

Syllabus
of
Two Year Bachelor of Education (B.Ed.)
Programme

As per N.C.T.E., Regulation 2014
(With Effect from Session 2018-20)



Faculty of Education
Patliputra University
Patna

VISION

Nalanda Group of Institutions

To impart quality education to young aspirants at an affordable cost by molding students as individuals with discipline, human values and ability thus contributing to the educational growth of the country. To provide intellectual and moral leadership by igniting the minds of young learners for realization of their potential and make positive contributions leading to prosperity of the society and the nation at large.

MISSION

Nalanda Group of Institutions

To create a well equipped centre for the youth for successful completion of M.Ed./B.Ed. course as a professional career contributing to enhance the status of young learners and build the wealth in the teaching field with a mission to impart the quality Teachers Training Education to each and every segment of our society.

Syllabus of Two-year Bachelor of Education (B.Ed.) Course

General Instructions:

In India, the system of Teacher education comprises teacher education programmes meant for preparing teachers for different stages of school education or for different curricular areas across stages. The teacher education programme leading to the Bachelor in Education (B. Ed.) aims at preparing teachers for upper primary or middle level (VI-VII), secondary and senior secondary level of education, that is, classes IX-XII. The RTE Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realization of the goals.

The teacher education programme leading to the Bachelor in Education (B. Ed.), teacher is called upon to engage with children of 6-17 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's learning and development, for which the teacher must have thorough understanding of the child and his process of learning and development and also of problems and rights of children. Needless to say that the teacher is expected to develop the requisite understandings through his/her own observation, experimentation and reflection. Every child grows in a particular socio cultural context, which impacts his/her, acquisition of knowledge, skills, attitudes, etc. This makes it imperative for the teacher to understand the social set up in which the child is placed and the demands it puts on the child as well as on the teacher.

In addition to developing understanding of the child's development in various contexts, the teacher is also expected to facilitate acquisition of knowledge and skills by the students in different curricular areas, for which he/she must have the competence to use appropriate pedagogies, which may be subject-specific or general pedagogy relevant and appropriate for different areas of school curriculum. For instance, the utility of ICT, Arts and Crafts and Community resources and folk arts as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The present day Indian Society is a technology driven Society and is on the way of becoming a learning society. The increasing use of Information and Communication Technologies has brought about a sea change in the generation and transmission of knowledge. This has empowered the learners for self-learning. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. Besides ICT, fine arts, music, dance, theatre and crafts have immense potential for being used as a medium for the teaching of various areas of school curriculum like Science, Mathematics, Social Studies, Environmental Studies, etc. The inclusion of Arts and Crafts in the curriculum shall not only equip the prospective teachers to appreciate our rich cultural heritage in the field of Arts, but will also prepare them to expose their potential as pedagogical tools for the education of different areas of school curriculum.

NCFTE -2009 emphasized that we need teachers who:

- * Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.
 - * Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
 - * Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
 - * Do not treat knowledge as a given embedded in the curriculum and accepted without question.
 - * Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
 - * Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
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- * Promote values of peace, democratic way of life, equality, justice, liberty, secularism and for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- * Observe and engage with children, communicate with and relate to children.
- * Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- * Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- * Engage with subject content, examine disciplinary knowledge and social realited subject matter
- * Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. (NCFTE-2009)

The B.Ed. Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and can engage with context and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of classrooms.

Eligibility:

- Candidate with at least fifty percent marks either in the Bachelor's Degree and /or in the Master's Degree in Science/ Social Science/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to be eligible for admission to the programme.
- The reservation and relaxation for SC/ ST/ OBC/ PHC and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

I. Scheme of Study:

First Year Annual Distribution Of The Course

Course no.	Course Name	Credit	Theory	Practicum	Full Marks
BCC 1	Childhood and Growing Up	4	80	20	100
BCC 2	Contemporary India and Education	4	80	20	100
BCC 3	Learning and Teaching	4	80	20	100
BCC 4	Language across the Curriculum	2	40	10	50
BCC 5	Understanding Disciplines and Subjects	2	40	10	50
BCC 6	Gender, School and Society in Education	2	40	10	50
BCC 7a	Pedagogy of a School Subject	2	40	10	50
BEPC 1	Reading and Reflecting on Texts	2	00	50	50
BEPC 2	Drama and Art in Education	2	00	50	50
BEPC 3	Critical Understanding of ICT	2	00	50	50
	Total	26			650

**Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a.*

SECOND YEAR ANNUAL DISTRIBUTION OF THE COURSES

Course no.	Course Name	Credit	Theory	Practicum	Full Marks
BCC7(b)	Pedagogy of a School Subject	2	40	10	50
BCC 8	Knowledge and Curriculum	4	80	20	100
BCC 9	Assessment for Learning	4	80	20	100
BCC 10	Creating an Inclusive School	2	40	10	50
BCC 11	Optional Course*	2	40	10	50
BEPC 4	Understanding the Self	2	00	50	50
	School Internship	10	0	250	250
	Total	26			650

* Engagement with the Field : Tasks and Assignments for Courses 7b & 8-10.

* One Credit is equal to 16 hours for theory and for practicum 32 hours.

Note:

* Optional Courses can be from among the following – Health and Physical Education, Peace Education & Guidance and Counseling.

I. Examination:

- To be permitted to appear in the examination for the Degree of the Bachelor of Education (B.Ed.) a candidate must have :
 - I. Completed the courses of study prescribed for the B.Ed. Programme.
 - II. Registered with Patliputra University, Patna as a student.
 - III. Having completed 80% attendance in theory classes and 90% in school internship and practicum of the total classes held.
 - IV. The course must be completed in a maximum of three academic session from the date of admission to the programme.
- A candidate for Bachelor of Education degree shall be examined in eighteen paper carrying total of 1300 marks.
 - (a) There shall be five core papers carrying 100 marks each (80 marks for Theory & 20 marks for Internal assessment)
 - (b) There shall be four core papers carrying 50 marks each (40 marks for Theory & 10 marks for Internal assessment)
 - (c) There shall be two papers of pedagogy of School subject (PSS), carrying 50 marks each (40 marks for Theory & 10 marks for Internal assessment)
 - (d) There shall be one optional course to be offered in areas such as Vocational, Health and Physical Education, Peace Education, Guidance and Counseling course carrying 50 marks (40 marks for Theory & 10 marks for Internal assessment).
 - (e) There shall be four EPC courses carrying 50 marks each which shall be evaluated internally.
 - (f) There shall be School Internship programme for 250 marks. The marks shall be awarded on the basis of overall performance of the student-teachers in the school during Internship programme. The institution shall maintain cumulative record of activities of each student-teacher during Internship programme for the assessment of overall performance.
- There shall be written examination in each of the theoretical core papers, pedagogy of school subject & elective papers. The theoretical core papers carrying 80 marks shall be of three

hours duration and the theoretical core papers, pedagogy of school subject & elective papers carrying 40 marks shall be of two hours duration .

- For the evaluation of School Internship programme there shall be provision of one external examination to be conducted by the University after completion of School Internship programme.
- For practical examination the university is liable to send external examiners.
- The medium of examination of course shall be Hindi/English/Urdu.
- Courses of study for Bachelor of Education examination shall be the same as prescribed by the Academic Council of Patliputra University, Patna.
- A candidate who having completed the course, fails to appear at the examination or fails to pass the examination shall be allowed to take subsequent examination on payment of prescribed examination fee without being required to complete the course again. However, this opportunity shall be given two subsequent first year examination and one subsequent final year examination within a period not exceeding three years from the date of admission or till the completion of the first year examination of third academic session.
- A candidate promoted to second year shall be allowed to appear in the final examination of B. Ed. course and shall be allowed to clear the first year backlog papers either in the first year examination of second academic session or third academic session but if he/she fails to clear the backlog papers he/she shall be declared fail and B. Ed. degree shall not be awarded. If a candidate promoted to second year fails to clear final year examination of first academic session, he/she shall be allowed appear at the final year examination of second academic session. If he/she fails to clear this examination he/she shall be declared fail and B. Ed. degree shall not be awarded. In order to pass B.Ed. examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately.
- If any student fails in not more than two theory papers (including the practicum), he/she will be promoted to second year course but he/she will have to clear all the backlog papers within the period of three years from the date of admission in order to get the final result and the B. Ed. degree or till the completion of the first year examination of third academic session from the date of admission.

Award of Degree:

Those who complete the programme successfully shall be awarded Bachelor of Education degree by Patliputra University, Patna in prescribed format specifying the Class/Division in which he/she is placed as per regulation of B.Ed.

