

# SEMESTER 3

# PEDAGOGY COURSES

## Part II

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### Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

#### **UNIT 4**

##### **6: LANGUAGE, LITERATURE AND AESTHETICS–I**

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

#### *Activities*

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

#### *Teaching Practice*

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

##### **UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS–II**

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

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

*Activities*

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

*Teaching Practice*

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

*Action Research*

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

## UNIT 5

### 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

*Activities*

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

*Project*

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

### TEACHING-LEARNING MATERIALS AND AIDS:

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

*Activities*

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

*Project*

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

## UNIT 7

### 10: ASSESSMENT, ITS ROLE AND IMPORTANCE

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

#### *Activities*

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

#### **Note**

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

## हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

#### अन्विति 4

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

#### अन्विति 5

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

#### अन्विति 6

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

### सत्रीय कार्य

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

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

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

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

Pedagogy of Language (Urdu)

Part II

Total Marks: 50

Contact Hours: 3 Hours per

Week

Internal Assessment: 10

External Assessment: 40

## UNIT 4

### 6: LANGUAGE, LITERATURE AND AESTHETICS-I

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

#### *Activities*

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

#### *Teaching Practice*

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

### 7: LANGUAGE, LITERATURE AND AESTHETICS-II

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

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

#### *Activities*

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

#### *Teaching Practice*

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

#### *Action Research*

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

## UNIT 5

### 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

constructivism; Teacher as a researcher.

*Activities*

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

*Project*

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

**TEACHING-LEARNING MATERIALS AND AIDS**

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

*Activities*

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

*Project*

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

**UNIT 6**

**10: ASSESSMENT—ITS ROLE AND IMPORTANCE**

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

*Activities*

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

*Note*

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



Total Marks: 50  
Week

Contact Hours: 3 Hours per

Internal Assessment: 10  
External Assessment: 40

#### UNIT 4

##### 1. TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE

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

##### *Activities*

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

##### *Action Research*

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

##### 2. IMPORTANCE OF LESSON PLAN

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

##### *Activities*

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

#### UNIT 5:

##### 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

##### *Activities*

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

##### *Project*

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

**9: TEACHING-LEARNING MATERIALS AND AIDS**

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

*Activities*

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

*Project*

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

**UNIT 6****10: ASSESSMENT – ITS ROLE AND IMPORTANCE**

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation— oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation.
2. Feedback to students, parents and teachers.

*Activities*

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

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

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10

External Assessment: 50

**UNIT 4:****LANGUAGE, LITERATURE AND AESTHETICS**

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

*Activities*

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

*Teaching Practice*

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

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

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

**1. ASSESSMENT: ITS ROLE AND IMPORTANCE**

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

*Activities*

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

*Project*

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

**UNIT 6:**

## TEACHING-LEARNING MATERIALS AND AIDS

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

### *Activities*

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

### *Project*

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

### *Note*

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

## Pedagogy of Social Sciences

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

### UNIT 4

#### 6: TEACHING-LEARNING OF HISTORY

##### *Continuity and Change over Time and Historical Construction*

The concepts of social change in Indian and World History; constructivist pedagogy in History and the general competencies

##### *Historical Methods*

- Evidence, facts, arguments, categories and perspective; Evidence-based History teaching; Primary sources and the construction of History

- Thinking in terms of problems for analysis in History.

### *Social Formations in History*

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

## **UNIT 5**

### **7: TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY**

- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in

the classroom.

- Teaching-learning Materials: Constitution of India, atlas, political maps
- (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

#### 8: ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES

- Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions.
- Open-book tests: Strengths and limitations
- Evaluating answers: What to look for? Assessing projects: What to look for?
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

### UNIT 6

#### 9: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

- Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)

#### 10: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

- Geography and Economics: Transport and communication in a region –assessing current position with reference to development needs
- History and Political Science: Socio-political systems; Women's rights in society
- Economics and History: Agrarian change in India; Industrialisation in India
- History and Geography: Migration of people in a particular region—nature of migration, past and present trends
- Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)
- Economics and Political Science: Family budget and impact of change in prices of essential commodities.

### Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

**Unit 4**

- The role of History teacher as a preserver and propagator of cultural traditions and heritage
- . Methods of teaching History ,story-telling method , patch method, source method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, socialized recitation method.
- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the history teachers for use and development of these teaching aids
- Computer based Instruction in history-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The History room ;its importance; its equipment ,furniture and arrangement; history library resource.
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**Unit 5**

- Techniques frequently used in teaching of History; uses and application.
- Description and application of teaching learning devices such as; textbooks, supplementary reading material, workbooks, programme learning material, general reference materialand other instructional material for teaching of History.
- Importance of chronology in history, time concepts, making people chronology conscious and guidelines for teaching chronology.
- Controversial issues as a part of history; teachers role in teaching controversial issues.
- Classification of instructional objectives of teaching history in operational terms. Developing items of different formats to assess behavioural changes brought about by teaching history. Principles for setting a summative evaluation question paper in history . Techniques of using and reporting test results.

**Unit 6**

. Organization of co-curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

## **Teaching of political science**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

### **Unit 4**

- Political Science its meaning, scope and relationship with social sciences.
- Concept of state and its elements.
- Challenges and responses to Indian Democracy



- Trend analysis in Political Science.
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### Unit 5

- TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY
- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Childen, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.
- Teaching-learning Materials: Constitution of India, atlas, political maps
- (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

### Unit 6

#### Orgnization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

- . Lesson Planning and evaluation
- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

### **Teaching of geography**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

#### **Unit 4**

- Conceptual learning in geography; special conceptualization-use of cognitive and mental map.
- Approaches to geography teaching; Expository approach-regional method.
- Discovery approach-problem solving method, project method
- Methods of teaching geography, discussion method, observation method ,computer assisted instruction.
- 4. Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in geography-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The Geography room ;its importance; its equipment ,furniture and arrangement; history library resource.

## Unit 5

### . Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

### . Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

## Unit 6. Project/ Action research

- Identification of a problem
- Developing reasonable objectives/probing questions
- Listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation

- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

## **Teaching of Economics**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

### **Unit 4**

- .Methods of teaching Economics
  - Lecture cum Discussion Method
  - Use of Sample Surveys in Economics
  - Inductive and Deductive Approach
  - Problem Solving Method and Project Method
- Debates on controversial themes
- Dramatization and role playing
- Brainstorming
- Organization of quiz competition, essay competition and postermaking competition.
- . Use of teaching aids
  - Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
  - Selecting and using teaching aids
  - Need and importance of A.V Aids
  - Types of A.V Aids
  - Role of the Economics teachers for use and development of these teaching aids
  - Computer based Instruction in Economics-concepts, use and application.
  - Downloading of instructional materials from websites through Internet, power point presentation.

**Unit 5**

## . Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- **Field Trip** : Importance , procedure & Role of Teacher

## . Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

**Unit 6. Project/ Action research**

- Identification of a problem
- Developing reasonable objectives/probing questions
- listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation
- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

**Teaching of Commerce**

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

#### **Unit 4: Teaching Methods and Teaching Aids**

- Methods of teaching commerce, discussion method, Lecture method, Team Teaching, Project Method, Discussion Method
- Inductive and Deductive Approach
- Computer assisted instruction.
- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in commerce-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

#### **Unit 5: Evaluation in Commerce Teaching**

- Meaning, Need and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Test : Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records)
- Preparation of Unit Test along with Blue print

#### **Unit 6: Community Resources and Commercial Activities**

- Meaning of Community Resources

- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Commerce
- Importance of Community Resources in the teaching and learning of Commerce
- Field Trips for teaching of Commerce : Importance , procedure & Role of Teacher

### **Commercial Activities**

- Meaning of Commercial Activities
- Types of Commercial Activities in teaching of Commerce
- Importance of Commercial Activities in teaching of Commerce

