 4 Unit and Lesson Planning

- Necessity of planning of instruction in Home science, Unit Planning, Basic Elements of lesson planning, Preparation of Lesson Plan for teaching Home Science.

Unit 5 Evaluation in Home Science

- Difference between measurement, assessment and evaluation, characteristics of good measurement, diagnostic test and remedial teaching, criterion referenced testing and norm referenced testing, different types of items, development of achievement test in home science.

References:

1. Das, R. R. and Ray, B.: Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd. 1983.
2. Dash, Nivedita: Teaching of Home Science Dominant Publisher, New Delhi, 2004.
3. Devdas, R. P.: Teaching Home Science Schools, New Delhi: NCERT, 1969.
4. Jain & Mallaiya, N.: Poshan Awam Aahar Ke Sidhhant, Agra: Vinod Pustak Mandir, 1987.

PEDAGOGY OF GEOGRAPHY

Unit 1 The nature and scope of Geography

- Meaning and nature of Geography teaching; Aims, objectives and values of Geography teaching; significance of Geography teaching.

Unit 2

- Geography in relation to other school subjects.
- Curriculum of Geography in schools (at secondary level)
- Audio-visual aid in Geography; their importance, preparation and main principles of use.
- Text books in Geography in schools.

Unit 3 Methods of Teaching Geography

- Observation approach, Regional approach, Assignment and project method, Laboratory and demonstration method, Inductive and Deductive approach, Excursion approach.
- Techniques of teaching Geography.
- Teaching Principles and Maxims.

Unit 4

- Qualities of a successful Geography teacher.
- The importance of a Museum, Geography room excursion and newspaper in Geography teaching. Geography and national integration and International understanding.

Unit 5

- Innovation in Geography teaching.
- Lesson Planning – Principles & Procedures, Unit Plan.
- Examination and Evaluation in Geography.

References:

1. Teaching of Geography – R. P. Singh.
2. Teaching for Geography – B. C. Rai.
3. Bhugol Shikshan – Yogesh Kumar.
4. Bhugol Shikshan ken aye Aayam – Manoj Kumar Bhadoria.
5. Rao S.M: Teaching of Geography, Anmol Publications, Delhi.
6. Sharma, CJ & Shaida, DB: Teaching of Geography, Dhanapat Rai Publishing company.
7. Gopsil, G.H: The teaching of Geography, Macmillan & Co. Ltd.
8. Source book for teaching Geography, UNESCO Publication.

PEDAGOGY OF HISTORY

Unit 1

- Meaning, Nature and Scope of teaching history.
- Aims and objectives of teaching history.
- Significance and value of teaching history.
- Correlation of history with other school subjects.

Unit 2

- Syllabus and materials – different approaches on the selection and gradation of materials and its problems in Primary, middle and secondary stages, Indian historiography, Biographical organization and Chronological organization of contents. Time line – Time charts – Types and preparation of time line.

Unit 3 Methods of Teaching History.

- Story telling lecture method, sources method, unit method, project method, dramatization method and demonstration method. Techniques of History teaching, Principles and maxims of history teaching.

Unit 4

- Qualities and training of a history teacher.
- History text books – importance.
- History room, History laboratory.
- History Teaching and National integrations and international understanding.

Unit 5

- Innovation in History teaching.
- Examinations and Evaluation in History.
- Lesson planning – Principles and procedures.

References:

1. Teaching of History – S. K. Kochhar.
2. Itihas Shikshan – Manoj Kumar Sharma.
3. Itihas Shikshan – Karan Singh.
4. Itihas Shikshan – P. N. Pandey.
5. Kochhar.S.K-Teaching of History, Sterling Publisher Private limited.
6. Gururani G.D. –Modern teaching of History- Theories & Practices, Akansha Publishing House. New Delhi.
7. Das Biranchi Narayan –Teaching of History, Neel Kamal Publications Pvt. Ltd.
8. Shaيدا B.D & Singh Saheb – Teaching of History, Dhanpatri Publishing Company (P) Ltd.
9. Aggarwal.J.C- Teaching of History- A practical approach, Vikas Publishing house Pvt. Ltd.
10. Singh. Dr.Y.K- Teaching of History –Modern Methods, APH Publishing Corporation, New Delhi.

