

**Curriculum**  
**For**  
**Bachelor of Education (B.Ed.)**  
**Programme**

**Academic Year: 2024 – 25**

**School of Education**



**Adamas Knowledge City**  
**Barasat – Barrackpore Road, P.O. – Jagannathpur,**  
**District – 24 Parganas (North), Kolkata – 700 126,**  
**West Bengal, India**

## Course Outline

This document presents the course structure for the NCTE approved Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas –I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

### Curricular Areas

The programme shall comprise three broad curricular areas–Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. The courses under each of these areas are as follows:

#### Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education: Course 1: Childhood and Growing Up, Course 2: Contemporary India and Education, Course 3: Learning and Teaching, Course 6: Gender, School and Society (1/2), Course 8: Knowledge and Curriculum, Course 10: Creating an Inclusive School (1/2). The course on ‘Childhood and Growing up’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on ‘Contemporary India and Education’ shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Teaching and Learning’ will focus on aspects of social and emotional

development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

### **Curriculum and Pedagogic Studies**

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include: Course 4: Language across the Curriculum (1/2), Course 5: Understanding Disciplines and Subjects (1/2), Course 7(A & B): Pedagogy of a School Subject, Course 9: Assessment for Learning, Course 11: Optional Course\*(1/2). These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children. Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level)

### **Engagement with the Field –the Self, the Child, Community and School**

This curricular area would have three components – Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus and School Internship and Courses on Enhancing Professional Capacities (EPC). Course EPC 1: Reading and Reflecting on Texts (1/2), Course EPC 2: Drama and Art in Education (1/2), Course EPC 3: Critical Understanding of ICT (1/2), Course EPC 4: Understanding the Self (1/2).

# Course Structure of B. Ed. Programme

## Semester- I

Course Code	Course Name	L	T	P	C	Marks
EDN51101	Childhood and Growing Up	4	0	0	4	100
EDN51201	Childhood and Growing Up Practicum	0	0	1	1	25
EDN51103	Contemporary India and Education	4	0	0	4	100
EDN51203	Contemporary India and Education Practicum	0	0	1	1	25
EDN51105	Language Across the Curriculum	2	0	0	2	50
EDN51205	Language Across the Curriculum Practicum	0	0	1	1	25
EDN51107	Understanding Disciplines & Subjects	2	0	2	2	50
EDN51207	Understanding Disciplines & Subjects Practicum	0	0	2	2	50
EDN51109	Reading and Reflecting on Texts (EPC 1)	2	0	2	2	50
EDN51209	Reading and Reflecting on Texts (EPC 1) Practicum	0	0	1	1	25
<b>Total</b>					<b>20</b>	<b>500</b>
<b>School Internship: 1 Week for Practicum/ Engagement with Field</b>						

## Semester- II

Course Code	Course Name	L	T	P	C	Total Marks
EDN51102	Learning and Teaching	4	0	0	4	100
EDN51202	Learning and Teaching Practicum	0	0	1	1	25
EDN51104	Assessment for Learning	4	0	0	4	100
EDN51204	Assessment for Learning Practicum	0	0	1	1	25
EDN51106	Knowledge and Curriculum (Part-I)	2	0	0	2	50
EDN51206	Knowledge and Curriculum (Part-I) Practicum	0	0	1	1	25
EDN51108	Drama and Art in Education (EPC 2)	2	0	0	2	50
EDN51208	Drama and Art in Education (EPC 2) Practicum	0	0	1	1	25
EDN51242	School Internship (School Study Project) & Genius Hour Passion Project (GHPP)	0	0	1	1	25
	Pedagogy of a School Subject (Part-I)	2	0	0	2	50
	Pedagogy of a School Subject (Part-I) Practicum	0	0	1	1	25
<b>Total</b>					<b>20</b>	<b>500</b>
<b>School Internship: 3 Weeks for School Study Project and Practicum/ Engagement with Field</b>						

# List of Pedagogical Courses (Semester-II)

(Choose Any ONE SET) (Theory & Practicum)

Course Name	Course Code
Pedagogy of a School Subject (Part I) Bengali	EDN51110
Pedagogy of a School Subject (Part-I) Bengali Practicum	EDN51210
Pedagogy of a School Subject (Part-I) English	EDN51112
Pedagogy of a School Subject (Part-I) English Practicum	EDN51212
Pedagogy of a School Subject (Part-I) Sanskrit	EDN51114
Pedagogy of a School Subject (Part-I) Sanskrit Practicum	EDN51214
Pedagogy of a School Subject (Part-I) History	EDN51116
Pedagogy of a School Subject (Part-I) History Practicum	EDN51216
Pedagogy of a School Subject (Part-I) Geography	EDN51118
Pedagogy of a School Subject (Part-I) Geography Practicum	EDN51218
Pedagogy of a School Subject (Part-I) Political Science	EDN51120
Pedagogy of a School Subject (Part-I) Political Science Practicum	EDN51220
Pedagogy of a School Subject (Part-I) Economics	EDN51122
Pedagogy of a School Subject (Part-I) Economics Practicum	EDN51222
Pedagogy of a School Subject (Part-I) Education	EDN51124
Pedagogy of a School Subject (Part-I) Education Practicum	EDN51224
Pedagogy of a School Subject (Part-I) Commerce	EDN51126
Pedagogy of a School Subject (Part-I) Commerce Practicum	EDN51226
Pedagogy of a School Subject (Part-I) Sociology	EDN51128
Pedagogy of a School Subject (Part-I) Sociology Practicum	EDN51228
Pedagogy of a School Subject (Part-I) Music	EDN51130
Pedagogy of a School Subject (Part-I) Music Practicum	EDN51230
Pedagogy of a School Subject (Part-I) Physical Science	EDN51132
Pedagogy of a School Subject (Part-I) Physical Science Practicum	EDN51232
Pedagogy of a School Subject (Part-I) Life Science	EDN51134
Pedagogy of a School Subject (Part-I) Life Science Practicum	EDN51234
Pedagogy of a School Subject (Part-I) Computer Science	EDN51136
Pedagogy of a School Subject (Part-I) Computer Science Practicum	EDN51236
Pedagogy of a School Subject (Part-I) Mathematics	EDN51138
Pedagogy of a School Subject (Part-I) Mathematics Practicum	EDN51238
Pedagogy of a School Subject (Part-I) Psychology	EDN51140
Pedagogy of a School Subject (Part-I) Psychology Practicum	EDN51240

## Semester- III

Course Code	Course Name	L	T	P	C	Total Marks
EDN52201	School Internship (Teaching)	0	0	12	12	300
EDN52203	School Internship (Action Research, Other School Activities and Community based Activities)	0	0	4	4	100
	Pedagogy of a School Subject (Part-II)	2	0	0	2	50
	Pedagogy of a School Subject (Part-II) Practicum	0	0	2	2	50
<b>Total</b>					<b>20</b>	<b>500</b>
<b>School Internship: 15 Weeks for Teaching and other activities and Practicum/ Engagement with Field</b>						

# List of Pedagogical Courses (Semester-III)

(Choose Any ONE SET) (Theory & Practicum)

Course Name	Course Code
Pedagogy of a School Subject (Part-II) Bengali	EDN52105
Pedagogy of a School Subject (Part-II) Bengali Practicum	EDN52205
Pedagogy of a School Subject (Part-II) English	EDN52107
Pedagogy of a School Subject (Part-II) English Practicum	EDN52207
Pedagogy of a School Subject (Part-II) Sanskrit	EDN52109
Pedagogy of a School Subject (Part-II) Sanskrit Practicum	EDN52209
Pedagogy of a School Subject (Part-II) History	EDN52111
Pedagogy of a School Subject (Part-II) History Practicum	EDN52211
Pedagogy of a School Subject (Part-II) Geography	EDN52113
Pedagogy of a School Subject (Part-II) Geography Practicum	EDN52213
Pedagogy of a School Subject (Part-II) Political Science	EDN52115
Pedagogy of a School Subject (Part-II) Political Science Practicum	EDN52215
Pedagogy of a School Subject (Part-II) Economics	EDN52117
Pedagogy of a School Subject (Part-II) Economics Practicum	EDN52217
Pedagogy of a School Subject (Part-II) Education	EDN52119
Pedagogy of a School Subject (Part-II) Education Practicum	EDN52219
Pedagogy of a School Subject (Part-II) Commerce	EDN52121
Pedagogy of a School Subject (Part-II) Commerce Practicum	EDN52221
Pedagogy of a School Subject (Part-II) Sociology	EDN52123
Pedagogy of a School Subject (Part-II) Sociology Practicum	EDN52223
Pedagogy of a School Subject (Part-II) Music	EDN52125
Pedagogy of a School Subject (Part-II) Music Practicum	EDN52225
Pedagogy of a School Subject (Part-II) Physical Science	EDN52127
Pedagogy of a School Subject (Part-II) Physical Science Practicum	EDN52227
Pedagogy of a School Subject (Part-II) Life Science	EDN52129
Pedagogy of a School Subject (Part-II) Life Science Practicum	EDN52229
Pedagogy of a School Subject (Part-II) Computer Science	EDN52131
Pedagogy of a School Subject (Part-II) Computer Science Practicum	EDN52231
Pedagogy of a School Subject (Part-II) Mathematics	EDN52133
Pedagogy of a School Subject (Part-II) Mathematics Practicum	EDN52233
Pedagogy of a School Subject (Part-II) Psychology	EDN52135
Pedagogy of a School Subject (Part-II) Psychology Practicum	EDN52235



## Semester- IV

Course Code	Course Name	L	T	P	C	Total Marks
EDN52102	Gender, School and Society	2	0	0	2	50
EDN52202	Gender, School and Society Practicum	0	0	1	1	25
EDN52104	Knowledge and Curriculum (Part-II)	2	0	0	2	50
EDN52204	Knowledge and Curriculum (Part-II) Practicum	0	0	1	1	25
EDN52106	Creating an Inclusive School	2	0	0	2	50
EDN52206	Creating an Inclusive School Practicum	0	0	1	1	25
	Optional Course	2	0	0	2	50
	Optional Course Practicum	0	0	2	2	50
EDN52108	Critical Understanding of ICT (EPC 3)	2	0	0	2	50
EDN52208	Critical Understanding of ICT (EPC 3) Practicum	0	0	2	2	50
EDN52110	Yoga Education: Understanding the Self (EPC 4)	0	0	2	2	50
EDN52210	Yoga Education: Understanding the Self (EPC 4) Practicum	0	0	1	1	25
<b>Total</b>					<b>20</b>	<b>500</b>
<b>School Internship/ Field Visit: 1Week for Practicum/ Engagement with Field</b>						

## **Choice of Optional Courses (Semester-IV)**

**(Choose Any ONE SET) (Theory & Practicum)**

<b>Course Name</b>	<b>Course Code</b>
Health and Physical Education	EDN52112
Health and Physical Education Practicum	EDN52212
Peace and Value Education	EDN52114
Peace and Value Education Practicum	EDN52214
Guidance and Counselling	EDN52116
Guidance and Counselling Practicum	EDN52216
Work and Vocational Education	EDN52118
Work and Vocational Education Practicum	EDN52218
Yoga Education	EDN52120
Yoga Education Practicum	EDN52220
Environmental and Population Education	EDN52122
Environmental and Population Education Practicum	EDN52222

# Semester-I

## Childhood and Growing Up

(Course Code: EDN51101)

**Objectives:** The student teachers will be able to –

- Explain the concept of growth and development and stages of development with special reference to the stage of adolescence.
- Know about the developmental characteristics
- Be aware of influence of heredity, environment including socio cultural factors on developmental process
- Develop the skills of applying the principles of development in improving the teaching learning process.