Examination Question Pattern

Time : 3 hours

Maximum marks : 80

Types of Questions

A. Essay Type Answer	4 Questions x 10 marks	= 40 Marks
B. Short Answer Type	4 Questions x 5 marks	= 20 Marks
C. Objective Type Question	10 Questions x 2 marks	= 20 Marks
	Total	= 80 Marks

Time : 2 hours

Maximum marks = 40 Marks

Types of Questions

1. Objective Type Questions	5 Questions x 2 marks	= 10 Marks
2. Short Answer Type	2 Questions x 5 marks	= 10 Marks
3. Essay Type Answer	2 Questions x 10 marks	= 20 Marks
	Total	= 40 Marks

FIRST YEAR BCC-1

CHILDHOOD AND GROWING UP

Course Credit: 4

Full Marks: 100

Duration: 3 Hours

Theory: 80

Practicum : 20

Objectives:

On completion of the course the student teacher will be able:

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods & Community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions?
- To interact with children using activities as a base to establish rapport.
- To critically understand how students and teacher observations relate to the theories they have learned & also to situate their learning's in realistic frames.
- To interpose how gender, caste and social class may impact the lined experiments of children.

Content:

UNIT 1: *Introduction to Childhood*

- Concept of Childhood, Growth and Development;
- Stages of Development: Physical, Mental, Emotional, Social and Moral
- Factors affecting Childhood: Family, Peer group, neighbors Schools and Community.

UNIT 2: *Understanding Adolescence*

- Cultural difference and Adolescent, impact of urbanization and economic change in his experience.
- Growing up as Adolescent: Impact religion, socio-cultural context, gender, class poverty and media.
- Childhood and adolescence. Problems of Indian adolescents and role of teacher, family and community.

UNIT 3: *Perspectives in Development*

- Concept and introduction to perspectives in development and theories of development with reference to Piaget and Vygotsky.
 - Enduring themes in the study of development: development as multidimensional; Development as continuing through the life span; ways in which development is continuous/discontinuous, socio-cultural contexts influencing development.
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UNIT 4: *Language Development of child*

- Development of Speech and Language
- Stages of language development
- Factors affecting language development
- Bilingual or multilingual children: Pedagogical implications for teachers

UNIT 5: *Children in Their Natural Settings*

- Impact of gender, caste, social class, urban setting and on the lived experiences of children.

Practicum: (20 Marks)

- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments, and Theoretical and practical activities/exercises/investigations; analysis interpretation of collected observations, systematic data.



BCC- 2**CONTEMPORARY INDIA AND EDUCATION****Course Credit: 4****Full Marks: 100****Exam Duration: 3 Hours****Theory: 80****Practicum : 20****Objectives: *On completion of the course the student teacher will be able:******On completion of the course the student teacher will be able:***

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Content:**UNIT 1: *Diversity, Inequality and Marginalization***

- Diversity, Inequality and Marginalization in the Indian society and its implications for education.
- Marginalization on the basis of individual regions, languages, religions, caste, tribes etc.
- Education of marginalized groups like women, Dalits, Minorities and tribal people.

UNIT 2: *Universalization of Elementary Education*

- Right to education and its implications,
- Universalization of Education with special reference to:
(a) Universal Enrolment (b) Universal Retention (c) Universal Achievement
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement, Lessons from implementation of UEE.
- RMSA : Issues and concerns.

UNIT 3: *Constitutional Values and Education*

- Study of Constitution especially the preamble for the fundamental Rights, Duties and the directive principles of state policies;
- Constitutional values related to aims of education;
- Democracy: Equality, Justice, Freedom, secularism, socialization, Fraternity.

UNIT 4: *Conceptualizing Education*

- Concept and process of education.
 - School of Philosophy: Idealism, Naturalism and Pragmatism with reference to the thoughts of Plato, Rousseau and Dewey.
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UNIT 5: *Study of Different Commissions and Policies in Education*

- Basic system of Education.
- Mudaliar commission (1951-53).
- Kothari commissions (1966) recommendations and their implementation
- National Policy of Education (NPE) 1986 & its review 1992

Mode of Transaction:

- Teachers should incorporate discussions, projects, documentaries and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.



BCC - 3**LEARNING AND TEACHING****Course Credit: 4****Full Marks: 100****Exam Duration: 3 Hours Theory: 80****Practicum : 20****Objectives:**

- To reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them.
- To understand learning socio-cultural & cognitive process.
- To understand the learner, learning in and out of school.
- To understand culturally responsive teaching approaches they support learning.
- To enable them to realize values, personal relationships between teacher and learners, relationship among the learner themselves, autonomy, self-esteem & freedom by them.
- To appreciate that all teaching is directed at learning and they the learner is out the heart of the teaching.

Content:**A. LEARNING****UNIT 1: *Understanding the learner and Learning Process***

- Understanding the learner's scholastics and behavioral characteristic.
- Learning as a process and learning as an outcome.
- Socio cultural & Cognitive Processes of learning.

UNIT 2: *Dimensions of Learning*

- Types of learning: Factual, conceptual, procedural and generalization.
- Current theories of learning (Piaget(1977), Vygotsky (1937) and insight theory.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCF-2005);

UNIT 3: *Learning and Motivation*

- Meaning, factors influencing learning: learner related, teacher related, process and task related.
- Transfer of learning - Meaning and transfer of learning from classroom to actual life situations.
- Concept and Theories of motivation,
- Motivating children in classroom situations

B. TEACHING**UNIT 4: *Understanding Teacher and Teaching***

- Teacher's professional identity and proficiency: Competencies and commitment.
 - Teacher's roles in teaching process
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UNIT 5: *Teaching as a Profession*

- Teaching as a Profession.
- Analyzing teaching in diverse classrooms.
- Multiple responsibilities in institutional setting.
- Need & opportunities for professional growth of teacher.

Practicum: (20 Marks)

1. Positive transformer of training
2. Negative transformer of training
3. Personality Test
4. Performance Test
5. Verbal General Intelligence Test



BCC- 4**LANGUAGE ACROSS THE CURRICULUM****Course Credit: 2****Full Marks : 50****Exam Duration: 2 Hours. Theory: 40****Practicum : 10****Objectives:**

On completion of the course the student teacher will be able:

- To enable them to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To create sensitivity to the language diversity that exists in the classrooms.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner they promote learning in the subject area.
- To understand the nature of reading comprehension in the content areas (informational reading) and writing specified content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose, writing to lesson and understand.

Content:**UNIT 1: *Language and Literacy***

- Linguistic background of students and its influence in classroom Interaction.
- Literacy, Oral and Written language used in classroom
- Develop Strategies for using oral language in the classroom to promote learning in the subject area.

UNIT 2: *Language Diversity & Multilingualism*

- The home language and school language gap -Deficit theory, Discontinuity theory.
- Constitutional Provisions about Language
- Multilingualism as a Resource and a Strategy

UNIT 3: *Language and Role of Teacher*

- Language in education and Curriculum
- Learning language and learning through language
- Studying Bihar state policies on language in education
- Role of the Teacher in language teaching Developing Listening and Speaking skills; Dialogue, Story telling, Poem recitation, short play.
- Developing Writing Skills and Linkages between reading and writing.

Mode of Transaction

- Close and critical reading of selective texts under 'discussion' reading in small groups
 - Participatory transaction by building them around responses of students
 - Giving students opportunities to go through experimental process for transacting some topics such as process writing
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BCC- 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Credit: 2

Exam Duration: 2 Hours. Theory: 40

Full Marks: 50

Practicum : 10

Objectives:

On completion of the course the student teacher will be able:

- Reflect the nature and role of disciplinary knowledge in the school curriculum.
- To redefine the school subjects in schools with concern for social justice.
- To know the 'Theory of content' framed in the syllabus and how it can be transformed.
- To analyse critically about the media which propagates popular believes, reinforcing gender roles in the popular culture and its implication at school.
- To become aware with some issues of gender identity roles and perform activity for the development by positive notions of body and self.
- To reflect on one's aspiration and possibilities in order to develop a growing sense of interdisciplinary approach of knowledge.
- To identify experiences of children with community.

Content:

UNIT 1: *Understanding Discipline and Subjects*

- Understanding the development and changes in natural discipline and Subjects. (Social science, Humanities and Science).
- Emerging of subjects in particular social, political and intellectual concepts.

UNIT 2: *Disciplinary Knowledge*

- Role of disciplinary knowledge in the overall scheme of school curriculum. (John Dewey)
- Values of disciplines

UNIT 3: *Theory of Contents Selection*

- Formulation of contents and principles of selection of content
- Recent development of Science, Mathematics, Languages & Social Science and issues related with rates disciplinary knowledge.