11. YadavNirmal – teaching of History- Anmol Publications Pvt. Ltd.
12. Haldergourdas – ShikshanPrasangeyItihas- Talwa O Paddhati, Banerjee Publishers.
13. Ghosh. P.P.- Effective Curriculum Construction Pointer Publishers, Jaipur.
14. Bhakta, Bhaktibhusan&BhaktaChandan- ItihsShikshanPaddhatir Nava-rupayan- Rita Book Agency

PEDAGOGY OF ECONOMICS

Unit 1

- Meaning, Aims, objectives and Scope of studying teaching Economics.
- Meaning Nature and Concepts of Economics.
- Aims, objectives and values of teaching economics with special reference to Indian condition.

Unit 2

- Place of Economics in School curriculum and its relation with other subjects.
- Use of Community resources in teaching of Economics.

Unit 3

- Different methods of teaching Economics lecture, textbook, discussion, demonstration, Project Supervised study method.
- Importance of text book, periodical and Journals in the teaching of Economics.

Unit 4 Lesson plan of Economics

- Unit plan.
- Teaching aids in Economics.
- Teacher of Economics.

Unit 5

- Different methods and techniques of teaching economics.
- Economics Library.
- Evaluation and Achievement test.

References:

1. Kanwar, B. S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.
2. Singh, H. N. and Rajendra Pal: Arthshastra Shikshan.
3. Singh, R. P.: Arthshastra Ka Shikshan. Ajmer: Kshetriya Shikshan Mahavidyalaya, 1969.
4. Tyagi, G.D.: Arthshastra Shikshan. Agra: Vinod Pustak Mandir, 1981.
5. *Teaching Economics, Norman Lee(ed), (Economics Association, Surry, 1967)*
6. *Teaching Economics: More Alternatives to Chalk and Talk Paperback – William E. Becker, Michael Watts, Suzanne R. Becker, Edward Elgar Publishing*
7. *International Handbook On Teaching And Learning Economics, Gail M. Hoyt, KimMarieMcGoldrick, Edward Elgar Publishing*
8. *Teaching of Economics, M.H.Siddiqui, APH Publishing*
9. *Teaching Economics in India- A Teacher's Handbook, M.V. Srinivasan, NCERT.*

PEDAGOGY OF CIVICS

Unit 1 Objectives, Purpose and Scope

- Objectives of Teaching Civics; Social Skills to be developed among school students; Need and Importance of Civics in School Curriculum and its relationship with other School Subjects; Teaching the Concepts of Human Rights and Duties of Citizen.

Unit 2 Curriculum of Civics

- General Principles of Curriculum Framing, Principles of selection and Organization of Content; Presentation of the Subject Matter of Civics at Secondary Level.

Unit 3 Methods of Teaching Civics

- General principles and Maxims of Teaching Civics: Methods and Techniques of Teaching Civics – Traditional Methods of teaching; Textbook Method; Lecture Method, Story-telling Method, Discussion Method, Project Method, Role Play Method, Techniques: Questioning, Narration, Examination Drill, Supervised Study, Assignment, Seminar and Panel Discussion; Concept Attainment Model, Jerk Technology.

Unit 4 Teaching Aids for Civics

- Traditional Aids; Black Board, Textbooks; Verbal Aids-Story, Example, Dramatization; Visual Aids-real, Objects, Models pictures; Audio Aids-Radio, Tape, Recorder, Audio visual Aids – Film and Film strips, T.V.; Excursion and Field Work.

Unit 5 Lesson Planning

- Unit Plan; Lesson Plan : Steps, components of Lesson Plan.

Unit 6 Textbooks and Resources of Civics

- Importance and Need of Textbooks, Selection of Textbooks, Review of some Textbooks prescribed in different schools; Resourcefulness, Professional competence and Personality of Civics Teacher.

Unit 7 Evaluation in Civics

- Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norms Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Civics.

References:

1. Kochhar, S. K.: Teaching of Political Science, New Delhi: Sterling Publishers, 1970.
2. Saraf, F.J.: Political Science. Ohio: Charels Merill, Columbus, 1965.
3. Method of Teaching Civics By B. C. Rai (1965).
4. Improving Instruction in Civics – NCERT (1969)
5. Teaching Economics – Norman Lee (Ed.) 1975.
6. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
7. Duplas, J.A.(2009) Teaching Elementary Social Studies. New Delhi: Atlantic Publisher.
8. Aggarwal (2008). Principles, methods & Techniques of Teaching, U.P: Vikas Publishing House Pvt. Ltd.
9. Cahuhan, S.S. (2008). Innovations in teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
10. Sharma, R.N (2008) Principles & Techniques of Education. Delhi: Surjeet Publications.
11. Joyce & Well. (2004), models of Teaching. U.K. : Prentice hall of India.