1 <sup>st</sup> Half	Development and its Characteristics
<b>Unit I</b>	<b>Growth and Developmental Pattern of Learners</b> <ul style="list-style-type: none"><li>• Concept of growth and development</li><li>• General characteristics of Growth and Development</li><li>• Stages and sequence of Growth and Development-</li></ul>
<b>Unit II</b>	<b>Stages of Development</b> <ul style="list-style-type: none"><li>• Different stages of development: Infancy, Childhood, Adolescence, Adulthood.</li><li>• Adolescence: Physical development, Emotional development, Cognitive development.</li><li>• Needs and problems of adolescents, their guidance and counseling</li></ul>
<b>Unit III</b>	<b>Different Types of Development</b> <ul style="list-style-type: none"><li>• Cognitive development- Piaget's theory and its educational implications.</li><li>• Psycho-sexual development – Freud's Theory.</li><li>• Psycho social development – Erikson's theory of psychosocial development.</li><li>• Moral and pro social development- Kohlberg's theory</li><li>• Development of self-concept and personal identity</li><li>• Language Development: Communication and speech development- paralinguistic and linguistic stages of development.</li></ul>
<b>Unit IV</b>	<b>Individual Differences</b> <ul style="list-style-type: none"><li>• Concept of Individual differences</li><li>• Role of heredity, environment including physical and socio cultural factors,</li><li>• Child rearing practices and Family.</li></ul>

<b>Unit V</b>	<b>Development of Personality</b> <ul style="list-style-type: none"> <li>• Personality: Concept, types and traits of personality,</li> <li>• Trait theories (Eysenck and Cattell's 16 factor, Five factor)</li> <li>• Measurement of personality (Self-report and projective techniques).</li> </ul>
<b>2<sup>nd</sup> Half</b>	<b>Aspects of Development</b>
<b>Unit I</b>	<b>Various Aspects related to Development</b> <ul style="list-style-type: none"> <li>• Instincts and Emotions</li> <li>• Attitude and Attachment</li> </ul>
<b>Unit II</b>	<b>Motivation</b> <ul style="list-style-type: none"> <li>• Concept and types</li> <li>• Theories of Motivation- Maslow, Weiner and McClelland.</li> <li>• Factors affecting Motivation – Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.</li> </ul>
<b>Unit III</b>	<b>Intelligence</b> <ul style="list-style-type: none"> <li>• Concept and nature, its distribution across population</li> <li>• Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,)</li> <li>• Measurement of intelligence (Verbal and non-verbal tests of intelligence)</li> <li>• Intelligence quotient and education</li> <li>• Emotional Intelligence</li> </ul>
<b>Unit IV</b>	<b>Creativity</b> <ul style="list-style-type: none"> <li>• Concept of creativity</li> <li>• The components of creativity</li> <li>• Its identification and nurturance.</li> </ul>
<b>Unit V</b>	<b>Attention &amp; Interest</b> <ul style="list-style-type: none"> <li>• Concept of attention, determinants of attention and their classroom application, Attention span and its fluctuation, distraction.</li> <li>• Interest and its relation with attention.</li> </ul>

**Suggested Readings:**

- Essentials of Educational Psychology - S.K. Mangal
- Advanced Education Psychology - S.K. Mangal
- Psychology of Learning and Development - J.C. Aggarwal
- Advanced Educational Psychology - S.S. Chouhan

## Childhood and Growing Up Practicum

(Course Code: EDN51201)

### Engagement with Field/Practicum (Any One)

- Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- Observe some successful individuals and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- List down few (classroom) learning situations involving insightful learning.
- Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- Visit a school and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teacher.

## Contemporary India and Education

(Course Code: EDN51103)

**Objectives:** The student teachers will be able to –

- Comprehend the various constitutional provisions
- Develop the knowledge about the recommendations of various commissions and National Policies of Education.
- Examine the problems and solutions of elementary and secondary education and find out probable solution.
- Acquire the skill to eradicate inequality, discrimination and marginalization in education.
- Develop an idea about National Values.

1 <sup>st</sup> Half	Education in Post-Independent India
Unit I	<b>Educational Provision in the Constitution of India</b> <ul style="list-style-type: none"><li>• Fundamental Rights</li><li>• Directive Principles of State Policy</li><li>• Fundamental Duties</li></ul>

	<ul style="list-style-type: none"> <li>• Centre-State Relationship</li> <li>• Language Issues</li> </ul>
<b>Unit II</b>	<b>Recommendations of various Commissions after Independence</b> <ul style="list-style-type: none"> <li>• Indian University Commission (1948-49)</li> <li>• Secondary Education Commission (1952-53)</li> <li>• Indian Education Commission (1964-66)</li> <li>• National Policy of Education (1986, 1992)</li> </ul>
<b>Unit III</b>	<b>Equalization and Universalization of Elementary and Secondary Education</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Problems</li> <li>• Probable solutions</li> <li>• Views of Swami Vivekananda</li> </ul>
<b>Unit IV</b>	<b>Inequality, Discrimination and Marginalization in education</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Causes</li> <li>• Probable solutions</li> </ul>
<b>Unit V</b>	<b>Educational Planning and Management</b> <ul style="list-style-type: none"> <li>• Educational Planning</li> <li>• Institutional Planning</li> <li>• Leadership</li> <li>• Administrative structure of Secondary Education</li> <li>• Quality Management</li> <li>• Supervision</li> </ul>

<b>2<sup>nd</sup> Half</b>	<b>Policy Framework for Education in India</b>
<b>Unit I</b>	<b>Contemporary Problems in Education</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Poverty</li> <li>• Population explosion</li> <li>• Student unrest</li> </ul>
<b>Unit II</b>	<b>Recent Initiatives in Indian Education</b> <ul style="list-style-type: none"> <li>• SSA</li> <li>• RTE (2009)</li> <li>• NCF (2005)</li> </ul>

	<ul style="list-style-type: none"> <li>• NKC(2009)</li> <li>• RMSA</li> <li>• NCF-TE (2009)</li> </ul>
<b>Unit III</b>	<p><b>Agencies in Teacher Education</b></p> <ul style="list-style-type: none"> <li>• UGC</li> <li>• NAAC</li> <li>• NCTE</li> <li>• NCERT</li> <li>• IASE</li> <li>• CTE</li> <li>• SCERT</li> <li>• DIET</li> </ul>
<b>Unit IV</b>	<p><b>Contemporary Issues in Education</b></p> <ul style="list-style-type: none"> <li>• Women Education: Problems and Recommendations of Commissions &amp; Committees.</li> <li>• Technical and Vocational Education - problems &amp; suggestions.</li> <li>• Adult education - Problems and suggestions.</li> <li>• Open &amp; Distance Education - Concept, Features &amp; problems.</li> </ul>
<b>Unit V</b>	<p><b>History of Education</b></p> <ul style="list-style-type: none"> <li>• Synoptic Study of Vedic, Brahmanic, Buddhist and Jain Education</li> </ul> <p>Brief study of education in Sultan and Mughal periods in India with respect to:</p> <ul style="list-style-type: none"> <li>➤ Aims and Objectives</li> <li>➤ Subjects of Study</li> <li>➤ Methods of teaching</li> <li>➤ Evaluation System</li> </ul> <ul style="list-style-type: none"> <li>• Significant commissions and committees on Education in India during British Period</li> </ul>

**Suggested Readings:**

- Banerjee, J. P (2010) History of Education in India, Kolkata.
- Chaube, S. P (2008) History and Problems of Indian Education, Agarwal Publications, Agra
- Chaudhry, N. K (2012) Indian Constitution and Education, SHIPRA Publications, New Delhi
- Nag, S, Nag, S, Pandey, P (2015) Contemporary India & Education, Rita Publication, Kolkata



- Chakraborty, A & Islam, N (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata
- Ghosh, R (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata
- Sharma, R. N (2010) History of Education in India, Atlantic, New Delhi

## Contemporary India and Education Practicum

(Course Code: EDN51203)

### Engagement with Field/Practicum (Any One)

- Study the impact of Right to Education Act on schools.
- Critical Analysis of Different Committees and Commissions on Education.
- Field visit to heritage institutes to make reports.
- Preparing a presentation on rich cultural heritage of India.
- Preparation of a status report on Women Education/ Teacher Education/ Technical and Vocational Education/ Adult education/ Open & Distance Education.

## Language Across the Curriculum

(Course Code: EDN51105)

**Objectives:** The student teachers will be able to –

- Recognize nature, function and role of language across the curriculum
- Acquaint with obstacles in language usage while using the language and ways to overcome them.
- Understand importance and use of first and second language, multilingualism and impact of culture.
- Acquire knowledge about the communication process and verbal and nonverbal communication skills.
- Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills

<b>Unit I</b>	<p><b>Theoretical Background of Language Usage</b></p> <ul style="list-style-type: none"> <li>• Language – Meaning, Concept and Functions</li> <li>• Principles of Language</li> <li>• Role of Language across curriculum</li> <li>• History and Origin of Language</li> <li>• Theories of language development – Bloomfield, Chomsky, Saussure</li> <li>• Theoretical understanding of Multilingualism.</li> </ul>
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<b>Unit II</b>	<p><b>Understanding the Language Background</b></p> <ul style="list-style-type: none"> <li>• Understanding home language and school language.</li> <li>• Power dynamics of ‘standard’ language vs. ‘home language’.</li> <li>• Dialects.</li> </ul>
<b>Unit III</b>	<p><b>Different Strategies for Language Development</b></p> <ul style="list-style-type: none"> <li>• Nature of classroom discourse.</li> <li>• Develop strategies for using language in the classroom – oral and written</li> <li>• Strategies for developing listening skills</li> <li>• Strategies for developing speaking skills</li> <li>• Discussion as a tool for learning.</li> </ul>
<b>Unit IV</b>	<p><b>Language Interaction in the classroom</b></p> <ul style="list-style-type: none"> <li>• Nature of questioning in the classroom.</li> <li>• Types of questions – Teachers’ role.</li> <li>• Multicultural classroom – Teachers’ role.</li> </ul>
<b>Unit V</b>	<p><b>Nature of Reading Comprehension in the Content Areas</b></p> <ul style="list-style-type: none"> <li>• Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics.</li> <li>• Schema Theory</li> <li>• Different Texts – Expository, Narrative, Transactional. Reflexive.</li> </ul>

**Suggested Readings:**

- Bennett, W.A. (1969). Aspects of language and language teaching. London : Cambridge University Press
- Braden, K. (2006). Task based language education: From theory to practice .London: Cambridge University Press.
- Britton, James. (1973). Language and learning. London: Penguin Books.
- Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.

**Language Across the Curriculum Practicum**

**(Course Code: EDN51205)**

**Engagement with Field/Practicum (Any One)**

- School Visit to Find out Communication Problem/Apprehension in Students
- Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills

- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to Speech, directions.

## Understanding Disciplines and Subjects

(Course Code: EDN51107)

**Objectives:** The student teachers will be able to –

- Know the basis of knowledge and branches of emerging knowledge.
- Be aware of the emergence of various disciplines
- Develop among the teacher trainees an understanding of science as a discipline.
- Understand nature of Mathematics as a discipline.
- Develop among the teacher trainees an understanding of language as a discipline.
- Develop among the teacher trainees an understanding of social science as a discipline.