Mode of Transaction

- Group discussion, Brainstorming,
 - Audio visual environment,
 - Developing community relationship,
 - classroom transaction, seminar presentation
 - Reading Various Resources
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BCC - 6

GENDER, SCHOOL AND SOCIETY

Course Credit: 2

Full Marks: 50

Exam Duration: 2 Hours. Theory: 40

Practicum : 10

Objectives:

On completion of the course the student teacher will be able:

- To explore the complex relationship of gender and education and understand how gender power and sexually relate to education.
- To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture.
- To understand how socialization into a specific gender influences, how we and others look at ourselves and others.
- To examine the role of schools, peers, teachers, curriculum and textbooks etc. in challenging gender inequalities or reinforcing gender parity.
- To help to develop abilities to handle notions of gender and secularity, often addressing the issues under diverse cultured conspiring, their own and their students, instead of studying away from the same.

Content:

UNIT- I: *Gender Issues: Key Concepts*

- In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations.
- Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminisms: liberal, socialist and radical.
- Gender bias, Gender stereotyping, Gender parity.
- Gender hierarchy.

UNIT-II: *Learning of Gender Roles*

- Meaning of socialization
- Learning of gender roles in cross-cultural perspectives
- Formation of Gender Identities and Socialization Practices in: Family, Schools and other formal and informal organization.

UNIT-III: *Gender and Education*

- Schooling of Girls.
 - Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
 - Instrumentalist approach to women education- Application in the Indian Context
Gender and Subject choices.
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UNIT- IV: *Issues of Gender Inequality in Curriculum and School*

- In the Structure of knowledge; Feminist critique of various school subjects.
- In pedagogical practices.
- In the development of curriculum and text books.
- Gender and the hidden curriculum

UNIT -V: *Strategies for Change*

- Women's movement
- Critical Media Literacy
- Teacher as an agent of change

MODE OF TRANSACTION:

Teachers should incorporate discussions, projects, documentaries, movies and fields based projects.

Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used.

Dialogue and discussions has to be the key for the transaction of this course.

Individual and group presentations of issues and concerns raised in assignments



BCC 7a & 7b:
PEDAGOGY OF SCHOOL SUBJECT
(PSS for 1st Year and 2nd Year)

Course Credit: 2+2

Exam Duration: (2 Hours) x 2 Theory : 40+40

Full Marks: 50+50

Practicum: 10+10

Objectives:

On the whole the Pedagogy of School Subject following objectives:

- To understand the epistemological and Pedagogical bases of their own chosen school subject.
- To understand the Pedagogy as the integration of knowledge about the learner, the subject and the social context.
- To embed the Pedagogy within the teaching learning process, an approach to draw upon socialites to address issues of justice & equity.
- To comprise of three areas:-
 - (a) Nature of the school subject, including its relation to disciplinary knowledge and its social history;
 - (b) Approaches for the teaching of the subjects at different stages of school;
 - (c) Deeper theoretical understanding of how children in diverse social condense construct knowledge of specific subject concept areas.
- To go over some of the basic concepts of the subject area.
- To relate their understanding of concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- To work with theoretical studies as well as on the field with school children from different backgrounds to understand their initiative conceptions and to adequately prepare for their own internship.
- To examine teaching-learning process that incorporates enquiry, discovery, conceptual development, activity based learning etc. Within the classroom.

PSS-1

TEACHING OF ENGLISH

Objectives:

On completion of the course, the student teacher will be able to:

- Understand the nature and resources of language and issues related to language acquisition, variation and change.
- Use the knowledge and skills needed to understand, analyse and evaluate their own performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its Implications for pedagogy.
- Acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.
- Develop the four basic skills i.e. listening, speaking, reading and writing among the students.
- Enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Improvise and use appropriate aids for teaching English.
- Know compare and analyse various methods and approaches of teaching English
- Plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different state boards of Secondary Education.
- Use of various techniques for the evaluation of learner's achievement in English.
- Identify and analyse errors and plan and execute remedial instruction.

Content:

UNIT I: *Introduction*

- Values and importance of teaching English in India
- The objectives of teaching English as a second language at the secondary level.
- Problems possible solutions

UNIT II: *Reading and Writing*

- Types of Reading
- Reading defects and their remedy
- Developing the skills of writing-steps, stages, types
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.

UNIT II: *Methods of Teaching*

- Grammar – translation method
 - Direct method
 - Structural – situational approach
 - Bilingual approach
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- Communicative language teaching

UNIT IV: *Teaching English*

- Teaching of Prose – detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas

UNIT V: *Various Aspects of English Teaching*

- Maxims for teaching of English
- Place of mother tongue in English teaching
- Evaluation in English teaching

Transaction Mode:

The approach to be followed is the eclectic approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be on learner- centered teaching.

Practicum:

Any two of the following

- Tracing the objectives of teaching in a given passage
- Preparation of unit plans and lesson plans
- Framing suitable exercises on a given topic/passage
- Framing comprehension questions and finding correct answers
- Participation in Conservation
- Describing places after visiting them
- Preparing different teaching aids
- Development of language games
- Action research on different problems of teaching English in India
- Assignments on the prescribed suitable topics
- Abstracting and review of articles published in standard journals



PSS-2

TEACHING OF URDU

Objectives:

On completion of the course the student teacher will be able to:

- Understand the nature and mechanics of language.
- Use the knowledge and skills needed to understand, analyse, and evaluate his own-performance.
- Appreciate the uniqueness of Urdu language and literature.
- Identify the components of the four language skills.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach lessons in Urdu prose, poetry, drama, grammar and composition.

Content:

UNIT I. Introduction

- Concept of language (verbal & non-verbal) concept of language learning and acquisition functions of language,
- Objectives of teaching Urdu at Secondary levels.
- Origin and development of Urdu as a language.
- Urdu as a mother tongue.
- The qualities of a good language teacher.

UNIT II. Writing Skills

- Writing: Elementary knowledge of Urdu scripts- Khat-e-Naskh, Khat-e-Nastaliq and Khat- e-Shikast.
- Teaching of alphabets, borrowed from Arabic, Persian and Hindi, its shapes and nomenclatures.
- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal) & Essay writing

UNIT III. Reading Skills

- Reading: Its importance, concept and meaning.
- Types of reading – Silent and loud reading, extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure.

UNIT IV. Methods of Teaching:

- Translation method
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- Direct method
- Play way method
- Structural approach
- Communicative approach

UNIT V. Various Dimensions of Teaching Urdu

- Teaching of prose& Poetry
- Teaching of Grammar& Composition
- Lesson planning in all the above areas
- Skills of questioning
- Teaching aids in Urdu teaching

Practicum:

Any two of the following

- Preparation of objective type tests
- Writing objectives for teaching of prose
- Writing of objectives of teaching poetry
- Preparation of teaching aids
- Framing suitable exercises on given topic
- Preparation of lesson plan and unit plans
- Participation in conservation
- Practicum on suitable topics



PSS - 3

TEACHING OF HINDI

उद्देश्य –प्रशिक्षणार्थी –

1. माध्यमिक स्तर पर पढ़ाई जाने वाली हिन्दी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सकें तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सकें।
2. हिन्दी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगो-उपांगों का वैज्ञानिक विश्लेषण कर सकें तथा हिन्दी भाषा के व्यवहारिक रूप का कक्षा शिक्षण में प्रयोग कर सकें।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु, यथा-कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्त्व समझ सकें तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कुशलतापूर्वक कर सकें।

हिन्दी भाषा शिक्षण

इकाई -1 : हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य

- हिन्दी भाषा का अर्थ एवं सम्प्रत्यय
- हिन्दी भाषा शिक्षण के सामान्य व विशिष्ट उद्देश्य
- माध्यमिक एवं उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य
- भारत में हिन्दी शिक्षण की समस्याएँ
- हिन्दी भाषा शिक्षण के सिद्धान्त
- ब्लूम वर्गीकरण के अनुसार शैक्षिक उद्देश्यों का व्यवहारपरक लेखन

इकाई -2 : हिन्दी शिक्षण में पाठ योजना

- पाठ योजना- अर्थ, महत्त्व एवं विशेषताएँ
- पाठ योजना के विभिन्न उपागम (हरबर्ट एवं ब्लूम)
- गद्य, पद्य एवं व्याकरण की पाठ योजना के सोपान
- एक उत्तम पाठ योजना का निर्माण
- विभिन्न श्रव्य-दृश्य उपकरणों का हिन्दी शिक्षण में प्रयोग

इकाई -3 : हिन्दी शिक्षण में विभिन्न भाषायी कौशल

- हिन्दी भाषा कौशल के विकास का महत्त्व
- श्रवण कौशल का अर्थ, महत्त्व एवं शिक्षण तकनीक
- वाचन कौशल का अर्थ, महत्त्व एवं शिक्षण तकनीक
- पठन कौशल का अर्थ, महत्त्व एवं पठन कौशल के तकनीक का विकास
- लेखन कौशल का अर्थ, महत्त्व, लेखन शिक्षण के चरण, औपचारिक एवं अनौपचारिक लेखन