PEDAGOGY OF COMMERCE

Unit 1

- Concept, nature, need and importance of teaching Commerce at higher secondary level, status of teaching commerce in India and abroad, relationship of Commerce with other subjects, such as, Economics, Law, Mathematics, Psychology, Sociology, Statistics, etc.

Unit 2

- Aims and Objectives of teaching Commerce at Secondary level, understanding terminology of Commerce, such as, Book Keeping, Accountancy, Banking & Insurance. Marketing Management, Auditing and Tax, Modern Trends in Commerce: e-commerce, use of computers in commerce, Tally Package.

Unit 3 Commerce Curriculum

- Principles of curriculum construction for secondary stages, modern trends in commerce curriculum, teaching – learning material in commerce.

Unit 4 Teaching Aids & Methods of Teaching

- Importance of Teaching Aids, Types and use of Teaching Aids, Methods of teaching Commerce to secondary classes: Inductive, Deductive, Lecture Method, Project Method, Problem Solving Method, Concept Attainment Model, Inquiry Training Model, Jerk Technology.

Unit 5 Unit and Lesson Planning

- Necessity of planning of instruction in Commerce, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Commerce.

Unit 6 Evaluation in Commerce

- Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Different types of items, Multiple Discriminate Type Achievement Test in Commerce.

References:

1. Bhatia, S.K.: Method of Teaching Accounts, New Delhi: Institute of Advanced study Education Unit, 1995.
2. Jain, K. C.: Vanijay Shikshan, Jaipur: Rajasthan Hindi Granth Academy, 1994.
3. Rao, Seema: Teaching of Commerce, New Delhi. Anmor Prakashan, 1995.
4. Singh, R. P.: Teaching of Commerce, Meerut: Royal Book Dept. 2004.

OC1-BASIC EDUCATION

Unit 1 EDUCATION NATURE AND PURPOSE

Meaning and Nature of Education

- What is education?
- Whether education is a natural or social process? Intentional or unintentional?
- What comprises education?

- Does education occur only in educational institutions? Where else?
- Processes and Modes of Education
- Is education an activity/process?
 - Through what modes does education take place?
 - How education in schools is linked with outside school experiences?
 - Why education. In the form of schooling, needs to be provided to all children?

Purpose of Education

- Whether education is organized for:
 - Individual development or social transformation?
 - Providing knowledge or information?
 - How worthwhile is education? Who decides it? For whom?
 - Who is an educated person?

Unit 2 KNOWLEDGE AND KNOWING

Knowledge Meaning

- What is knowledge?
- What is knowing? Can doing, Thinking and feeling be discerned separately in knowing?
- Differentiate between information, Knowledge, Belief and truth.

Knowing Process

- What are different ways of knowing?
- How knowledge can be constructed? What is involved in construction of knowledge?
- What are the relative roles of knower and the known in knowledge transmission and construction?

Facets of Knowledge

- What are the different facets of knowledge and relationship, Such as:
 - Local and universal?
 - Concrete and abstract?
 - Theoretical and practical?

- Contextual and textual?
- School and out of school?
(With an emphasis on understanding special attributes of 'school knowledge.)
- What is the role of culture in knowing?
- How is knowledge rendered into action? How to reflect on knowledge?

Unit 3 FORM OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS

- Can we categorize knowledge? On what basis?
- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimizes, and organizes categories or knowledge in schools? In what form?
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

Unit 4 AUTONOMY OF TEACHER AND LEARNER

Autonomy of Teacher

- What is autonomy? Is autonomy and freedom the same?
- What is Teacher's autonomy?
- What is freedom of a teacher? Freedom in what sense? Why?
- How does teacher's autonomy help in enriching learning situations?
- Do autonomy and accountability go together?
- What are the hindering factors that affect teacher's autonomy?

Autonomy of Learner

- What is autonomy of learner?
- What are the restraints on learners in schools?
- Can learners be free from curriculum, textbooks, instruction, and discipline?
- Does learning take place if the learner is free from all constraints of the school?
- To what extent do individual autonomy and collective responsibility go together for teacher and learner?

Unit 5 EDUCATION AND VALUES

- What are values? Are they relative or absolute? Who creates values?