<b>Unit I</b>	<p><b>Discipline and Subject</b></p> <ul style="list-style-type: none"> <li>• Nature and Characteristics of a Discipline</li> <li>• Emergence of Various Disciplines from Education</li> <li>• Merger of Various Disciplines into Education</li> <li>• Education as Inter-disciplinary Field of Study</li> <li>• Interrelation and Interdependence amongst Various School Subjects</li> </ul>
<b>Unit II</b>	<p><b>Science as a Subject and Discipline</b></p> <ul style="list-style-type: none"> <li>• Nature and history of science</li> <li>• Scientific method</li> <li>• Science as a discipline, place of scientific knowledge in the schema of school curriculum</li> <li>• Study of emergence of school science in relation to the social political and intellectual and historical context.</li> <li>• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science</li> </ul>
<b>Unit III</b>	<p><b>Language as a Subject and Discipline</b></p> <ul style="list-style-type: none"> <li>• Centrality of language in education</li> <li>• Role of language in children’s intellectual development and learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Language in the school curriculum; aims issues and debates</li> <li>• Language as a Medium of Communication</li> <li>• Phases of Language Development</li> </ul>
<b>Unit IV</b>	<p><b>Mathematics as a Subject and Discipline</b></p> <ul style="list-style-type: none"> <li>• Nature and History of Mathematics</li> <li>• Place of Mathematics in School Curriculum</li> <li>• Mathematics in Day-to-day life</li> <li>• Relationship of Mathematics with Other Subjects</li> </ul>
<b>Unit V</b>	<p><b>Social Science as a Subject and Discipline</b></p> <ul style="list-style-type: none"> <li>• Nature and Philosophy of Social Science</li> <li>• Social Science as an Area of Study</li> <li>• Need of Studying Social Science through Interdisciplinary Perspectives</li> <li>• Place and Relevance of Social Science in School Curriculum</li> </ul>

#### **Suggested Readings:**

- National Curriculum Frame Work. 2005. New Delhi: NCERT.
- National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE.
- Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency.
- Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency.
- Mukherjee, R. K. Ancient Indian education.
- Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan.
- Ghosh, S. C. (2007). History of education in India. Rawat Pub.
- Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp.
- Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co.

## **Understanding Disciplines and Subjects Practicum**

**(Course Code: EDN51207)**

#### **Engagement with Field/Practicum (Any two)**

- Assignment
- Individual Presentation
- Group Presentation

## Reading and Reflecting on Texts (EPC 1)

(Course Code: EDN51109)

**Objectives:** The student teachers will be able to –

- Know the meaning, process, importance and characteristics of reading.
- Appreciate and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum

<b>Unit I</b>	<b>Introduction to Reading</b> <ul style="list-style-type: none"><li>• Reading – Meaning and Process</li><li>• Importance of Reading across Curriculum</li><li>• Characteristics of Reading</li></ul>
<b>Unit II</b>	<b>Reading Skills</b> <ul style="list-style-type: none"><li>• Levels of Reading- literal, interpretative, critical and creative</li><li>• Types of Reading – intensive and extensive reading, Oral &amp; Silent Reading</li><li>• Reading Techniques – Skimming and Scanning.</li><li>• Methodology of Reading</li></ul>
<b>Unit III</b>	<b>Reading the Text</b> <ul style="list-style-type: none"><li>• Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes</li><li>• Importance of Different Texts in Curriculum</li></ul>
<b>Unit IV</b>	<b>Developing Reading Skills</b> <ul style="list-style-type: none"><li>• Developing Critical Reading Skills</li><li>• Developing Reflective Skills</li><li>• Activities for Developing Reading Skills</li><li>• Developing Meta-cognition for Reading</li></ul>
<b>Unit V</b>	<b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Developing Reading Comprehension</li><li>• Developing Vocabulary for Reading</li><li>• Problems of Reading</li></ul>

### **Suggested Readings:**

- Bright, J. A., & McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.
- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell
- Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press.
- Mukalel, J. C. (1998). Approaches to English Language Teaching. New Delhi: Discovery Publishing house.
- Mukalel, J. C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery Publishing house.
- Mukalel, J. C., and Ahmed, S. B. (1984). Teaching English in India. New Delhi: Arya Book Depot.
- Nagaraj, G. (1996). English Language Teaching Approaches, Methods and Techniques. Calcutta: Orient Longman.

## **Reading and Reflecting on Texts (EPC 1) Practicum**

**(Course Code: EDN51209)**

### **Engagement with Field/Practicum (Any One)**

- Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text.
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance your vocabulary
- Read the text and provide a five words summary to each paragraph
- Reading and comprehension exercises
- Skim through the text and give suitable title to the text
- Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

# Semester-II

# Learning and Teaching

(Course Code: EDN51102)

**Objectives:** The student teachers will be able to –

- Comprehend the range of cognitive capacities among learners.
- Reflect on their own implicit understanding of the nature and kinds of learning.
- Gain an understanding of different theoretical perspectives on learning
- Demonstrate his/her understanding of different skills at different phases of instruction

1 <sup>st</sup> Half	Learning
<b>Unit I</b>	<b>Understanding Learning</b> <ul style="list-style-type: none"><li>• Nature of learning: learning as a process and learning as an outcome</li><li>• Types of learning</li><li>• Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Causes of forgetting</li><li>• Information processing approach;</li><li>• Strategies for effective memorization.</li></ul>
<b>Unit II</b>	<b>Factors Influencing Learning</b> <ul style="list-style-type: none"><li>• Concept, nature and types of motivation: intrinsic, extrinsic and achievement.</li><li>• Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning.</li></ul>
<b>Unit III</b>	<b>Learning Paradigms</b> <ul style="list-style-type: none"><li>• Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov &amp; Skinner) and their educational implications.</li><li>• Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)</li><li>• Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.</li><li>• Social Constructivist Learning – Concept of Vygotsky, nature and implications.</li><li>• Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)</li></ul>
<b>Unit IV</b>	<b>Transfer of learning</b> <ul style="list-style-type: none"><li>• Concept, Importance, Nature and Types of Transfer of Learning</li><li>• Theories of Transfer of Learning</li></ul>



	<ul style="list-style-type: none"> <li>• Methods of enhancing Transfer of Learning</li> </ul>
<b>Unit V</b>	<p><b>Organization of Learning Experiences: Issues and Concerns</b></p> <ul style="list-style-type: none"> <li>• Role of school – Guidance, Mental health, Co-curricular activities.</li> <li>• Strategies for organizing learning for diverse learners-Brainstorming, Within class grouping, Remedial teaching,</li> <li>• Enrichment programme</li> </ul>

<b>2<sup>nd</sup> Half</b>	<b>Teaching for Learning</b>
<b>Unit I</b>	<p><b>Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching: Concepts, definition, nature and characteristics, factors affecting teaching.</li> <li>• Relation between Teaching, Instruction and Training.</li> <li>• Maxims of teaching.</li> <li>• Role of teacher in effective teaching.</li> </ul>
<b>Unit II</b>	<p><b>Models of Teaching</b></p> <ul style="list-style-type: none"> <li>• Concept Attainment Model (CAM)</li> <li>• Advance Organizer Model (AOM)</li> <li>• Inquiry Training Model (ITM)</li> </ul>
<b>Unit III</b>	<p><b>Task of Teaching</b></p> <ul style="list-style-type: none"> <li>• Task of teaching: Meaning, Concepts and variables in teaching task.</li> <li>• Phases of teaching task: pre - active, inter-active and post- active.</li> <li>• Essentials of effective teaching</li> </ul>
<b>Unit IV</b>	<p><b>Levels &amp; Approaches of Teaching</b></p> <ul style="list-style-type: none"> <li>• Levels of Teaching: memory, understanding and reflective levels of teaching</li> <li>• Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.</li> <li>• Programmed Instruction (PI)</li> <li>• Computer Assisted Instruction (CAI)</li> </ul>
<b>Unit V</b>	<p><b>Skills of Teaching</b></p> <ul style="list-style-type: none"> <li>• Skills of Teaching: Meaning and Concepts</li> <li>• Micro-teaching: Meaning, Concepts, steps and Procedure</li> <li>• Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Simulated Teaching</li> <li>• Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).</li> </ul>
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**Suggested Readings:**

- Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
- Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.
- Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House.
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
- Mohanty. J. (1992). Educational technology. New Delhi: Deep and Deep Publications.
- Nag, S, Nag, S, Pandey, P (2015) Learning & Teaching, Rita Publication, Kolkata

**Learning and Teaching Practicum**  
(Course Code: EDN51202)

**Engagement with Field /Practicum**

- Simulated Teaching Practical (5 skills with 5 lessons)- based on method subjects

**Assessment for Learning**  
(Course Code: EDN51104)

**Objectives:** The student teachers will be able to –

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and it uses.
- Know different techniques of evaluation, tools of evaluation and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher made tests and will construct them.
- Compute simple statistics to assess the learning.

1 <sup>st</sup> Half	Assessment of the Learning Process
<b>Unit I</b>	<p><b>Concept of Evaluation and Assessment</b></p> <ul style="list-style-type: none"> <li>• Meaning of Test, Measurement, Assessment and Evaluation</li> <li>• Distinguish among Measurement, Assessment and Evaluation</li> <li>• Nature and purpose of Evaluation</li> <li>• Types of Tests: Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.</li> </ul>

<p><b>Unit II</b></p>	<p><b>Approaches and Techniques of Evaluation and Criteria of Assessment Procedure</b></p> <ul style="list-style-type: none"> <li>• Approaches-Formative and Summative; NRT and CRT</li> <li>• Techniques- observational, self-reporting, psychological and Educational tests</li> <li>• Validity- Meaning, Types and Measurement</li> <li>• Reliability - Meaning, Types and Measurement</li> <li>• Objectivity – Meaning and Measurement</li> </ul>
<p><b>Unit III</b></p>	<p><b>Psychological Test</b></p> <ul style="list-style-type: none"> <li>• Meaning and concept</li> <li>• Nature and Types of Psychological test</li> <li>• Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality</li> <li>• Achievement test: Meaning, Characteristics, Steps for construction and uses</li> <li>• Diagnostic and Prognostic test</li> </ul>
<p><b>Unit IV</b></p>	<p><b>Interpretation of Scores</b></p> <ul style="list-style-type: none"> <li>• Scoring and Grading: Concept and Types of Grading</li> <li>• Analysis of Score and Its Interpretation <ul style="list-style-type: none"> <li>a) Tabulation of data.</li> <li>b) Graphical Presentation-Bar graph, Pie graph, Histogram, frequency Polygon, Ogive</li> <li>c) Central Tendency (Mean, Median Mode)</li> <li>d) Deviation – Average Deviation, Standard Deviation</li> </ul> </li> </ul>
<p><b>Unit V</b></p>	<p><b>Problem – Learner</b></p> <ul style="list-style-type: none"> <li>• Problem -Learner: Concept and Types,</li> <li>• Identification of Problem-Learner: Observation, Case Study, Socio-Metric &amp; Testing (Educational and Psychological) Techniques.</li> <li>• Remedial Measures: Guidance &amp; Counseling, Life-Skill Training.</li> </ul>
<p><b>2<sup>nd</sup> Half</b></p>	<p><b>Assessment of the Learning System</b></p>
<p><b>Unit I</b></p>	<p><b>Infrastructural Facilities</b></p> <ul style="list-style-type: none"> <li>• Rooms (types and numbers),</li> <li>• Classroom furniture,</li> <li>• Sanitation facility,</li> </ul>