इकाई - 4 : हिन्दी शिक्षण की विधियाँ

- गद्य शिक्षण विधि - व्याख्यान, अर्थबोध व पाठ्यपुस्तक विधि
- पद्य शिक्षण विधि - गीत, अभिनय, व्याख्यान व प्रश्नोत्तर विधि
- व्याकरण शिक्षण विधि - पाठ्यपुस्तक, सूत्र प्रणाली, आगमन व निगमन विधि
- रचना शिक्षण विधि, खेल विधि, चित्रपूर्ति, रिक्त स्थान, प्रबोधन व प्रश्नोत्तर विधि

कार्य सम्पादन प्रणाली

- व्याख्यान एवं समूह वार्तालाप
- विभिन्न मुद्दों पर सामग्री एकत्र करना (समाचार पत्र से)
- आदर्श पाठ योजना का निर्माण (गद्य, पद्य व व्याकरण)
- उपयुक्त शिक्षण सहायक सामग्री का निर्माण
- अपनी मनपसंद कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना ।



PSS-4 TEACHING OF SANSKRIT

Objectives:

On completion of course, the student-teacher will be able to:

- Understand Nature of Language Sanskrit.
- Understand the Characteristics of Sanskrit language.
- Understand the relation of Sanskrit Language with other subjects.
- Understand the use of language in context, such as grammar vocabulary and pronunciation
- Understand about the teaching of prose, poetry and drama at different levels.
- Identify methods, approaches and materials for teaching Sanskrit at different levels.
- Familiarize students with our rich culture heritage and aspects of our contemporary life.
- Sensitize teacher-student about peace and environmental education in context of teaching Sanskrit and Understand process of assessment of language Sanskrit.

Content:

UNIT-I : Nature and Importance of Sanskrit language

Nature of Sanskrit Language, Sanskrit Language and Literature, Sanskrit Language and Indian Languages, Sanskrit as historical language (Dev-vani) Socio-cultural Importance of Sanskrit language, Sanskrit as a Modern language, Aims and objectives of teaching Sanskrit at different levels, Qualities of a Sanskrit Teacher. Importance of Teaching Sanskrit in India, Problems related to teaching Sanskrit at school level.

UNIT-II : Different methods of Teaching Sanskrit

Inductive and deductive approach, whole language approach, construction approach, Multi-lingual approach to language teaching (Dewey, Vygotsky, Chomsky, Krashen), Indian thoughts on language teaching (Panini, Kamta Prasad, Kishor Das Vajpai) Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural Method, Communicative approach, Preparations of Ideal Lesson Plan, Use of Audio-visual aids in Sanskrit language.

UNIT-III : Different approaches of Sanskrit Language

Pronunciation, sounds, linguistic diversity and its impact on Sanskrit, the organisation of sounds; structure of sentences, the concept of universal grammar, Nature and structure of meaning, Basic concept in phonology, morphology, syntax and semantic, Discourse.

UNIT-IV : Acquisition of Language skill

Skill of listening and speaking, Tasks, Materials and resource for developing the listening and speaking skill : Storytelling, dialogues situation conversation role play, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources, skill of reading skill, Types of reading : Reading aloud and silent reading, Extensive and Intensive reading, Study skill including using thesauruses, dictionary encyclopedia etc. writing process of writing, formal and Informal writing.

Practicum:

1. Do a survey of 5 schools in your neighborhood and prepare a report on text book used in classroom. (C.B.S.E. and Bihar Board)
2. Keeping in view the needs of the children with special needs, prepare two activities for Sanskrit teachers.
3. Prepare the list of common error in Sanskrit among students.
4. Prepare a collection of poems and stories in Sanskrit of your choice.



PSS-5**TEACHING OF HOME SCIENCE****Objectives:-**

On completion of course, the student-teacher will be able to:

- Develop broad understanding of principles and knowledge used in Home Science Teaching.
- Explain the scope and Importance of Home Science as a school subject.
- Specify the Aims and objectives of Teaching Home Science at secondary stage.
- Develop the understanding the ideal curriculum in Home Science.
- Know various approaches, methods and Teaching Aids in Home Science Teaching.
- Prepare effective lesson plan in Home Science.
- Explain various tools used in evaluation in Home Science.

Content:-**UNIT-1: Introduction**

- Home Science as School Subject
- Meaning, & Scope of home science
- Value and Importance of Home Science as school subject;
- Aims and Objectives of teaching home science
- Administrative measures

UNIT-2: *Methods of Teaching Home Science*

- Skills and techniques of teaching home science
- Basic principles
- Various methods of teaching Home Science-lecture, Lecture-cum-demonstration, laboratory, Project and Heuristic: their applications, Advantages and limitations.

UNIT-3: *Aids to Teaching of Home Science*

- Meaning and importance of Teaching Aids,
- types of Teaching Aids,
- Home Science laboratory, Equipment used in Home Science laboratory,
- Use of library

UNIT-4: *Transaction of Contents and Curriculum*

- Curriculum: Meaning, Fundamental principles and approaches in curriculum,
- Ideal Curriculum in Home Science
- Planning in Home Science,.
- Correlation of Home Science with other school subjects.
- Unit plan, Lesson plan and Principal of lesson planning.

Mode of Transaction:

Lecture, Discussion, Project, Demonstration Method and Assignments



PSS-6**TEACHING OF ELEMENTARY EDUCATION****Objectives:-**

On completion of course, the student-teacher will be able to :

- To enable the prospective teachers to identify the problems and issues associated with the Elementary Education
- To acquaint the prospective teachers with the government policies and Programmes for the development of Elementary Education
- Enable them to mobilize and utilize community resources as educational inputs
- To develop among them the capacity to find out solution to the problems associated with the Elementary Education

Content:**UNIT-1: Elementary Education: Conceptual Framework**

- Elementary Education in India-Scope, Issues and its present status
- Constitutional provisions for Universalization of Elementary Education
- Expansion of Elementary Education under various Five Year Plans

UNIT-2: Organization & Management of Elementary Education

Education Planning at District level and Panchayati Raj

- Strategies of Planning
- Curriculum at Elementary level-its transaction
- Multi Grade and Multi Level Teaching Learning Process

UNIT-3: Programmes for Achieving Universalization of Elementary Education

- District Primary Education Programme
- Education for All
- Role of NGOs towards Universalization of Elementary Education

UNIT-4: Development of Skills and Competency

- Need for orientation and refresher course for EST.
- Developing competencies related to working with parents and community.
- Role of basic training centers, normal school and DIETs' in providing training to EST.



PSS-7
TEACHING SOCIAL SCIENCE- I
(HISTORY & CIVICS)

Objectives:

On completion of the course the student's teacher will be able to:

- Understand the concept, Nature and scope of social science (History/Civics).
- Understand the aims and objectives of teaching History and Civics.
- Get acquainted with principles and methods of curriculum construction.
- Apply appropriate methods, principles maxims and skill of teaching History and Civics.
- Emphasize the role of history in developing the national integration and international understanding.
- Prepare lesson plan and unit plan.
- Develop the skills in preparing and using of instructional aids.
- Acquaint with different techniques of evaluation.

Content:**UNIT –I *Nature, Scope and Curriculum of History/Civics***

- Meaning, Nature, Scope and importance of History/Civics as a subject.
- Aims, objectives and values of teaching History/Civics.
- Relation of History/Civics with other school subjects: Geography, Economics science and language.
- Principles of curriculum designing and Articulation of History/Civics.
- Characteristics of good textbook and evaluation of textbook.

UNIT –II: *Methods of teaching History/Civics.*

- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims of teaching History/Civics.
- Qualities of History/Civics. teacher.
- Professional development of History /Civics. teacher.

UNIT-III: *Instructional Planning and Instructional Aids/Equipment in History & Civics*

- Various approaches of lesson plan.
 - Need and Importance & Characteristics of Audio visual aids in teaching history/ civics.
 - Skills of teaching History/Civics: Introduction, Explanation, Blackboard writing, Questioning, Reinforcement, stimulus variation.
 - Organizing seminar, debates quiz exhibition, wall magazine, field trip and their report.
-

UNIT-IV Role of History in promoting National and International integration and Evaluating Learning

- History and national integration: Our national heritage, unity in diversity, the role of history in promoting national integration.
- History and international understanding: Our human heritage, the role of history as promote internationalism.
- Preparation of test items: - objective type and essay type.

Transaction Mode:

- Participatory mode and group work.
- Lecture cum discussion and demonstration methods.
- Brain storming technique.
- Historical Trip.
- Project and presentation.
- Question-answer.