- Can humans be free of values?
- What are the values prevalent in contemporary society?
- What does it mean when one says, 'education is a normative endeavour'? How does this relate to value formation?
- What kinds of values education perpetuates?
- Do different school contexts have a differential impact on learners' value formation?
- Does education have the potential to contribute to transformation of values in society?
- How do group and social conflicts influence school system?
- How does the school system nurture a culture of peace?

OC2-HEALTH AND PHYSICAL EDUCATION

Unit 1

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Understanding of the body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases-its causes, prevention and cure, immunization and first aid.
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.
- Safety and security – disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Yogic practices – importance of yoga, yogasanas, kriyas and pranayams.
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Unit 2

- Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; Food and water; Safety and laws.
- Pollution-types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and recycling.
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation.
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship.
- Games and Sports-athletics, games, rhythmic activities and gymnastics.
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports.
- Yogic practices-importance of yoga, yogasanas, kriyas and pranayam.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practical

Practical is relevant for both the years.

- Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view.
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 50 mts. Relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game.
- Organisation of games and sports tournaments.

- Learning and performing of basic yogic activities.

Modes of Learning

The content of this area should be meaningfully related to the student-teachers, environment and life. Activities which do not involve much cost or low cost activities may be identified because most of the schools cannot afford high cost facilities and equipments. Along with creating awareness about various health-related aspects, the focus of learning should be on developing positive attitudes and healthy habits and responsible behavior towards health. The organization of activities, particularly related to sports should ensure the participation of all students-teachers. However, at the same time and element of healthy competition to search talent may also be cautiously introduced. The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analyzing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Organising school health check-ups, referral, practical classes of first-aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organization of games and sports and demonstration of yogic activities.

Assessment

The assessment in Health and Physical Education should be continuous and systematic and should measure all the multi-dimensional aspects of the student-teacher. Regular and objective assessment can also serve as a motivation to the student-teacher to make effort to improve his/her health and performance. Students-teachers should be assessed regarding knowledge, practices and skills based on observations, submission of projects and assignments, participation in various games and sports and physical fitness tests. Various fitness tests may also be used.

OC3-GUIDANCE AND COUNSELING

Eight questions to be set, five questions should be answered.

Objectives:

The Student-teacher will know, understand and apply:

1. Importance of guidance in the life of individuals.
2. Concept of Guidance, Meaning of Guidance.

Guidance and Counseling:

1. Guidance: Meaning, Principles, needs and purposes, Sphere of Guidance Educational, Vocational & personal – Meaning, Principles, needs and purposes, Group guidance.
2. Role of teachers and parents, Organizing guidance service in school, Child Guidance Clinic. Case Study.
3. Counseling: Meaning & basic Principles, Relation among Guidance Counseling & Psychotherapy. Skills of good counselor, Characteristics and functions of a School Counselor, Guidance and Counseling for learners with special needs – slow – learners and children with SLD.
4. Career Guidance & Counseling: Career awareness & Career information; Career decision making skills (selection of school subjects, future training course and future Career), Teacher as a Career master.
5. Psychological testing: Difference between testing and experimentation. Types of tests- verbal and non verbal, individual and group. Theoretical orientation (in brief) of use of tests – intelligence, aptitude, personality and motivation.

References:

- Guidance and Counseling - A. K. Nayak
- Guidance and Counseling - Ramesh Chandra
- Guidance and Counseling in education and psychology a study - R. P. Bhatnagar and Seema Rani
- Nirdasan aṅg Paramarsha - S. N. Sharma

OC4-ENVIRONMENTAL EDUCATION

Course Objectives

To enable the teacher trainee:

1. To enable the student teacher to understand about the concept of Environmental Education.
2. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.

3. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
4. To develop reasonable understanding about the role of the school and education in fostering the idea of learning to live in Harmony with nature.
5. To enable the student teacher to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents

Unit: 1-Environmental Education

(1) Meaning, Nature, History and Scope of Environmental Education. (2) Need and Importance of Environmental Education. (3) Types of Environmental Pollution and Their Remedies. (4) Values and Ethics Related to Environment.

Unit: 2

(1) Causes and Effect of Environment Hazard, Global and Local. (2) Green House Effect-an Impending Catastrophe. (3) Ozone layer Depletion-Environment Threat, Acid Rain, Pillar Melting, Rise of Sea Level and Their Implication. (4) Salient Feature of Environment Awareness through Education programmes of environmental education for secondary school children.