	<ul style="list-style-type: none"> <li>• Drinking water,</li> <li>• Playground</li> <li>• Library</li> </ul>
<b>Unit II</b>	<p><b>Human Resource</b></p> <ul style="list-style-type: none"> <li>• Teaching staff (Full Time + Part Time + Para teacher)</li> <li>• Non –Teaching staff</li> <li>• Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.</li> <li>• Teacher-student Ratio.</li> </ul>
<b>Unit III</b>	<p><b>Management &amp; Record Maintenance</b></p> <ul style="list-style-type: none"> <li>• Managing Committee</li> <li>• Committees for Academic Purposes</li> <li>• Different Committees</li> <li>• Fee Structure,</li> <li>• Number of units/ School hour/ time table / periods</li> <li>• Students participation – student Self – Government.</li> <li>• Records: <ul style="list-style-type: none"> <li>❖ Accounts related</li> <li>❖ Staff related</li> <li>❖ Student related</li> <li>❖ Curriculum related</li> </ul> </li> </ul>
<b>Unit IV</b>	<p><b>Special Service Provided</b></p> <ul style="list-style-type: none"> <li>• Mid-Day Meal</li> <li>• Book bank for poor students</li> <li>• Tutorial for weaker students</li> <li>• Remedial teaching</li> <li>• Parent Teacher Association</li> <li>• Staff Welfare Service</li> <li>• Health Programme</li> <li>• Conducting Talent Search Examination</li> <li>• Providing Scholarship</li> </ul>
<b>Unit V</b>	<p><b>School-Community Relationship</b></p> <ul style="list-style-type: none"> <li>• Community involvement in decision making.</li> <li>• Community Contribution to school</li> </ul>

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| <ul style="list-style-type: none"> <li>• Meeting with community members</li> <li>• School response to parents.</li> </ul> |
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### **Suggested Readings:**

- Statistics in Psychology and Education – S. K. Mangal
- Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
- Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.
- Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation*. Ahmedabad: Anand Prakashan (Gujarati).
- School Planning and Management – T.K.D. Nair
- School Organization & Management – J. Prasad
- Educational Management – J.C. Agarwal

## **Assessment for Learning Practicum**

**(Course Code: EDN51204)**

### **Engagement with Field / Practicum (Any One)**

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
- Framing measurable and non-measurable learning outcomes
- Determining the objectivity given an answer key
- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

## **Knowledge and Curriculum (Part – I)**

**(Course Code: EDN51106)**

**Objectives:** The student teachers will be able to –

- Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.

- Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief.
- Understand education in relation to constitutional goal, social issues and modern values.
- Understand the concept, scope and objectives of education.
- Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.

<b>Unit I</b>	<p><b>Epistemological bases of Education</b></p> <ul style="list-style-type: none"> <li>• Meaning of Epistemology with reference to the process of knowledge building and generation.</li> <li>• Distinction and relationship between: <ul style="list-style-type: none"> <li>➤ Knowledge and Skill</li> <li>➤ Teaching and Training</li> <li>➤ Knowledge and Information</li> <li>➤ Reason and Belief</li> </ul> </li> </ul>
<b>Unit II</b>	<p><b>Concepts and Scope of Education</b></p> <ul style="list-style-type: none"> <li>• Four pillars of education.</li> <li>• Aims of education: Personal, Social, Economic and National Development.</li> <li>• Education for generation, conservation and transmission of knowledge.</li> <li>• Agencies of education: home, school, community and media.</li> <li>• Types of education: formal, non-formal, informal and role of their agencies.</li> </ul>
<b>Unit III</b>	<p><b>Philosophical Foundation of Education</b></p> <ul style="list-style-type: none"> <li>• Significance of Philosophy in Education.</li> <li>• Idealism, Naturalism, Realism, Pragmatism: Main tenets and contribution in Education with special reference to curriculum.</li> <li>• Brief account of the tenets of the following philosophers of education – Rammohan, Vivekananda, Gandhi, Tagore, Aurobindo, Vidyasagar, Radhakrishnan and Sir Asutosh Mookherjee: contribution in Education.</li> </ul>
<b>Unit IV</b>	<p><b>Sociological Bases of Education</b></p> <ul style="list-style-type: none"> <li>• Constitutional goal for Indian Education.</li> <li>• Social issues in education –globalization, multiculturalism,</li> <li>• Education for sustainable development.</li> <li>• Nationalism, Universalism and Secularism – their interrelationship with education.</li> </ul>

	<ul style="list-style-type: none"> <li>• Illiteracy, poverty, socially disadvantaged groups</li> <li>• Gender inequality</li> </ul>
<b>Unit V</b>	<p><b>Concept of Curriculum</b></p> <ul style="list-style-type: none"> <li>• Meaning , Characteristics &amp; Types of Curriculum</li> <li>• Nature &amp; Scope of Curriculum</li> <li>• Necessity of curriculum.</li> <li>• Principles of framing curriculum.</li> <li>• Role of State in curriculum.</li> <li>• Constitutional values and national culture in curriculum.</li> </ul>

### **Suggested Readings:**

- Bruner, J.S. (1960/1977). The Process of education. Cambridge: Harward University Press.
- Edgerton, Susan Huddleston. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. London : Routledge.
- Etta, R. Hollins (1996): Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence, Erlbaum Associates Publishers.
- MHRD, GOI, National policy on education.
- NCERT.(2005). National curriculum framework.
- Noddings, Nel. (2007). Critical lessons: what our schools should teach. Cambridge: Cambridge University Press.
- Aggrawal, J. C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.

## **Knowledge and Curriculum (Part – I) Practicum**

**(Course Code: EDN51206)**

### **Engagement with Field / Practicum (Any one)**

- Policy analysis: National Curriculum Frame works.
- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum.
- Analysis of School Curriculum at different stages

## **Drama and Arts in Education (EPC 2)**

**(Course Code: EDN51108)**

**Objectives:** The student teachers will be able to –

- Understand the use of ‘Drama’ as Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.

- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various ‘Dance forms’ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

<b>Unit I</b>	<p><b>Drama and its Fundamentals</b></p> <ul style="list-style-type: none"> <li>• Drama as a tool of learning</li> <li>• Different Forms of Drama</li> <li>• Role play and Simulation</li> <li>• Use of Drama for Educational and social change (Street play, Dramatization of a lesson)</li> <li>• Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation</li> </ul>
<b>Unit II</b>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Sur, Taal and Laya (Sargam)</li> <li>• Vocal - Folk songs, Poems, Prayers</li> <li>• Singing along with “Karaoke”</li> <li>• Composition of Songs, Poems, Prayers</li> <li>• Integration of Gayan and Vadan in Educational practices</li> </ul>
<b>Unit III</b>	<p><b>Art of Dance</b></p> <ul style="list-style-type: none"> <li>• Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.</li> <li>• Integration of Dance in educational practices (Action songs, Nritya Natika)</li> </ul>
<b>Unit IV</b>	<p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>• Colours, Strokes and Sketching- understanding of various means and perspectives</li> <li>• Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting</li> <li>• Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms</li> </ul>
<b>Unit V</b>	<p><b>Creative Art</b></p> <ul style="list-style-type: none"> <li>• Creative writing -Story writing, Poetry writing</li> </ul>



	<ul style="list-style-type: none"> <li>• Model making - Clay modeling, Origami, Puppet making</li> <li>• Decorative Art - Rangoli, Ikebana, Wall painting (Mural)</li> <li>• Designing - Computer graphics, CD Cover, Book cover, Collage work</li> <li>• The use of different art forms in Education</li> </ul>
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### **Suggested Readings:**

- Theory of Drama by A.Nicoll
- Natya Kala by Dhirubhai Thakar
- Natya lekhan by Dhananjay Thakar
- Natak desh videsman by Hasmukh Baradi
- Gujarati theatre no Itihas by Baradi Hasmukh
- Acting is Believing by Charls Mc.Gaw
- Art of Speech by Kethlin Rich
- Natya Sahitya na swaropo by Nanda kumar pathak
- Bhavai by Sudahaben Desai
- Bhavai by Krishnakant Kadkiya
- Natya Manjari saurabh by G.K.Bhatt
- Kramik Pustak Malika by Pt. Bhatkhande
- Abhinav Geet Manjari by Ratanjankar
- NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre.

## **Drama and Arts in Education (EPC 2) Practicum**

**(Course Code: EDN51208)**

### **Engagement with Field / Practicum (Any One)**

- Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
- Prepare a script of Bhavai based on some Socio-political issues.
- Prepare a pictorial monograph on “Various folk dance of Gujarat”.
- Prepare a pictorial monograph on “Various Dance forms in India”.
- Prepare a calendar chart on “Various Musical Instruments in India”.
- Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.
- Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.

- Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- Develop a creative design based on your choice for CD Cover or Book cover.
- Develop a design or picture based on collage work.

## **School Internship (School Study Project) & Genius Hour Passion Project**

**(Course Code: EDN51242)**

## **School Internship (School Study Project) & Genius Hour Passion Project**

**Objectives:** This practical Project will enable the student-teachers to –

- Understand different aspects of the complexities of schooling process,
- Know various school records designed for specific purposes.
- Understand the relationship between school and the community.
- Acquire knowledge about physical, infrastructural and human resources available in the schools.
- Understand the curricular process in the school.
- Evaluate the school effectiveness and other functional aspects of the schools.
- Explore the students support services available and achievements of the schools.

Student-teacher is to study a school of his locality and submit a project report (along with a proforma supplied by the college and duly signed by the Head of the Institution) under the following heads:-

**1. Name of the School:**

**2. Type of the School:**

- Govt. / Aided
- Girl / Boys / Co-ed
- H.S. / Madhyamik
- Rural / Urban

**3. Name of the Head Master / Head Mistress:**

**4. Infrastructural facilities:**

- Rooms (types and numbers),
- Classroom furniture,
- Sanitation facility,
- Drinking water,

- Play ground etc.
- Library

**5. Management:**

- Managing Committee
- Committees for Academic Purposes
- Different Committees
- Fee Structure,
- Number of units/ Schoolhour/ time table / periods
- Students participation - student Self - Government.

**6. Human Resource:**

- Teaching staff (FullTime + Part Time + Para teacher)
- Non -Teaching staff
- Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.
- Teacher-student Ratio.

**7. Record Maintenance:**

- Accounts related
- Staff related
- Student related
- Curriculum related

**8. Drop outs:**

- Gender wise
- Caste wise

**9. Results in Public Examination (last 5 years)**

**10. Co-Curricular Activities Provided**

**11. Special Service Provided:** Mid Day Meal / Book bank for poor students / Tutorial for weaker students / Remedial teaching / Parent Teacher Association / Staff Welfare Service / Health Programme / Conducting Talent Search Examination / Providing Scholarship / any other.

**12. Special Achievements:**

- Any outdoor participation by student / staff in any field.
- Any award / reward received by student / staff from external agencies.
- Any other of special mention.