Practicum: (Any two of the following)

- The following activities are proposed:
- Seminars on current relevant topic/issues.
- Construction of achievement test in history and civics.
- Organizing quiz for school students.
- Organizing social science exhibition/fairs.
- Preparation of T.L.M.
- Visits of historical and political places.
- Organizing Bal-Sansad (Child Parliament)
- Project, based on historical movements, personality and local place.
- Review of one History/Civics school textbook.
- Preparation of a scrap-book.



PSS-8
TEACHING OF SOCIAL SCIENCE-II
(Geography & Economics)

Objectives:

On completion of the course the student teacher will be able to:

- Understand concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Enrich the knowledge of basics of economics and acquaint with the Indian economy.
- Develop the skill in preparing and use of instructional aids.
- Develop understanding of a man and environment relationship.
- Understanding core relationship between human occupation, natural resources and natural regions.
- Acquire skill in teaching Social sciences.
- Acquire knowledge of various evaluation procedures and to devise effective evaluation tools.

Content:**UNIT-I: *Nature, Scope and Curriculum of Social Science***

- Nature, Scope and importance of Geography and Economics as a subject.
- Aims and Objectives of teaching Geography and Economics at secondary level.
- Social science and social studies: core subjects of social science – History, Civics, Geography, Economics, Inter relationship between them.
- Curriculum and their principles.

UNIT-II: *Methods of Teaching Geography/Economics and their Instructional planning*

- Lecture, Discussion, Excursion, Project, Problem-solving, Inductive and deductive, lecture cum demonstration, Heuristics method, Tutorial, Question-Answer.
- Principles and maxims of social studies teaching.
- Preparation of lesson plan and unit plan and their characteristics, importance; steps and format.
- Audio-visual aids in teaching of Geography, need, Importance and preparation.
- Text book of Geography and Economics.
- Teacher of Social Studies.

UNIT-III: *Level and Phases of Teaching and Innovations in Teaching*

- Levels of Teaching
 - Phases and Operations of Teaching
 - Types of Teaching
-

- Innovation in teaching Geography and Economics – Micro teaching, Programme Instruction and computer assistance instruction.
- Action Research

UNIT-IV: *Education for Citizenship*

- Teaching of Geography and Economics for good citizenship.
- Teaching of Geography & Economics for National Understanding.
- Teaching of Geography & Economics for International Understanding.
- Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation

Transaction Mode:

- Lecture cum demonstration.
- Discussions
- Problem-Solving
- Question-Answer
- Illustration
- Story-telling
- Field trip
- Inductive-deductive.

Practicum (Any two of the following)

- Preparation of unit plan.
- Preparation of teaching aids including slides and PPT.
- Preparation of scrap book.
- Preparation and analysis of achievement test.
- Action Research



PSS-9
TEACHING OF SCIENCE-I
(For Physical Science)

Objectives:

On completion of the course the student teacher will be able to:

- Understand the nature and structure of science.
- Understand the aims and general objectives of teaching science at secondary level.
- Apply the principles of learning processes in the appropriate teaching strategy.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- Use effectively the teaching aids in teaching science.

Content:**UNIT-I *Introduction***

- Nature of science, its role and importance in daily life, Objectives of teaching science.
- Science education in India
- Planning the instruction: identification of teaching points, organizing the content, designing learning experiences.
- Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus
- Preparation of unit plan and lesson plan.

UNIT II: *School Science Curriculum*

- History of development of Science Curriculum
- From subject – centered to behaviorist to constructivist approach of curriculum development.
- Recommendations of NCFs on Science curriculum.
- Designing science curriculum for Primary and secondary level
- Role of science lab, text book, library, Exhibition in teaching science

UNIT III: *Method of Teaching*

- Lecture method
 - Discussion method
 - Demonstration method
 - Activity based teaching
 - Inductive and deductive approaches
 - Heuristic method, inquiry approach
 - Problem solving method
 - Project method
 - programmed instruction
-

UNIT IV: Professional Development of Science/ Physics/ Chemistry Teacher

- Professional Development – Teaching as a profession, need for pre-service and in-service professional development programme.
- Various opportunities for in-service professional development, interaction with peer teachers, reading, attending training programme, membership of professional organisation, sharing through conferences, seminars and journals, travel, cultivating science hobbies, monitoring, teacher's exchange with universities and all other school etc.
- Teacher as a researcher – learning to understand, how students learn science.

Transaction Mode:

Lecture, discussion demonstration project, problem-solving, and heuristic inductive-deductive method

Practical:

Demonstration by the teacher and observation by the students on a pre-designed questionnaire of the following

- | | |
|-------------------------------|-------------|
| a. Magnetic effect of current | b. Spectrum |
|-------------------------------|-------------|

Activities to be conducted by the students:

- a. Measurement using following instruments: meter scale, vernier calipers, screw gauge, thermometer, ammeter, and voltmeter.
- b. Production spectrum using prism.
- c. Image formation by convex and concave lens.

Practicum: Any two of the following

1. Preparation of teaching aids: charts, models, OHP transparencies etc..
2. Maintenance of Science laboratory equipment.
 - a) Preparation of solutions and laboratory regents.
 - b) Use of first aid and awareness of safety rules.
 - c) Organisation of Science club and hobby club.
 - d) Organisation of Science Exhibition.
3. Measurements of length, mass, time and temperature and graphic manipulation like

a) distance-time graph	b) velocity-time graph
c) voltage-current graph	d) temperature-time graph
e) force extension of spring or elastic chord graph etc.	
4. To demonstrate
 - a) Image formation in spherical mirrors and lenses
 - b) resultant of forces acting at a point or body
 - c) work done in lifting a weight or compresses spring to raise a body
 - d) Waves on Stretched rope and water surface
 - e) Various relation in waves

PSS-10
TEACHING OF SCIENCE-II
(For Biological Science)

Objectives:

On completion of the course the student teacher will be able to:

- Understand the aims and objectives of teaching science and its inter relationship with other branches of science.
- Appreciate the role of science in day to day life and its relevance to modern society.
- Develop adequate skills to use different methods of science for an effective classroom teaching.
- Develop competency to organize laboratory facilities and equipment.
- Prepare and use lesson plans and unit plans required for instructional purpose.
- Develop abilities and competencies to effectively organize teaching – learning experience with maximum involvement of students.
- Fabricate and use the adequate low cost teaching – learning materials for effective teaching in science.
- Analyse the organization of science content at secondary level.
- Develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.

Content:**UNIT I: Introduction**

- Nature of science, its role and importance in daily life, Objectives of teaching science.
- Planning the instruction: identification of teaching points, organizing the content, designing learning experiences.
- Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus
- Preparation of unit and lesson plan.

UNIT II: *Planning the teaching by using the following methods*

- Lecture method, discussion method, demonstration method, activity based
- Teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, learning of teaching in the light of NCF-2005, constructivist approach.

UNIT III: *Approaches and strategies of learning Biology*

- Process of learning through observation, inquiry, experimentation.
- Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning.

UNIT IV: Professional Development of Biology Teachers

- Various professional development programmes for teachers such as in-service teachers' training, seminars and conferences, membership of professional organizations etc.
-

- Field visit of teachers
- Teachers as a researcher: learning to understand, how children learn science including biological sciences, Action research in teaching-learning of Biology.

Transaction Mode:

Lecture-cum-demonstration, question answer, discussion, Experimentation, assignment, project work

Practical:

- a) Defects of eye audits correction
- b) Evolution of oxygen in photosynthesis
- c) Transpiration in Plants
- d) Identification of pests
- e) Diffusion and osmosis

Practicum:***Suggested topics:***

- Analysis identification and classification of various concepts and hard spots in science at secondary stage
- Museum, herbarium and aquarium.
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
- Preparation of designs of ideal laboratory/Herbarium/Aquarium
- Perform experiments to detect the presence of carbohydrates, lipids and proteins in food by qualitative chemical tests.
- Observing blood flow in the capillaries of living organism.
- Microscopic examinations of human blood-to observe the cellular components of blood.
- Observing Neuron and Neuromuscular function on prepared microscopic slides.
- Observing the stages of embryo developments in plants and animals using preserved material.
- Preparing microscopic slides to demonstrate stages of mitosis and meiosis.
- Collection of samples of angiosperm plants, presenting examples of vegetative reproduction in plants.

Activities:

- a. Preparation of slide
- b. Plasmolysis and deplamolysis.
- d. Absorption and uptake of water through xylem.
- e. Pollen germination
- f. Preparation of onion root tip smear for mitosis division.