## **Pedagogy of Mathematics**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

### **UNIT 4**

#### **6: PLANNING FOR TEACHING-LEARNING MATHEMATICS**

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry; Statistics and Probability, etc.); Organisation of concepts for teaching-learning of mathematics; Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc. ); ICT applications; Evaluation tools and learners participation in developing instructional materials

#### **7: LEARNING RESOURCES IN MATHEMATICS**

Textbooks audio-visual multimedia–Selection and designing; pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources

### **UNIT 5**

#### **8: ASSESSMENT AND EVALUATION**

##### *Informal Creative Evaluation*

Encouraging learner to examine a variety of methods of assessment in mathematics; problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation.

*Formal Ways of Evaluation*

Variety of assessment techniques and practices; Assessing Product Vs Process, Knowing Vs Doing

**UNIT 6****9: MATHEMATICS FOR ALL**

Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

**10: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS**

Types of in-service programme for mathematics teachers; Role of mathematics teachers' association; Journals and other resource materials in mathematics education; Professional growth—participation in conferences/seminars/workshops

**Pedagogy of Physical Science**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

**UNIT 4****6: LEARNING RESOURCES IN PHYSICAL SCIENCE**

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Inter-conversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia—selection and designing;

**7: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE**

Performance-based assessment, learners' records of observations, field diary; Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and



administration of tests; Assessment of experimental work in science/physics and chemistry; Encouraging teacher-learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation.

## **UNIT 5**

### **8: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE**

Concepts for teaching-learning of science/ physics and chemistry; Instructional materials required for planning teaching- learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

### **9: PHYSICAL SCIENCE–LIFELONG LEARNING**

Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

## **UNIT 6**

### **10: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS**

Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in science/physical science education; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.

## **Pedagogy of Biological Science**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

## **UNIT 4**

### **6: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE**

Identification and organisation of concepts for teaching-learning of biology; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

#### 7: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilisation of resources.

### UNIT 5

#### 8: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Assessment of experimental work in biological science; Encouraging teacher -learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

#### 9: BIOLOGICAL SCIENCE –LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition;

### UNIT 6

#### 10: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in

biology education; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

## **School internship**

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school, in two time slots.

Student teachers shall be equipped to cater to diverse needs of learners in schools during second year. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship

programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period

## **Modes of learning engagement**

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor – when available – will guide

and debrief the student teacher on a periodic basis. Adequate classroom contract hours for subject-based teaching-learning

Will be undertaken in the consultation with the school mentor. Student teacher in whom he/she records one's experiences, observations, and reflections should maintain a journal. The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resource used, assessment tools, student, observations and records. Student teachers functions in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning. The institute, in liaison with the schools, should prepare details of the school placement program

### **Modes of assessment**

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250 ,Internal assessment 150 External assessment 100.

### **School Internship**

First year – One week of School engagement

- Observation of day to day school activities and report of an in depth study of one activity 10 Marks
- Peer group teaching in selected subject 3 lessons 5 Marks
- Delivery of three lessons in selected teaching subject 5 Marks

### **Second Year – 15 week**

- Internship may be arranged in two phases
- Regular classroom teaching delivery of seventy lessons 70 Marks
- Criticism lessons two in selected subject 5 Marks
- Involvement in school activities 10 Marks
- Interaction with school teacher's community members and children 5 Marks
- Writing Reflective Journals 10 Marks
- Final discussion two plans 10 Marks
- Preparation of a case study report 10 Marks
- Action reaches report 10 Marks.

### **Suggested school activities:-**

- Organisation of culture activities.
- Organisation of literary activities.
- Organisation of games
- Framing of Time-Table
- Attending and organizing morning assembly.

- Maintain of school records
- Maintain of library & labs
- Gardening
- Organizing Science Club & Echo Club
- Voluntary services
- Mass awareness of social evils and taboos.

# **SEMESTER 4**