**13. School Community relationship:**

- Community involvement in decision making.
- Community Contribution to school
- Meeting with community members
- School response to parents

#### 14. Any other dimension of special Mention

#### 15. Conclusion

### Genius Hour Passion Project

#### General Objectives:

- Development of Teaching-Learning System
- Issues of Society affecting educational progress of kids/adults
- Future prospect of learners
- Abstract imagination introduced in educational era to make it interesting

#### Behavioural Objectives:

- Video type
- Picture animation type
- Tools/Aids development with low cost material
- Self-video demonstrating creation objects
- Simulated circuit making
- Simulated instrument making
- Designing an ideal society in your view by cartoon video
- Depicting morals by cartoon animation
- Website making incorporating some of new features of development in the form of pictures and videos
- Dealing with social problems, predicting and demonstrating solutions in cartoon layout

#### Schedule-Schema:

Sl. No.	Target Learner Group	Activity Schedule
01	B.Ed Semester-II	<ul style="list-style-type: none"> <li>• Introduction on Project Objectives</li> <li>• Introduction on Project types</li> <li>• Introduction on Project Methodology</li> <li>• Discussion on Project Areas</li> <li>• Discussion on Expected Project Output forms</li> <li>• Settlement of Learners' Group Distribution</li> </ul>

Sl. No.	Target Learner Group	Activity Schedule
		<ul style="list-style-type: none"> <li>• Identification of Project themes GroupWise</li> </ul>
02		<ul style="list-style-type: none"> <li>• Planning of Project Schema theme wise</li> <li>• Designing of Project Activity Layout</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
03		<ul style="list-style-type: none"> <li>• Planning of Project Schema theme wise</li> <li>• Designing of Project Activity Layout</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
04		<ul style="list-style-type: none"> <li>• Project Activity Day 1</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
05		<ul style="list-style-type: none"> <li>• Project Activity Day 2</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
06		<ul style="list-style-type: none"> <li>• Project Activity Day 3</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
07		<ul style="list-style-type: none"> <li>• Presentation of Activity output (through PowerPoint slides)</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
08		<ul style="list-style-type: none"> <li>• Presentation of Activity output (through PowerPoint slides)</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
09		<ul style="list-style-type: none"> <li>• Presentation of Activity output (through PowerPoint slides)</li> <li>• Preparation of Student Activity Report Day-wise</li> </ul>
10		<ul style="list-style-type: none"> <li>• Final Project Report making</li> </ul>

## Pedagogy of a School Subject (Language Group) Part-I

### Pedagogy of a School Subject (Part I) Bengali

**Course Code: EDN51110**

**Objectives:** The student teachers will be able to –

- Merit effective and constructive acquaintance with the basic foundations of Bengali Language teaching in India and West Bengal
- Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills
- Work out and practice strategies for teaching Bengali language skills and communication skills

- Become efficient in construction of Test and Test Items in Bengali Language
- To understand method of teaching different contents in Bengali as methodology of teaching.
- To understand various approaches for successful planning of teaching and learning Bengali.
- To understand the nature, characteristics, aims and objectives of Bengali.

<p><b>Unit I</b></p>	<p><b>Foundations of Bengali Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Language as mother tongue: Definition, Place of Mother tongue in life and education.</li> <li>• Language Teacher: The professional Ethics accountability and characteristics of language teacher.</li> <li>• Need and significance of phonetics symptoms and morphology in teaching language.</li> <li>• Historical background and present status of Bengali language teaching in India.</li> <li>• Significance of Mother tongue/ Target Language</li> <li>• Bengali language and dialect.</li> </ul>
<p><b>Unit II</b></p>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Concept, Importance and Types</li> <li>• Steps of Learning Design</li> <li>• Qualities of Good Learning Design</li> </ul>
<p><b>Unit III</b></p>	<p><b>Skills, Methods &amp; Approaches of Bengali Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Skills development: listening, speaking, reading, writing, spelling and pronunciation importance, characteristics and procedure physical and psychological factors in activities.</li> <li>• Methods and Approaches of Language Teaching: Concept, Characteristics, Procedure, Importance and Limitations.</li> <li>• Approaches to Language Teaching: Teaching different content areas- objectives, importance and procedure:             <ul style="list-style-type: none"> <li>○ Prose,</li> <li>○ Poetry,</li> <li>○ Drama</li> <li>○ Grammar,</li> <li>○ Composition</li> </ul> </li> <li>• Spelling mistake – causes and method of correction</li> </ul>

<b>Unit IV</b>	<p><b>Assessment of Bengali Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Assessment, Evaluation and Measurement</li> <li>• Achievement Test in Bengali Teaching</li> <li>• Properties (elements) and Areas (aspects) of a Language Test.</li> <li>• Principles for constructing a Language Test.</li> <li>• Characteristics of a good Test – usability, reliability, validity.</li> <li>• Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Bengali Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test items.</li> </ul> </li> </ul>

**Suggested Readings:**

- Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford,1979.
- Widdowson, H. (1978). Teaching language as Communication. Oxford:OUP.
- Raha Sujata,Basu Baisaly(2014),*Bangla SikhonPorikrama*, Aaheli Publisher
- Bangla bhasa porichoy- Rabindranath Tagore
- Shabdo Tattwa- - Rabindranath Tagore
- Siksha- - Rabindranath Tagore
- Santiniketan bramhacharyasram

**Pedagogy of a School Subject (Part I) Bengali Practicum**

**Course Code: EDN51210**

**Engagement with Field /Practicum (Any One)**

- Speech and Speech Mechanism

- Word Formation
- Phonetic Transcription
- Field visit for analyzing language composition of a region

## Pedagogy of a School Subject (Part I) English

**Course Code: EDN51112**

**Objectives:** The student teachers will be able to –

- Have a good and constructive understanding of the basic principles of language teaching in India and West Bengal.
- Acquire hands-on experience in pedagogical analysis and the development of behavioural competencies in teaching techniques.
- Apply ideas gleaned from the study of diverse methodologies and approaches to the aim and procedure of lesson planning.
- Develop and practise teaching strategies for language and communication skills.
- Develop themselves into a knowledgeable user of many types of Language Tests.
- Become proficient in the creation of tests and test items.
- Investigate and experiment with numerous resources for target language acquisition.
- Experiment with different methods of organizing diverse materials for target language learning.

<b>Unit I</b>	<p><b>Foundation of English Language teaching</b></p> <ul style="list-style-type: none"> <li>• The scope of English language teaching (EFL, ESL, ESP, ELT)</li> <li>• The fundamentals of acquiring a second language.</li> <li>• The historical context and current state of language education in India</li> <li>• The relationship between English and various Indian languages</li> <li>• Aims and objectives of teaching English <ul style="list-style-type: none"> <li>I) As a link language</li> <li>II) As a tool for learning empowerment</li> <li>III) As a library language</li> <li>IV) As a source for socio- cultural individual enrichment</li> </ul> </li> <li>• Place of English in the Secondary School curriculum in West Bengal</li> </ul>
<b>Unit II</b>	<p><b>Strategies of English Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Theories of Language Teaching: Ferdinand De Saussure, Leonard Bloomfield, I. A Richards and Noam Chomsky</li> <li>• Language Skills: Listening, Speaking, Reading and Writing</li> <li>• Definition and significance of learning design</li> </ul>



	<ul style="list-style-type: none"> <li>• Importance of teaching model in English language learning</li> </ul>
<b>Unit III</b>	<p><b>Methods and Approaches of English Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Definition of Approach, Method, Technique</li> <li>• Traditional Methods: Grammar – Translation Method, Direct Method, Audio-lingual Method</li> <li>• Structural Approach, Functional Communicative Approach, Task based Approach</li> <li>• Dr. West’s New Method</li> </ul>
<b>Unit IV</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Meaning, importance and types of Learning Design</li> <li>• Various steps of learning Design</li> <li>• Qualities of good learning design</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of English Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>

**Suggested Readings:**

- Lado, Robert (1971) Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Widdowson, H. (1978). Teaching language as Communication. Oxford :OUP.
- Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.
- Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd.
- Howatt, A. P. R. (1984). A History of English language teaching Oxford:OUP.
- Verma, S. K. (1994). Teaching English as a Second Language in India.InR K Agnihotri &A L Khanna (Eds). Second Language acquisition. New Delhi
- Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication..

- Richards, J.C. and Rodgers, T.S.: Approaches and Methods in Language Teaching, Cambridge C.U.P.
- Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd

## Pedagogy of a School Subject (Part I) English Practicum

**Course Code: EDN51212**

### Engagement with Field /Practicum (Any One)

- Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching learning process of English.
- Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language
- Do a survey of five schools in your neighbourhood to find out
  - ✓ Level of introduction of English
  - ✓ Materials (Textbooks) used in the classroom

## Pedagogy of a School Subject (Part I) Sanskrit

**Course Code: EDN51114**

**Objectives:** The student teachers will be able to –

- Understand the nature, and importance of Sanskrit as classical language.
- Understand the place of Sanskrit in school curriculum.
- Understand the aims, objectives & principles Sanskrit teaching
- Understand various educational inputs of becoming a good Sanskrit teacher
- Acquaint with the innovations in Sanskrit teaching and use them during internship in teaching
- Understand and develop skills for assessing learning in Sanskrit.

<b>Unit I</b>	<p><b>Foundations of Sanskrit Language</b></p> <ul style="list-style-type: none"> <li>• Meaning Needs and scope of Sanskrit. Development of Sanskrit Language and literature. Sanskrit as medium of instruction.</li> <li>• Historical Background: The Position of Sanskrit in India &amp; its cultural, practical, literary, linguistic &amp; scientific values. Position of Sanskrit language in Three Language Formula , Recommendations of Sanskrit Commission (1956),</li> </ul>
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	<ul style="list-style-type: none"> <li>• Sanskrit in Schools: Place of Sanskrit language in School curriculum (State Policy &amp; Central Policy) in the light of Sanskrit language.</li> <li>• Relation of Sanskrit language with regional languages of India.</li> </ul>
<b>Unit II</b>	<p><b>Instructional Objectives of Sanskrit Teaching</b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of Sanskrit Teaching: Objectives of Sanskrit language &amp; teaching Sanskrit.</li> <li>• Objectives of teaching Sanskrit at different levels Primary, Secondary &amp; Higher (Traditional &amp; Modern).</li> <li>• Instructional objectives of teaching Sanskrit (Bloom's Taxonomy).</li> <li>• Four Language Skills of Development: Listening, Speaking, Reading &amp; Writing.</li> <li>• Teaching Different Components: Objectives &amp; Principles of teaching Sanskrit: Prose, Poetry &amp; Grammar.</li> <li>• Concept &amp; different approaches of Learning Design: Prose, Poetry &amp; Grammar. Creative writing in Sanskrit language. Requisites of a good Sanskrit teacher.</li> </ul>
<b>Unit III</b>	<p><b>Strategies for Teaching Sanskrit Language</b></p> <ul style="list-style-type: none"> <li>• Activity Based Teaching and Learning in Sanskrit language &amp; Constructivist Approach in teaching Sanskrit. Co-operative Learning, Programmed learning, Virtual classroom teaching in Sanskrit language.</li> <li>• Methods &amp; Techniques of Teaching Sanskrit at different stages: Traditional, Translation, Direct, Bhandarakar, Text Book, Play-way, Project, Vyasa, Khandanvaya, Dandanvaya.</li> <li>• Inductive, Deductive, Lecture, Shivira, Group work, Oral approach &amp; Structural approach.</li> <li>• Resources of Ancient period for teaching Sanskrit language. Meaning, importance, principles, types and preparation of learning resources in Sanskrit language.</li> </ul>

<b>Unit IV</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>● Concept, Importance and Types</li> <li>● Steps of Learning Design</li> <li>● Qualities of Good Learning Design</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Sanskrit Lessons</b></p> <ul style="list-style-type: none"> <li>● Concepts and Methods of Pedagogical Analysis;</li> <li>● The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>

**Suggested Readings:**

- Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP,
- Widdowson, H. (1978). Teaching language as Communication. Oxford:OUP.
- Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers,Kolkata
- DasGita,ChowdhuryNivedita(2014),*NabarupeSanskritShikkhanPoddhoti*, Aaheli Publisher

**Pedagogy of a School Subject (Part I) Sanskrit Practicum**

**Course Code: EDN51214**

**Engagement with Field /Practicum (Any One)**

- A Critical Study of the High School Syllabus in Sanskrit.
- Speech and Speech Mechanism
- Phonetic Transcription
- Principles of Curriculum Construction of Sanskrit

**Pedagogy of a School Subject (Social Science Group) Part-I**

**Pedagogy of a School Subject (Part I) History**

**Objectives:** The student-teachers will be able to:

- explain the nature and structure of History
- understand the aims of teaching history
- explain the types, importance and characteristics of planning
- design co-curricular activities for history teaching
- use various methods and models of teaching history

<b>Unit I</b>	<p><b>Foundation of History Teaching</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of History Teaching.</li> <li>• History Curriculum, Values of History Teaching.</li> <li>• Innovations in history teaching</li> <li>• Inculcation of National Integrity through history teaching.</li> </ul>
<b>Unit II</b>	<p><b>Strategies of History Teaching</b></p> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Interactive Method</li> <li>• Demonstration- observation method</li> <li>• Regional Method</li> <li>• Heuristic Method</li> <li>• Project Method</li> <li>• Story Telling Method</li> <li>• CAI</li> </ul>
<b>Unit III</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>
<b>Unit IV</b>	<p><b>Teaching Skills</b></p> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> <li>• Practical based demonstration skill.</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of History Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> </ul>

	<ul style="list-style-type: none"> <li>● The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
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**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Biswas, P. & Mete, J. (2013), Pedagogy of Social Science Teaching, Rita Publications, Kolkata, India.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part I) History Practicum**

**Course Code: EDN51216**

**Engagement with Field /Practicum (Any One)**

- Visit to a Historical Place and prepare a report
- Project on Local History
- Preparation of Time-Line, Time-Graph and History maps
- Evaluate History Curriculum of any Class (VI – XII)

**Pedagogy of a School Subject (Part I) Geography**

**Course Code: EDN51118**

**Objectives:** The student teachers will be able to –

- Appreciate the significance of teaching Geography.
- Be acquainted with the approaches & Methods of Teaching Geography.
- Be used to the application of knowledge and skills in Geography.
- Be acquainted with various practical aspects of Geography.