PSS-11**TEACHING OF MATHEMATICS****Objectives:**

On completion of the course the student teacher will be able to:

- understanding of the characteristics of Mathematical language and its role in Science
- understanding of the nature of axiomatic method and mathematical proof
- knowledge about aims and general objectives of teaching secondary school mathematics
ability to state specific objectives in behavioral terms with reference to concepts and generalizations
ability to teach different kinds of mathematical knowledge.
- Understanding of mathematical proof in the context of secondary school mathematics
- Understanding of nature, importance and strategies of problem-solving
ability to teach proof of theorem and solution of problem to develop relevant skills
ability to evaluate
- Understanding of proof of a theorem and problem-solving skills.
- Understand the characteristics of and strategies for teaching exceptional children in mathematics
prepare and evaluate instructional materials in mathematics
appreciate the need for continuing education of mathematics teachers.

Course Content**UNIT-1 *Nature and Scope of Mathematics***

- Concept, meaning, Nature and scope of Mathematics
- History of mathematics with special reference to Indian Mathematicians,
- Importance of Mathematics in school curriculum
- Values of Mathematics Teaching: intellectual, utilitarian, social, aesthetic, cultural, psychological, vocational, disciplinary and moral value
- Aims and objectives of teaching mathematics

UNIT-2 *Construction and Organisation of curriculum in mathematics*

- Principles of curriculum construction
- Bases of curriculum construction in mathematics
- Drawbacks of existing curriculum & Suggestions for improvement in mathematics curriculum
- Methods of Organisation of curriculum in mathematics
- Suggested curricular areas in mathematics given by NCF-2005

UNIT-3 *Methods and Techniques of teaching Mathematics*

- Methods of Teaching Mathematics
 - Techniques and strategies of teaching mathematics
 - Qualities and functions role of mathematics teacher
-

- Discussion method
- Demonstration method
- Activity based teaching
- Inductive and deductive Method
- Heuristic method, inquiry approach
- Problem solving method
- Project method
- Analytic and Synthetic Method
- Laboratory Method
- Planning in Mathematics teaching

UNIT- 4 *Learning Resources in Mathematics*

- Types of pre- service and in-service programme for mathematics teacher,
- Journals and other resource material in mathematics education,
- professional growth of mathematics teacher: participation in conference/seminars/workshop
- Organisation of mathematics textbook and Maths lab
- Teaching Aids in Mathematics Teaching

Practicum:

Ask a group of student to play a game based on mathematics.

- Select the different group and Organise mathematical quiz.
- Identify the concept in each student of number system, Algebra, Coordinate Geometry, Trigonometry, statistics, Mensuration and Geometry and teach them with appropriate method
- Organise mock test to increase speed and accuracy in mathematics.
- Preparation of different learning material



PSS-12**TEACHING OF COMMERCE****Objectives:-**

On completion of course, the student-teacher will be able to :

- To enable the students teacher to understand the basic concept of teaching commerce at secondary / Sr. Secondary.
- To enable the student-teacher to understand the objective and scope of Commerce at Higher Secondary stage.
- To enable the student-teacher to use commercial activities and community resources in day-to day life activities
- To enable the student-teacher to understand the relationship of commerce with other school subjects.
- To enable the student-teacher to critically analyze the syllabus and textbook of Commerce at Secondary stage.

Content:-**UNIT-1: Introduction of Teaching Commerce**

- Meaning, nature and scope of commerce teaching at secondary/ sr. secondary stage;
- Place of teaching commerce in secondary curriculum
- Value and importance of commerce teaching
- Aims and objectives of Teaching Commerce at higher secondary level;
- Correlation of Commerce with other school subjects;

UNIT-2: Curriculum Designing

- Meaning of curriculum syllabus and textbook.
- Approaches of Curriculum design.
- Principles of curriculum designing
- Critical appraisal of textbook in Commerce from the stand point of curriculum design and syllabus framing, treatment and organization of subject matter.

UNIT-3: Organization of Teaching, Co-curricular Activities and lesson planning

- Need and Importance of CCA in teaching learning process.
- Aims and objective of lesson planning.
- Types and strategies of lesson planning.
- Reflective teaching strategies
- Quality of teaching

UNIT-4: Teaching Methods of commerce

- Discussion method
- Lecture method
- Inductive and deductive method
- Methods of teaching e-commerce
- Reciprocal and multi grade teaching
- Using of Teaching Aids

Practicum :

Preparation of Bank Reconciliation statement;

Preparation of trading and profit & loss A/c and Balance sheet;

Preparation of cashbook statement in lieu of Prospects;

Formation of partnership deed.

BEPC- 1**READING AND REFLECTING ON TEXTS****Course Credit : 2****Full Marks: 50****Internal Assessment****Practicum : 50****Objectives:***On completion of the course the student teacher will be able:*

- To Enable B.Ed. Students to read and respond to a variety of texts in difference ways and also think together.
- To become conscious of their own thinking process as they grapple with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage with the reading interactively individually and in small groups.
- To initiate the B.Ed. students for the course requirements of working on the field, as well as selected reading & writings for the other courses.
- To make predictions, check their predictions answer questions & then summarize what they have read.
- To read a wide variety of texts, including empirical, conceptual and historical, work, policy, documents, and studies about school, teaching, learning. To write with a sense of purpose and audience through tasks such as responding to a text with one's own opinions writing within the content of other ideas.

Content:**UNIT 1: *The Importance of Reading and Reflecting***

- Participating in Reading and writing process as readers and writers.
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies, films & documentary films etc.
- Learn to think together.
- Personal/Creative/Critical all of these together responding.

UNIT 2: *Reading variety of Texts*

- Reading interactively-individually and in small groups.
- Enhancing capacity of placing a text through reading and experiences.
- Making and appraising arguments and interpretations, creating thoughtful arguments and offering justification for them.
- Expository texts like: Making predictions, answer questions and summarizing.

UNIT 3: *Writing and Reflecting on Texts*

- Analyse various text structures.
- The content of writing from readings.
- Reading & Writing leads to develop the critical skills.
- Writing with sense of purpose and audience responding,
- Writing within the context of other ideas.

UNIT 4: Reading and Writing

- Ways of reading; pre-reading and post reading activities
- Helping Children to become Good Readers and writers
- Writing as a tool of consolidating knowledge,
- Reading and writing as combined tool
- Assessment of Reading and writing

UNIT 5: Understanding of Textbooks and pedagogy

- Philosophy and guiding principles for the development of language textbooks
- Content, approaches and methods of teaching languages – Interactive and participatory methods, teacher as facilitator
- Themes, structure of the unit, nature of exercises and its implications
- Learning resources for effective transaction of language curriculum.
- Types of texts; narrative and expository reader's response to literature, schemes and interpretation of texts

Transaction Mode

- Reading • various texts • Critical thinking • Writing various approaches
- Group discussion • Question-answer • Guest lectures on relevant studies

Short Stories (Any two)

- Tales of open Road – Ruskin Bond Penguin UK-2006 Yagyasoni ; Klsuh
- How I taught my grandmother to read and other stories – Sudha Murthy – Puffin Book 2004
- Krishna Cold (Denmark educationist) Tatwa Chand

Essay (Any two)

- The Elephant, The tiger and the cell phone 0 Shashi Tharoor, Penguin, Indi
- बात– प्रेमचंद गीतांजलि – टैगोरभारत एक खोज– जवाहर लाल नेहरू
- Education and world peace. In social responsibility (J. Krishnamurti foundation)

Novel (Any two)

- My experiment with truth. M. K. Gandhi Emile–Rousseau
- The Guide – R. K. Narayan • Wings of Fire – APJ Kalam
- Plate Myway – Sachin Tendulkar • My Master – By Vivekanand

Students will be performing the tasks mentioned above by giving different reflections in forms of:

- Organising a debate, discussion based on their reading
- Making an oral presentation • Report Writing Making a collage
- Preparation of Poster • Making a power point presentation

Mode of Evaluation:

Students will read minimum three texts and submit their report in writing.



COURSE BEPC- 2**Drama and Art in Education****Course Credit : 2****Full Marks: 50****Internal Assessment****Practicum : 50****Objectives:**

On completion of the course the student teacher will be able:

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercise.
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- Identify and develop one's own creative potential.
- Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- Develop a perspective and appreciation of art, nature, human existence relationship.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/ event.
- Deepen understanding, appreciation and skills in one chosen medium through self-work and evaluate self as an artist and art educator.

Content:***Creative Drama: Focus Areas***

- In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
 - Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, life-style, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of
-

these cross cutting currents

- Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

Games to help loosen up sharpen reflexes; have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation. Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Participative learning using role play, hot seating, building stories/songs, making and analyzing a "character's" diary, personal belongings (objects) of characters. Make short plays that can be performed by student-teachers with aim to study school student's responses during school contact programmes.

Fine Arts: Focus Areas

- **Art, Art appreciation and Art education:**

visit to places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.

- **Visual Art:**

Opportunities to experiment and create pieces of art using different medium. Focus on colors, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news-paper etc.