Unit: 3

(1) Bio diversity-conservation of genetic diversity-An important environment priority. (2) Learning to live in harmony with nature. (3) Environment, Earth and Biosphere. (4) Biotic and Abiotic components. (5) Eco system, Food Chain, Food web and Ecological pyramids. (6) Biotic and Abiotic-Resources and their management. (7) Waste Management.

Unit: 4

Methods and Evaluation in environmental education. Enquiry and problem solving in environmental education. Simulation and gaming. Beyond the school-wass expence, Case study. Concept of curriculum process and curriculum development. Evaluation and management. Utilization of results of evaluation.

Unit: 5

Role of school in environment conservation and sustainable development. Environmental education in National and International context. Geneva conference, Stockholm conference, Role of IUCN, UNESCO, UNEP, UNICEF. Environment policies and legislation.

References:

1. Environmental Studies - A. K. De
2. Fundamentals of Environmental Studies - D. K. Sinha
3. Environmental education - V. S. Sharma
4. Environmental education - P. R. Trivedi

OC5-GENDER, SCHOOL & SOCIETY

Unit: 1

(1) Sex and Gender

- Psychology and sociological perspectives.
- Radical feminism, patriarchy, reproductive technology and motherhood.
- Socialize class, gender and Division.
- Indian women-family, caste, class, culture, religion and social system.

(2) Social Construction of Gender.

- Socialization.
- Gender Identity: The media, gender roles, Stereotypes, class caste, community and gender relation.

(3) Women Education & Law:

- Women access to and participation in formal education.
- Women & informal Education.
- Non-formal (media)

Unit: 2

(4) Gender inequalities in schooling.

- Organization of schooling.
- Curricular choices and hidden curriculum (teacher attitude, classroom interaction and poor culture)

(5) Gender-schooling-Education for gender equality.

- Case studies of intervention in school education.
- The lok jumbish experiences (movement for women equality)

Unit: 3

(6) Education and empowerment.

- Concept and importance.
- Women an sustainable development.
- Special role of women as protector of Environment.
- Waste management and women worker.
- Education for sustainable Development.

Unit: 4 Gender, Sexuality, Sexual Harassment & Abuse:

(7) Linkages and differences between. Reproductive rights & sexual rights.

(8) Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.

(9) Agencies perpetuating violence: Family, School, work place and media (printed & electronic)

(10) Institutions redressing sexual harassment & abuse.

Unit: 5 Education, Provisions & Environment:

- Human Rights of women in India.

- Constitutional Provisions for women in India.
- Role of National Commission for women (New) in India.
- Environment & Gender.

Unit: 6 Education & Society:

- Social change & Social stratification.
- Social mobility.
- Problems of Education in Society.
- Role of Education in society.

EPC4-DEVELOPING TEACHERS' IDENTITY

Unit: 1 Reflecting on 'Self'

- Situating 'Self' in society: understating of multiple identities such as gender, relational, cultural; understanding personal beliefs, stereotypes and prejudices resulting from these identities.
- The impact of one's own socialization processes on the making of present 'self'.
- Awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher'.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.

Unit: 2 Understanding Teachers' Identity

- Teachers' identity: Contemporary status and debates, Notional of an 'Ideal' teacher.
- Transition of teachers' identity in Indian scenario: from 'Guru' to 'Professional'.
- Major factors affecting teachers' identity: socio-cultural, political, economical context.
- Theoretical perspectives related to teachers' identity.
- Creating case narratives of teachers and reflecting on them.

Unit: 3 Evolving an 'Identity' as a teacher

- Evolving an identity as a teacher: progressive and open to re-construction.
- Developing own 'professional identity': Reflecting on won learning and action.
- Understanding own challenges and role as a teacher.
- Knowledge and practice of professional ethics.
- Teacher's autonomy: an integral part of its identity.
- Visualizing an enriching space for the development of teacher's identity.
- Developing as a Teacher: Role of Teacher Education Programmes.

School Internship

250 marks

Internship in schools will be for a minimum duration of 20 weeks for a two years B.Ed programme (4 weeks in the first year and 16 weeks in the second year).

In the first year there will be a pedagogical skill development for 10 days in the concerned teacher training institution and 18 days for practical experience in school environment (e.g. observing regular classroom with a regular teacher, peer observations, teacher observations and faculty observations of practice lesson).

In the second year students will actively engaged in teaching learning programme in the concerned school environment (16 weeks).

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