<p><b>Unit I</b></p>	<p><b>Fundamentals of Geography Teaching</b></p> <ul style="list-style-type: none"> <li>• Basic Concept of Geography: Meaning, Nature, Scope &amp; Branches</li> <li>• Objectives of Geography Teaching.</li> <li>• Geography Curriculum in School</li> <li>• Values of Geography Teaching.</li> <li>• Concept of Revised Bloom’s Taxonomy</li> </ul>
<p><b>Unit II</b></p>	<p><b>Methods of Geography Teaching</b></p> <p>Features, Limitations and Comparison of different methods:</p> <ul style="list-style-type: none"> <li>• Lecture &amp; Story Telling Methods,</li> <li>• Demonstration Method</li> <li>• Project and Problem Solving Methods,</li> <li>• Observation and Field Trip Methods</li> <li>• Inductive &amp; Deductive Methods</li> <li>• Modern Methods: Collaborative, Experiential, Brain based Learning, Gamification</li> </ul>
<p><b>Unit III</b></p>	<p><b>Pedagogical Analysis of Geography Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class –VI - XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<p><b>Unit IV</b></p>	<p><b>Concept and Preparation of Learning Designs</b></p> <ul style="list-style-type: none"> <li>• Concept, importance, types</li> <li>• Qualities of a good Learning Design and basic format of a Learning Design</li> <li>• Construction of a Learning Design.</li> </ul>
<p><b>Unit V</b></p>	<p><b>Measurement &amp; Evaluation in Geography Teaching</b></p> <ul style="list-style-type: none"> <li>• Tools &amp; Techniques of Evaluation in Geography Teaching</li> <li>• Tests &amp; Different Test Items: Objective, Short Type, Essay Type</li> </ul>

	<ul style="list-style-type: none"> <li>• Continuous and Comprehensive Evaluation; Formative And Summative Evaluation, Diagnose and Remediation;</li> <li>• Construction of Assessment Tools like an Achievement Test.</li> </ul>
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### **Suggested Readings:**

- Gersmehl, P. *Teaching Geography*. 3d ed. New York: Guilford, 2014.
- Ida, Y., M. Yuda, T. Shimura, S. Ike, K. Ohnishi, and H. Oshima, ed. *Geography Education in Japan*. International Perspectives in Geography 3. Tokyo: Springer, 2015.
- Jones, M., ed. *The Handbook of Secondary Geography*. Sheffield, UK: Geographical Association, 2017.
- Butt, G., ed. *Geography, Education, and the Future*. London: Continuum, 2011.
- Biddulph, M., D. Lambert, and D. Balderstone. *Learning to Teach Geography in the Secondary School: A Companion to School Experience*. 3d ed. Learning to Teach Subjects in the Secondary School Series. London: Routledge, 2015.
- Balderstone, D., ed. *Secondary Geography Handbook*. Sheffield, UK: Geographical Association, 2006.

## **Pedagogy of a School Subject (Part I) Geography Practicum**

**Course Code: EDN51218**

### **Engagement with Field /Practicum (Any One)**

#### **Demonstration of Lab-Based Activities**

**1. Scale:** Concept and types. Construction of linear Scale

**Demonstration:** Blackboard drawing, demonstration by chart, demonstration by flash cards, PowerPoint (any one)

**2. Cartograms:** Concept and Types.

Construction of Bar Graphs (Simple, Compound, Multiple), Pie Diagrams, Choropleth and Flow Diagrams (any one)

**Demonstration:** Power point presentation, poster presentation, demonstration by chart (any one)

**3. Identification of Rocks and Minerals:** (6 rocks and 6 minerals)

**Demonstration:** demonstration with rocks and mineral specimen

**4. Interpretation of Topographical Sheets:** Fundamental concept

#### **a) Physical Landscape:**

i. A representative section broad physiographic divisions a

ii. Drainage Map

iii. Vegetation Map



b) Or **Cultural Landscape:**

- i. Communication Map
- ii. Settlement Types and Patterns

c) Or, **the analysis of relationship between physical and cultural features:**

- i. Any morphometric technique
- ii. Transect Chart

**Demonstration:** Power point presentation, poster presentation, demonstration by charts (any one)

**5. Instruments:** (any one)

- a) Meteorological Instruments: Reading of Thermometers, hygrometer and barometer
- b) Surveying Instruments: Radial line traversing by dumpy level and prismatic compass

**Demonstration:** Power point presentation, poster presentation, demonstration by charts (any one)

**Pedagogy of a School Subject (Part I) Political Science**

**Course Code: EDN51120**

**Objectives:** The student-teachers will be able to:

- explain the nature and structure of political science
- understand the aims of teaching political science
- explain the types, importance and characteristics of planning
- design co-curricular activities for political science teaching
- use various methods and models of teaching political science

<b>Unit I</b>	<b>Foundation of Political Science Teaching</b> <ul style="list-style-type: none"><li>• Aims and objectives of Political Science Teaching</li><li>• History Curriculum, Values of Political Science Teaching.</li><li>• Innovations in Political Science teaching</li><li>• Inculcation of National Integrity through Political Science teaching.</li></ul>
<b>Unit II</b>	<b>Strategies of Political Science Teaching</b> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"><li>• Lecture Method</li><li>• Interactive Method</li><li>• Demonstration- observation method</li><li>• Regional Method and Project Method</li></ul>
<b>Unit III</b>	<b>Learning Designing</b> <ul style="list-style-type: none"><li>• Concept and importance.</li><li>• Qualities of good Learning Design.</li></ul>

	<ul style="list-style-type: none"> <li>• Steps of Learning Design.</li> </ul>
<b>Unit IV</b>	<p><b>Teaching Skills</b></p> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Political Science Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>

**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Biswas, P. & Mete, J. (2013), Pedagogy of Social Science Teaching, Rita Publications, Kolkata, India.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part I) Political Science Practicum**

**Course Code: EDN51220**

**Engagement with Field / Practicum (Any one)**

- Visit to a Political Place and prepare a report
- Preparation of Political Map
- Preparation of Time line
- Project on Local Political Governance

**Pedagogy of a School Subject (Part I) Economics**

**Objectives:** The student-teachers will be able to:

- explain the nature and structure of Economics
- understand the aims of Economics education
- explain the types, importance and characteristics of planning
- design co-curricular activities for Economics learning
- use various methods and models of teaching
- promote construction of knowledge and facilitate self-learning of Economics
- promote cooperative learning and use various learning resources

<b>Unit I</b>	<p><b>Understanding Curriculum and Aims of Economics</b></p> <ul style="list-style-type: none"> <li>• Nature and structure of Economics, characteristics and functions of Economics</li> <li>• General principles of curriculum development and trends in Economics curriculum</li> <li>• Aims of teaching Economics</li> <li>• Establishing correlation of Economics with other school subjects and life</li> <li>• Values of teaching Economics: Global citizenship, Entrepreneurship and Consumerism</li> </ul>
<b>Unit II</b>	<p><b>Facilitating learning of Economics</b></p> <ul style="list-style-type: none"> <li>• Using narration/explanation and demonstrations for facilitating understanding</li> <li>• Promoting thinking and construction of knowledge through Using advance organizer model, Problem solving, Project Based Learning, organizing Field activities</li> <li>• Facilitating learners for self-study through use of computers, Internet resources- Websites, You Tubes, online learning, using activity sheets, assigning homework/assignments</li> <li>• Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz</li> </ul>
<b>Unit III</b>	<p><b>Learning Designing</b></p> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design.</li> <li>• Steps of Learning Design.</li> </ul>
<b>Unit IV</b>	<p><b>Teaching skills</b></p>

	<ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Economics Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: XI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>

#### **Suggested Readings:**

- Bhatia & Bhatia, (1994). The Principals and the methods of teaching, Doaba Publications.
- Joyce, B., Weil, Marsha., & Calhoun, E. (2015). Models of Teaching. Pearson India Education Services Pvt. Ltd.
- Mangal, S. K. (2016). Essentials of Educational Psychology. PHI Learning Pvt. Ltd.
- Rai, B. (1991). Techniques of teaching. Prakashan Kendra.
- Singh, R., & Kumar, D. (2021). Pedagogy of School Subject: Economics. R. Lall Publishers.
- Yadav, A. (1999). Teaching of Economics. Anmol Publications.

### **Pedagogy of a School Subject (Part I) Economics Practicum**

**Course Code: EDN51222**

#### **Engagement with Field / Practicum (Any one)**

- Organizing an Economics exhibition/ Economics fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair execution of exhibition/ Economics fair, feedback obtained and reflections on experiences.
- Preparing any two of the following learning material: charts/flash cards, graphs, posters, model or preparing study material / set of worksheet for individual / small group learning based on one unit from economics.

### **Pedagogy of a School Subject (Part I) Education**

**Objectives:** The student-teachers will be able to:

- explain the nature and structure of education
- understand the aims of teaching education
- explain the types, importance and characteristics of planning
- design co-curricular activities for education teaching
- use various methods and models of teaching education

<b>Unit I</b>	<p><b>Foundation of Education Teaching</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Education Teaching</li> <li>• History Curriculum, Values of Education Teaching.</li> <li>• Innovations in Education teaching</li> <li>• Inculcation of National Integrity through Education teaching.</li> </ul>
<b>Unit II</b>	<p><b>Strategies of Education Teaching</b></p> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Interactive Method</li> <li>• Demonstration- observation method</li> <li>• Project Method</li> <li>• Problem Solving Method</li> </ul>
<b>Unit III</b>	<p><b>Learning Designing</b></p> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design.</li> <li>• Steps of Learning Design.</li> </ul>
<b>Unit IV</b>	<p><b>Teaching Skills</b></p> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Political Science Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: XI- XII) on the following items:             <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul>
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**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Biswas, P. & Mete, J. (2013), Pedagogy of Social Science Teaching, Rita Publications, Kolkata, India.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part I) Education Practicum**

**Course Code: EDN51224**

**Engagement with Field / Practicum (Any one)**

- Visit to a Place of educational importance
- Preparation of LTM
- Planning, Organizing & Participation in Field Trip
- Project on Local Educational Hub

**Pedagogy of a School Subject (Part I) Commerce**

**Course Code: EDN51126**

**Objectives:** The student-teachers will be able to:

- Participate and analyse their experience with a variety of instructional strategies appropriate to the Commerce.
- Be acquainted with the approaches & methods of teaching Commerce.
- Create, analyse and evaluate a variety of teaching strategies in relation to Commerce
- Be used to the application of knowledge and skills in Commerce.
- Be acquainted with various practical aspects of Commerce.
- Endow with the significance of taxonomy of instructional objectives of teaching Commerce
- Incorporate technology into teaching Commerce.