Music:

Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms.

connecting to music in nature and within our own selves, voice training, opening the voice, music and rhythm exercises, singing, creating music with different objects, practicing basic notes and tones, experimenting with one new forms, folk of any one region, collating music songs from a community within the family for special occasions or themes.

Cinema and Electronic Media:

Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics, orientation with an expert on films providing a background followed by screening of known films, projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence, age appropriate viewing and selection of films.

Literary Arts:

linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.

Architecture and spatial Design:

develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post-Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.

Designing a Project for School Children :

Participants to identify a specific age group of children a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to nearby monument and a public event about it – including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Orientation Sessions :

- Introduction, Meaning, Objective and significance of Music, Drama and other Creative Art activities
- Importance of Music in life types and styles of Indian Music.
- Voice training, ear-training correct posture of singing
- Role of Drama as a form of self-expression
- Introduction of fine Arts, Its types.

a. Sketching	b. Photography	c. Rangoli
d. On the spot painting	e. On Act Play	f. Mimiery
g. Skit	h. Essay Writing	i. Poetry
j. Debate	k. Quiz	l. Experience



BEPC- 3**Critical Understanding of ICT****Credit : 2****Full Marks : 50****Internal Assessment****Practicum : 50****Objectives:***On completion of the course the student teacher will be able:*

- To develop knowledge about micro computer system.
- To understand and develop skills in using computer in field of education.
- To develop skills in using application software for the purpose of educational management.
- Enable him to learn programming for the purpose of developing educational software's.

Content:**UNIT-I: Computer & Its Uses**

- Introduction of Computer
- History & Technological Development.
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting, Banking, Research, Defence, Business, Census etc.
- Limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.

UNIT-II: Characteristics & Functions of Computer

- Characteristics of Computer.
- Classification of computer (According to Technology & Capacity wise).
- Personal Computer.
- Input Unit, Output Unit, Processing Unit.
- Memory of Computer.

UNIT-III: Role of ICT and Internet

- Introduction of ICT
- Role of ICT in effective curriculum transaction
- Globalization of community through Internet.
- E-mail Prepared P.P.T.
- Computer Networking

UNIT-IV: Uses of MS office & Multimedia

- MS Word • MS Excel • MS Access
- MS Power Point • Multimedia

UNIT-V: ICT based Teaching Learning Approach

- Social Networking • E- Learning • Virtual Learning
 - Cloud Learning • Learner Centered ICT Pedagogy
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Second Year

BCC - 8

KNOWLEDGE AND CURRICULUM

Full Marks: 100

Course Credit : 4

Practicum : 20

Exam Duration : 3Hrs. Theory: 80

Objectives:

On completion of the course the student teacher will be able:

- To introduce perspectives in education and will focus on epistemological and social bases of education.
- To discuss the basis of modern concept child-centered education.
- To introduce changes due to industrialization, democracy ideas of individual autonomy and reason.
- To understand education in relation to modern values like equity and equality, individual opportunity, social justice & human dignity, with special reference to the ideas of Ambedkar.
- To draw understanding from critical multiculturalism and democratic education system of education.
- To understand nationalism, universalism and secularism and their inter-relationship with education with reference to the ideas of Tagore & Krishnamurti.
- To identify various dimensions of the curriculum and their relationship with the aims of education.
- To discuss the relationship of power, ideology and the curriculum.
- To analyse critically various samples of textbooks, children's literature and teacher's handbooks etc.

Content:

UNIT 1: *Knowledge and Its Aspects*

- What is Knowledge?
- Distinction between information and knowledge, belief and truth.
- Construction of Knowledge.
- Role of learner in knowledge construction and transmission.

UNIT 2: *Knowledge and Curriculum in schools*

- Meaning and nature of curriculum.
- Knowledge and school curriculum, reorganization and representation of knowledge in school curriculum.
- Relationship between curriculum, syllabus and textbooks.
- Core curriculum and its significance in Indian context.
- Curriculum visualized at different levels – National level; State level.

UNIT 3: Curriculum determinants and considerations

- Determinants of curriculum:
 - (i) Ideologies and educational vision
 - (ii) Socio-political, geographical-economic conditions.
 - (iii) National & International Context-multicultural, multilingual aspect.

UNIT 4: Curriculum Development

- Formulation of aims and objectives.
- Principle of curriculum construction.
- Process of Curriculum designing.
- Enrichment of curriculum:
 - (i) Selection and Organisation of learning situation.
 - (ii) Available infrastructure and resources.
 - (iii) School culture climate and environment.
 - (iv) Role of Teachers, external agencies and other pedagogical support.

UNIT 5: Curriculum Implementation and Renewal

- Operationalizing curriculum into learning situations.
- Teacher's role in implementation of curriculum
- Selection and development of learning resources.
- Process of curriculum evaluation and revision:
- Need for a model of continual evaluation.
- Feedback from learners, teachers and community and administrations.

Tasks and Assignments:

Each student-teacher is required to submit assignments selecting *any two* of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices;
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson;
- Preparation of a transactional blue print of any content unit in any school subject at the secondary level;
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.



BCC- 9**ASSESSMENT FOR LEARNING****Course Credit: 4****Full Marks: 100****Exam Duration: 3Hours****Theory: 80****Practicum : 20****Objectives:*****On completion of the course the student teacher will be able to:***

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners performance in schools
- Develop indicators to assess learners performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

Content:**UNIT 1: *Perspective of Assessment and Evaluation***

- Perspective on assessment and evaluation for learning in a constructive paradigm.
- Distinction between assessment of learning and assessment for learning
- Classifying the terms: Test, measurement, examination, assessment, evaluation
- Formative and summative evaluation, CBCS

UNIT 2: *Assessment of subject-based learning*

- Enlarging notions of subject-based learning a constructivist perspective.
 - Assessment tools & different kinds of task: assignment, projects and performances.
 - Different kinds of tests and their construction. Characteristics of good test
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- Quantitative and qualitative aspect of assessment, appropriate tools for each.
- Characteristics of a good test.

UNIT 3: *Assessment of Learning*

- Dimension of learning: cognitive, affective and performances.
- Assessment of affective learning: attitude, values, interest, self-concept.
- Assessment of scholastic performance
- Tools and techniques for assessment – Blue print & test construction.

UNIT 4: *Data Analysis, Feedback and Reporting*

- Statistical tools – Graphical representation, frequency distribution, measured of central tendency & variation, normal distribution (NPC), percentile rank, correlation (rank difference & product moment method).
- Feedback as an essential component of formative assessment.
- Developing and maintaining a comprehensive learner profile.

UNIT 5: *Examination Reforms: Issues and directions*

- Examination for gradation, certification and Promotion.
- Unit test, term examination, Monthly, Quarterly, Half Yearly and Annual examination, semester system and board examination.
- Management of assessment and examinations, use of question bank.
- Role of ICT in in improving quality of examination
- Blue print and test construction.



BCC - 10**CREATING AN INCLUSIVE SCHOOL****Full Marks: 50****Practicum : 10****Course Credit: 2****Exam Duration: 2hrs.****Theory: 40****Objectives:***On completion of the course the student teacher will be able:*

- To bring about an understanding of the 'Cultures, Policies & Practices' that need to be addressed in order to create an inclusive school, as spelt out by both and air show in "The Indian for Inclusion" (2000).
- To explore the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the Psychological construct of disability and identity.
- To look at the models of disability as well as the dominant discourse on 'the other' in the narratives of all concerned.
- To attempt to identify the 'barriers' to learning and participation.
- To integrate the physically and mentally handicapped with the general community as equal partners.
- To prepare them for normal growth and enable them to face life with courage and confidence.
- To promote integration of students with disabilities in the normal schools.
- To help schools move towards positive practices, cultures and policies.

Content:**UNIT 1: *Concepts of Inclusive Education***

- Meaning, Definition, characteristics and objectives of special Education, Integrated Education and Inclusive Education.
- Mainstreaming and Inclusive education.
- Concepts of Impairment, Disability and Handicappedness..

UNIT 2: *Education for children with special need*

- Definition, Cause, Needs and Educational provisions for Visually Impaired children.
- Definition, Causes Identification, Needs and Educational provisions for mentally retarded children and learning Disability.
- Definition, Causes, Characteristics and Needs of physical disabilities.

UNIT 3: Policies & Acts Implementing Inclusive Education

- Rehabilitation council of India.
- Persons with disabilities act 1995 (Equal opportunities, Protection of right and full participation)
- New Policies for persons with disability 2012.
- Right to Education.

UNIT 4 : Addressing Learners' Diversity

- Curricular Issues:
- Curriculum adaptation / modifications.
- Content contextualization.
- Assessment and Evaluation - continuous.

Mode of Transaction :

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course.



BCC-11 OPTIONAL COURSES* (BOC)

Select Any one subject

Full Marks: 50

Course Credit : 2

Practicum : 10

Exam Duration: 2 hrs.

Theory: 40

BOC-1 Health and Physical Education

Objectives:

On completion of the course the student teacher will be able to:

- Develop physical fitness
- Understand the rule and regulations of different physical education activities.
- Develop competencies in games and athletic events and other activities.
- Understand their role in conducting matches and annual sports.
- Develop and appreciate the values of education programme.

Content :

UNIT-I : Health Education

- Concept of Health & health Education
- Objectives & importance of Health Education

UNIT-II : Teaching of Healthy life style

- **Physical Health:** Washing dresses, cutting nails, using footwear, bathing, brushing tooth, drinking pure water, taking nutritious food (balanced diet), regular health checkup,
- **Mental Health:** Prayer & Meditation,,reading positive literature,positive thinking.
- Environmental awareness, pollution control, plantation

UNIT-III : Physical Education: Games, Sports, Yoga and Meditation

i. Games:

- Indoor game: Business, playing cards, Sudco, Dice etc.
- Outdoor game: badminton, basketball, cricket, football, table-tennis, volleyball , soft ball, Kho-Kho, Kabaddi

ii. Sports :

- Throwing shot put, javelin, discuss.
- Jumping, Running, Shooting, gymnastics
- Racing: cycling.

iii. Yoga and Meditation:

- Meaning, concept and definition of Yoga & Meditation
- Yoga and Meditation for self-realization
- Importance of Yoga & Meditation
- Elements of Yoga, Practice of selected Asanas, recitation of mantras, meditation, swadhyaya, Practice of selected Pranayam etc.

BCC-11 (BOC) - 2

PEACE EDUCATION

Course Credit : 2

Exam Duration: 2 hrs.

Theory: 40

Full Marks: 50

Practicum : 10

Objectives:

On completion of the course the student teacher will be able to:

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarize them with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life.

Content :

UNIT-1 : *Importance of Peace*

- Aims, Objectives and importance of Peace Education.
- Sources of conflict – Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Depression, Unemployment, Exploitation, Suppression of individuality, Social tension.
- Analysis of text book from peace education and environmental education perspective.

UNIT-2: *Empowerment for Peace*

- Justice – Social, economic, cultural and religious.
- Equality – Education for all, equal opportunity.
- Critical thinking: Reasoning and applying wisdom co-operation.

UNIT-3: *Pedagogy of Peace*

- Conflict resolution
- Brain storming
- Activity Performance: Reflective thinking, Concentration, meditation, prabachan, yoga

UNIT-4: *Strategies for Peace*

- Emotional integration: Rapprochement, storytelling, narration of scenario with zest.
- Understanding background of conflict, Survey, action researches.
- Problem of Violence in school and teacher's role.

Practicum:

- Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, meditation, exhibition, art model etc. on peace-related themes
- End of term project: each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.



BCC-11 (BOC) - 3 GUIDANCE AND COUNSELING

Course Credit : 2

Exam Duration: 2 hrs.

Theory: 40

Full Marks: 50

Practicum : 10

Objectives:

On completion of the course the student teacher will be able to:

- Understand the concepts of guidance and its need.
- Provide guidance and co
- Counseling to pupils.
- Assist the school counselor.

Course Content :

UNIT-1: *Introduction to Guidance*

- Meaning, Nature, Scope and need of guidance.
- Guidance Services: Educational, Vocational and Personal guidance.
- Problems of Guidance, Principles of guidance.
- Modern Trends in Guidance and Placement Services.

UNIT-2: *Counseling*

- Nature and principles of counseling, difference between guidance and counseling.
- Approaches to counseling- Directive, Non-Directive and Eclectic Counseling.
- Professional Role & Functions of the counselor.
- Counseling services in school

UNIT-3: *Function of Guidance and Counseling Service*

- Role and Requirement of Guidance and counseling Centre.
- Identification of problems and Organisation in guidance.
- Need of psychological test in guidance service: Intelligence test, personality test and Interest inventories.
- Role of teacher in guidance and counseling

UNIT-4: *Educational Guidance*

- Meaning and principles of guidance.

- Philosophical, psychological and sociological foundations of guidance.
- Aims and objectives of guidance with special reference to secondary schools.
- Evaluating the students through performance in class and co-curricular activities, rating scales.
- Educational and occupational information.

UNIT-5: Vocational Guidance

- Group guidance techniques and guidance in classroom programme.
- Understanding the role of counselor teachers, administrators and other specialists.
- Helping student with educational and vocational problems.
- Teaching and guiding exceptional students (the gifted, retarded and handicapped).

Transaction Mode:

- Lecture cum discussion.
- Project and Presentation.
- Question-Answer.
- Problem Solving

Practicum: Any two of the following

- Case study of any one special need child.
 - Organizing career interview for school students.
 - Psychological test: Personality test, Aptitude test, Creativity test.
 - Organizing career and counseling talk.
1. The students will administer at least five tests/non tests from a & b selecting at least two from them.
 - a) **Test Technique:** Intelligence Test, Aptitude Test, Interest Test, Personality Questionnaire and study Habit Inventory.
 - b) **Non Test technique:** Sociometric Test, rating scale and interview.
 2. Students will maintain cumulative record or prepare a case study.
 3. Collection and discrimination of educational and occupational information.



BEPC- 4

Understanding the Self

Course Credit : 2 Full Marks: 50

Practicum: 50

Objectives:

On completion of the course the student teacher will be able:

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

Content:

UNIT-1: *Exploring the Aim of Life*

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

UNIT-2: *Discovering one's True Potential*

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust: competition and co-operation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal.

UNIT-3: *Developing Sensitivity***Objectives**

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

UNIT-4: *Peace, Progress and Harmony***Objectives**

- To develop the capacity to establish peace within oneself
 - To develop the capacity to establish harmony within a group and methods of conflict resolution.
 - To understand the meaning of leadership and develop attitudes and skills of a catalyst
 - To understand the basis of social disharmony, the factors that contribute to it and ways to facilitate change.
-

Workshop Themes

- Establishing peace within oneself, exercises of concentration and mediation
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

UNIT-5: *Facilitating Personal Growth: Applications in Teaching*

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concern and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.



SCHOOL INTERNSHIP

Course Credit : 10

Full Marks: 250

1. Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI – VIII) and secondary (IX – X), or senior secondary (XI-XII), with at least 16 weeks in secondary/ senior secondary classes.
2. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
3. Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observation of Practice lessons.

INTERNSHIP & EVALUATION

(A) B.Ed. (First year) Internal Assessments

Duration: 4 weeks

Maximum Marks : 50

During this period, the student teachers will be provided training in core teaching skills, content analysis, development of TLM, organization of school activities, lesson planning etc. The evaluation of the students will be done on the basis of their performance by teacher educators' group.

- | | |
|---|----|
| 1. School observation and Teaching Skill Activities | 20 |
| 2. Teaching Learning Activities and use of TLM in each subject | 10 |
| 3. Delivery of five lessons in each teaching subject in school. | 20 |

Total Marks : 50

INTERNSHIP & EVALUATION

(B) B.Ed. (Second year) External Assessments

Duration ; 16 Weeks

Maximum Marks : 200

1. Deliverrd of lesson and Practicum:

Marks : 20

Minimum number of Lessons in each method teaching subject to be delivered should be 30 including two criticism Lessons. Total 60 Lessons for two teaching subjects.

Practicum

- (i) Preparation and analysis of achievement tests followed by remedial teaching.
 - (ii) Case study/Action Research: Working with community (meeting with parents at least 2 for total growth & development of their words and preparation of report)
 - (iii) Observation of 5 lessons in each subject and preparation of report: Organise/Participate in any one school co-curricular activities/Review of the text book.
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- (iv) Teaching Aids in each teaching subject. (Any other activities decided by the institute)
Preparation of health card/time-table preparation blue print of an achievement test/
psychological test (any two) etc.

20 Marks

2. Suggested School Activities (any four):

- Organization of Cultural Activities
- Organization of Sports/Games
- Making school time table
- Organizing morning assembly
- Maintenance of School record
- Preparing of TLM
- Guidance and Counseling
- Organizing Science Exhibition
- Village Survey
- Cultural Activities
- Community Oriented activities
- Gardening
- Literacy Campaign
- Mass Awareness Programme

3. Assessment of Internship activities (External Assessments: conducted by External Examiners)

A Regular Classroom Teaching through 30 lessons in each subject	60 Marks
B Observation and Use of Teaching skill	20 Marks
C Participation in Co-curricular activities and preparation of report	20 Marks
D Preparation of TLM and Proper use	10 Marks
E Viva-Voce	50 Marks

Total =

200 Marks

[THE End]