<b>Unit I</b>	<b>Foundation of Commerce Teaching</b>
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	<ul style="list-style-type: none"> <li>• Aims and importance of teaching Commerce, stage of introducing Commerce as subject of study.</li> <li>• Commerce curriculum at secondary and higher secondary level, correlation of Commerce with other subjects.</li> <li>• Importance of Commerce in school curriculum and in daily life.</li> <li>• Writing of Instructional objectives in Behavioural terms.</li> </ul>
<b>Unit II</b>	<p><b>Strategies of Commerce Teaching</b></p> <ul style="list-style-type: none"> <li>• Inductive-Deductive, exposition, Narration, Quiz, Buzz, Brainstorming, Role play, simulation, supervised study,</li> <li>• Innovative Strategies: Peer tutoring, Team teaching, Co-operative learning, Problem based learning</li> <li>• Mapping strategies: principles and characteristics-concept mapping, graphic organizers, Brain-based learning,</li> <li>• Reflective Journaling: Brief outline</li> <li>• Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.</li> </ul>
<b>Unit III</b>	<p><b>Teaching skills</b></p> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> <li>• Practical based demonstration skill.</li> </ul>
<b>Unit IV</b>	<p><b>Pedagogical Analysis of Commerce Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: XI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<b>Unit V</b>	<p><b>Learning Designing</b></p> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Steps of Learning Design</li></ul> |
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### **Suggested Readings:**

- Bansal, R. R. (1999). New trends in teaching of commerce: Models of teaching and concept of learning. Anmol Publications.
- Joshi, M. (2016). Commerce teaching. Jain Prakashan Mandir.
- Mangal, S.K., & Mangal, U. (2018). Pedagogy of Social Sciences. PHI Learning Pvt. Ltd.
- Muthuja, B., Usharani, R., & Akhtar, S. (2020). Teaching of Commerce and Accountancy Education. Centrum Press.
- NCERT. (2006). National Curriculum Framework for School Education 2005. New Delhi.
- Pandey, S. K. & Sharma, R. S. (2008). Encyclopaedia of Modern Techniques of Teaching. Commonwealth Publishers.
- Seema, R. (2005). Teaching of commerce. Anmol Publications Ltd.
- Singh, R. P., & Mansoori, I. (2017). Pedagogy of School Subject Commerce. Bookman.
- Singh, V. K. (2006). Teaching of Commerce. A.P.H. Publishing Corporations.

## **Pedagogy of a School Subject (Part I) Commerce Practicum**

**Course Code: EDN51226**

### **Engagement with Field / Practicum (Any one)**

- Prepare a report on the critical evaluation of any one text book in Commerce at higher secondary level of your choice
- Study and compare the Commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to Commerce field and present a paper using Seminar method.
- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)

## **Pedagogy of a School Subject (Part I) Sociology**

**Course Code: EDN51128**

**Objectives:** The student teachers will be able to –

- Appreciate the significance of teaching Sociology.
- Be acquainted with the approaches & Methods of Teaching Sociology.
- Be used to the application of knowledge and skills in Sociology.
- Be acquainted with various practical aspects of Sociology.



<b>Unit I</b>	<p><b>Fundamentals of Sociology Teaching</b></p> <ul style="list-style-type: none"> <li>• Basic Concept of Sociology: Meaning, Nature, Scope &amp; Branches</li> <li>• Objectives of Sociology Teaching.</li> <li>• Sociology Curriculum in School,</li> <li>• Values of Sociology Teaching</li> <li>• Concept of Revised Bloom’s Taxonomy</li> </ul>
<b>Unit II</b>	<p><b>Strategies of Sociology Teaching</b></p> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Interactive Method,</li> <li>• Demonstration- observation method</li> <li>• Regional Method</li> <li>• Heuristic Method</li> <li>• Project Method</li> </ul>
<b>Unit III</b>	<p><b>Pedagogical Analysis of Sociology Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: XI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<b>Unit IV</b>	<p><b>Learning Resource in Sociology Teaching</b></p> <ul style="list-style-type: none"> <li>• Meaning, type and importance of Learning Resources.</li> <li>• Quality of good Sociology textbook.</li> <li>• Teaching aids in Sociology.</li> <li>• Improvisation of Teaching Aids.</li> <li>• Planning and organization of Sociology Laboratory</li> </ul>

<b>Unit V</b>	<p><b>Measurement &amp; Evaluation in Sociology Teaching</b></p> <ul style="list-style-type: none"> <li>• Tools &amp; Techniques of Evaluation in Sociology Teaching</li> <li>• Tests &amp; Different Test Items: Objective, Short Type, Essay Type</li> <li>• Continuous and Comprehensive Evaluation; Formative And Summative Evaluation, Diagnose and Remediation;</li> <li>• Construction of Assessment Tools like an Achievement Test.</li> </ul>
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**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part I) Sociology Practicum**

**Course Code: EDN51228**

**Engagement with Field / Practicum (Any one)**

- Construction of Sociogram
- Organization of Programmes: Environment Awareness, Social Awareness, Election Awareness
- Prepare a Pedagogical Analysis of a lesson of any class (VI – XII)
- Prepare an Achievement Test

**Pedagogy of a School Subject (Part I) Music**

**Course Code: EDN51130**

**Objectives:** The student teachers will be able to –

- Appreciate the significance of teaching Music.
- Be acquainted with the Approaches & Methods of Teaching Music.
- Be used to the application of pedagogy knowledge and skills.
- Be acquainted with various practical aspects of Music

<b>Unit I</b>	<p><b>Foundation of Music Teaching</b></p> <ul style="list-style-type: none"> <li>• Evolution of Indian Music (Prabandha Gaan, Marga Sangeet, Charja Gaan, Kirtan, Mangal Kabya, Songs of 18<sup>th</sup> century, Folk Song, Rabindra Sangeet and other songs of 19<sup>th</sup> century)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Profile of contemporary global music</li> <li>• Swara, Shudh and Vikrita, Kan Swara, Graha Swara, Nyas Swara</li> <li>• Badi – Bibadi – Sanbadi, Shruti, Jati, Arohan, Aborohon, Pakad, Purbanga, Uttaranga, That, Raga, Alankar, Dhwani, Tala, Laya, Chhanda, Bibhag, Tali, Khali, Sampadi – Bisampadi, Matra</li> </ul>
<b>Unit II</b>	<p><b>Aims and Objectives of Music Teaching</b></p> <ul style="list-style-type: none"> <li>• Nurturance of – musicality, musical ability, musical talent, musical aptitude, musical skill, musical creativity</li> <li>• Cultivating the – art of listening, qualities of a good listener of music</li> <li>• Acquisition of knowledge of Notation system (Reading and writing) Bhatkhande and Akarmatrik.</li> </ul>
<b>Unit III</b>	<p><b>Pedagogical Analysis</b></p> <ul style="list-style-type: none"> <li>• Concept and Methods of Pedagogical Analysis</li> <li>• Pedagogical knowledge of the content from various classes (XI-XII)</li> <li>• Micro-teaching &amp; Simulated teaching</li> <li>• Teaching in classroom situation</li> </ul>
<b>Unit IV</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Concept, Importance and Types</li> <li>• Steps of learning designing</li> <li>• Qualities of a good learning design</li> </ul>
<b>Unit V</b>	<p><b>Teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Demonstration Method</li> <li>• Heuristic Method</li> <li>• Problem solving Method</li> <li>• Project Method</li> </ul>

**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge.
- Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd.

- Singer, Alan J. (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Halder Tarini (2014), *Itihas-Niti, Poddhoti O Kausal*, Aaheli Publisher
- Konli, A.S. (1996). *Teaching of Social Studies*, Anmol Publications Pvt. Ltd., New Delhi.

### **Pedagogy of a School Subject (Part I) Music Practicum**

**Course Code: EDN51230**

#### **Engagement with Field / Practicum (Any one)**

- Visit to a Music Institution
- Prepare a Pedagogical Analysis of a lesson of any class (VI – XII)
- Prepare a Learning Design of any class (VI – XII)
- Practical Demonstration & Reporting of Activity

### **Pedagogy of a School Subject (Part I) Psychology**

**Course Code: EDN51140**

**Objectives:** The student teachers will be able to –

- Appreciate the significance of teaching Psychology.
- Be acquainted with the approaches & Methods of Teaching Psychology.
- Be used to the application of knowledge and skills in Psychology.
- Be acquainted with various practical aspects of Psychology.

<b>Unit I</b>	<p><b>Fundamentals of Psychology Teaching</b></p> <ul style="list-style-type: none"> <li>• Basic Concept of Psychology: Meaning, Nature, Scope &amp; Branches</li> <li>• Objectives of Psychology Teaching.</li> <li>• Psychology Curriculum in School,</li> <li>• Values of Psychology Teaching</li> <li>• Concept of Revised Bloom’s Taxonomy</li> </ul>
<b>Unit II</b>	<p><b>Strategies of Psychology Teaching</b></p> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Interactive Method,</li> <li>• Demonstration- observation method</li> <li>• Regional Method</li> <li>• Heuristic Method</li> </ul>

	<ul style="list-style-type: none"> <li>• Project Method</li> </ul>
<b>Unit III</b>	<p><b>Pedagogical Analysis of Psychology Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: XI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<b>Unit IV</b>	<p><b>Learning Resource in Psychology Teaching</b></p> <ul style="list-style-type: none"> <li>• Meaning, type and importance of Learning Resources.</li> <li>• Quality of good Psychology textbook.</li> <li>• Teaching aids in Psychology.</li> <li>• Improvisation of Teaching Aids.</li> <li>• Planning and organization of Psychology Laboratory</li> </ul>
<b>Unit V</b>	<p><b>Measurement &amp; Evaluation in Psychology Teaching</b></p> <ul style="list-style-type: none"> <li>• Tools &amp; Techniques of Evaluation in Psychology Teaching</li> <li>• Tests &amp; Different Test Items: Objective, Short Type, Essay Type</li> <li>• Continuous and Comprehensive Evaluation; Formative And Summative Evaluation, Diagnose and Remediation;</li> <li>• Construction of Assessment Tools like an Achievement Test.</li> </ul>

**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

## Pedagogy of a School Subject (Part I) Psychology Practicum

Course Code: EDN51240

### Engagement with Field / Practicum (Any one)

- Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction)
- Testing Personality Traits (Cattle's 16 PF)
- Measuring Levels of Anxiety (by any standardized test)
- Measuring adjustment by any standard adjustment Inventory

## Pedagogy of a School Subject (Science Group) Part-I

### Pedagogy of a School Subject (Part I) Physical Science

Course Code: EDN51132

**Objectives:** The student teachers will be able to –

- Appreciate the significance of teaching Physical Science.
- Be acquainted with the Approaches & Methods of Teaching Physical Science.
- Be used to the application of scientific knowledge and skills.
- Be acquainted with various practical aspects of science.

<b>Unit I</b>	<b>Foundation of Physical Science Teaching</b> <ul style="list-style-type: none"><li>• Aims and objectives of Physical Science Teaching.</li><li>• Science Curriculum, Values of Physical Science Teaching.</li><li>• Scientific Aptitude and Attitude</li><li>• Innovations in Physical Science Teaching</li></ul>
<b>Unit II</b>	<b>Strategies of Physical Science Teaching</b> <p>Features, Limitations and comparison of different methods:</p> <ul style="list-style-type: none"><li>• Lecture Method and Demonstration Method</li><li>• Heuristic Method</li><li>• Laboratory Method</li><li>• Project Method</li><li>• Problem Solving Method</li></ul>
<b>Unit III</b>	<b>Pedagogical Analysis</b> <ul style="list-style-type: none"><li>• Concepts and Methods of Pedagogical Analysis;</li><li>• Pedagogical knowledge of the content from various classes (Class: VI-XII) on the following items:</li></ul>

	<ul style="list-style-type: none"> <li>• Breaking of Unit into Sub-unit with no. of Periods;</li> <li>• Previous Knowledge</li> <li>• Instructional Objectives in behavioural terms;</li> <li>• Sub-unit wise concepts</li> <li>• Teaching- Learning Strategies</li> <li>• Use of teaching aids</li> <li>• Blueprint for criterion reference test Items</li> </ul>
<b>Unit IV</b>	<b>Assessment of Physical Science Learning</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation;</li> <li>• Construction of Achievement Tests and their administration.</li> <li>• Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).</li> </ul>
<b>Unit V</b>	<b>Learning Design</b> <ul style="list-style-type: none"> <li>• Concept and importance</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>

**Suggested Readings:**

- Gupta, S. K. (1991). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications
- Mukherjee, Amal Sankar (2017). Educative Science. Kolkata: Rita Publications
- Sharma, R. C (1999). Modern Science Teaching. New Delhi: Dhanpat Rai Publication Co.

**Pedagogy of a School Subject (Part I) Physical Science Practicum**

**Course Code: EDN51232**

**Engagement with Field / Practicum (Any one)**

- Preparation of Pedagogical Analysis plan through Content Analysis on any subunit of Class VI-XII
- Preparation of Achievement Test draft
- Demonstration of Physical Science Experiments
- Develop Learning Design for any topics of Class VI-XII

**Pedagogy of a School Subject (Part I) Life Science**

**Course Code: EDN51134**

**Objectives:** The student teachers will be able to–

- Appreciate the significance of teaching Life Science.

- Be acquainted with the Approaches & Methods of Teaching Life Science.
- Be used to the application of scientific knowledge and skills.
- Be acquainted with various practical aspects of Life science.

<b>Unit I</b>	<p><b>Foundation of Life Science Teaching</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Life Science Teaching</li> <li>• Scope of Life Science teaching.</li> <li>• Values of Life Science Teaching.</li> <li>• Interrelationship of Life science with other school subjects.</li> <li>• Scientific Aptitude and Attitude</li> <li>• Innovations in Life Science Teaching</li> </ul>
<b>Unit II</b>	<p><b>Activities in Life Science</b></p> <ul style="list-style-type: none"> <li>• Importance of Life Science activities</li> <li>• Planning &amp; Organization of Field trip, Project work, Science quiz, Excursion, Science exhibition, Science fair, Science Exhibition, Aquarium, Birdwatching etc.</li> <li>• Formation and activities of Life Science club in school.</li> </ul>
<b>Unit III</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>
<b>Unit IV</b>	<p><b>Pedagogical Analysis of Life Science Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<b>Unit V</b>	<p><b>Measurement of Life Science Teaching</b></p> <ul style="list-style-type: none"> <li>• Concept of Measurement, Assessment and Evaluation</li> <li>• Concept of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.</li> </ul>



	<ul style="list-style-type: none"> <li>• Construction of achievement tests and their administration</li> </ul>
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**Suggested Readings:**

- Nag, S. (2015). Teaching of Life Science. Kolkata: Rita Publications.
- Sharma, R.C (1999). Modern Science Teaching. New Delhi: Dhanpat Rai Publication Co.

**Pedagogy of a School Subject (Part I) Life Science Practicum**  
**Course Code: EDN51234**

**Engagement with Field / Practicum (Any one)**

- Preparation of lesson/ unit plan by following different methods of teaching
- Construction of Achievement Test
- Excursion and specimen collection
- Demonstration of Science Experiments
- Field visit
- Bird watching
- Science Exhibition

**Pedagogy of a School Subject (Part I) Computer Science**  
**Course Code: EDN51136**

**Objectives:** The student teachers will be able to –

- Know the significance of teaching Computer Science.
- Acquaint with the Approaches & Methods of teaching Computer Science.
- Use the application of scientific knowledge and skills.
- Acquaint with various practical aspects of Computer Science.
- Organize a Computer Science Laboratory
- Make them competent to do the pedagogical analysis of Computer Science.

<b>Unit I</b>	<p><b>Foundation of Teaching Computer Science</b></p> <ul style="list-style-type: none"> <li>• Nature &amp; Scope of Teaching Computer Science</li> <li>• Aims and objectives of Teaching Computer Science</li> <li>• Values of Teaching Computer Science</li> <li>• Place of Computer Science in the School Curriculum</li> <li>• Inter relationship among various subjects with Computer Science</li> </ul>
<b>Unit II</b>	<p><b>Approaches &amp; Methods of Teaching Computer Science</b></p>

	<p><b>Approaches:</b> Inductive and Deductive Approaches</p> <p><b>Methods:</b> Lecture Method, Demonstration Method, Heuristic Method, Laboratory Method, Project Method CAI, Problem Solving Method</p>
<b>Unit III</b>	<p><b>Learning Design</b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Importance</li> <li>• Types of Learning Design</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>
<b>Unit IV</b>	<p><b>Pedagogical Analysis</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• Pedagogical Knowledge of the content from various classes (Class: XI-XII) on the following items – <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>
<b>Unit V</b>	<p><b>Teaching Skills</b></p> <ul style="list-style-type: none"> <li>• Micro Teaching and Micro Lesson</li> <li>• Simulated Teaching;</li> <li>• Integrated Teaching/ Teaching in classroom situation.</li> </ul>

**Suggested Readings:**

- Teaching of Computer Science – Y. K. Singh
- Modern Methods of Teaching Computer Science - Shaloo Sharma
- Teaching and Assessing Skills in Computer Studies - Stewart Wainwright
- Teaching of Computer Studies – Pranay Pandey

**Pedagogy of a School Subject (Part I) Computer Science Practicum**

**Course Code: EDN51236**

**Engagement with Field / Practicum (Any one)**

- Preparation of Pedagogical Analysis (2 Units)
- Survey of Computer Science Laboratory in a School

- Preparation of Materials & Programmes to inculcate Computer Attitude
- Simulated Teaching Practical (5 Lessons)

## Pedagogy of a School Subject (Mathematics Group) Part-I

### Pedagogy of a School Subject (Part I) Mathematics

**Course Code: EDN51138**

**Objectives:** The student-teachers will be able to –

- understand the concept and nature of Mathematics
- gain knowledge about the history of mathematics
- know the objectives of teaching Mathematics at different levels
- understand the teaching methods and strategies
- apply mathematical knowledge in the real situation
- connect mathematics with the environment
- learn concepts and methods of doing pedagogical analysis
- learn the principle of curriculum construction
- know the way of text book analysis

<b>Unit I</b>	<p><b>Concept and Nature of Mathematics</b></p> <ul style="list-style-type: none"> <li>• Concept of Mathematics</li> <li>• Nature and Scope of Mathematics</li> <li>• History of Mathematics</li> <li>• Correlation of Mathematics with other school subjects</li> <li>• Values of teaching Mathematics</li> </ul>
<b>Unit II</b>	<p><b>Aims &amp; Objectives of Teaching Mathematics</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of teaching Mathematics at different levels- Primary, Secondary, Higher Secondary</li> <li>• Teaching-learning of Mathematics from the viewpoint of Skinner, Piaget, Bruner, Vygotsky, and Dienes</li> <li>• Principle of Curriculum construction</li> <li>• Text Book Analysis</li> </ul>

<b>Unit III</b>	<p><b>Teaching-Learning Process</b></p> <ul style="list-style-type: none"> <li>• Teaching Methods: Inductive-Deductive, Analysis-Synthesis, Problem Solving method, Project Method, Heuristic Method</li> <li>• Teaching-Learning Resources in Mathematics</li> <li>• Math Phobia</li> <li>• Criteria of a good teacher</li> <li>• Learning Design</li> <li>• Different types of test items</li> </ul>
<b>Unit IV</b>	<p><b>Emerging trends in Mathematics Education</b></p> <ul style="list-style-type: none"> <li>• Preparation of Mathematics laboratory and formation of Mathematics club in school</li> <li>• Identify Mathematical concepts in the Environment</li> <li>• Use of Technology in Mathematics teaching</li> <li>• Innovative idea in teaching-learning of Mathematics</li> </ul>
<b>Unit V</b>	<p><b>Pedagogical Analysis of Mathematics Lessons</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class: VI- XII) on the following items: <ul style="list-style-type: none"> <li>› Breaking of Unit into Sub-unit with no. of Periods;</li> <li>› Previous knowledge;</li> <li>› Instructional Objectives in behavioural terms;</li> <li>› Sub-unit wise concepts</li> <li>› Teaching- Learning Strategies</li> <li>› Use of teaching aids</li> <li>› Blueprint for criterion reference test Items.</li> </ul> </li> </ul>

**Suggested Readings:**

- Teaching of Modern Mathematics - S.M. Agarwal
- Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.
- Butler, C. H., Wren, F.L., and Banks, J. H. (1971). *The teaching of Secondary Mathematics*. New York: McGrawHill.
- Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton-Mifflinco.
- Ediger, M. and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House

**Engagement with Field/ Practicum (Any One)**

- Contribution of Indian Mathematicians
- Identification of Mathematical concepts in our daily life and Environment
- Prepare one Learning Design
- Development of Mathematics laboratory
- Use of Technology in teaching-learning of Mathematics

# Semester-III

## **School Internship (Teaching)**

**(Course Code: EDN52201)**

### **Objectives:**

Internship, as such, orients and acquaints the student teachers with the overall working of the school including teaching to make him fit to conduct him in all activities of the school.

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators).
- During this semester the student teachers are acquainted with the overall conduct of the school activities. They include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

## **School Internship**

**(Community based Activities, Action Research and other School Activities)**

**(Course Code: EDN52203)**

### **Community–Based Activities (any four)**

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Morning Assembly (Compulsory)
- Community Games
- Cultural Programmes
- SUPW
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities- decoration of classroom etc.

### **Action Research**

**Objectives:** This practical Project will enable the student-teacher to –

- Identity the Meaningful problems in Education especially in Schools.
- Be engaged in the inquiry into the problems.

- Develop a plan of action for the solution of the problem.
- Have a firsthand experience for conducting a research and its reporting.

Students- teachers are to prepare research report after conducting action research based on education. The action research report is to be prepared according to the following heading.

### **Format of writing Action Research:**

#### **Title Page**

#### **Acknowledgement**

#### **Contents**

#### **Introduction:**

- Background
- Objective of the Study (Identification of a problem area, Identification of the problem, delimiting the problem)
- Action hypotheses / Research questions

#### **Methodology:**

- Subjects
- Selection of tools for gathering data
- Procedure (Data Collection)

#### **Results:**

- Presentation of data
- Analysis of data

#### **Discussion:**

- Summary of findings
- Implication of the Study
- Develop a plan for action

### **Other School Activities**

- Interaction with schools teachers (method subject) and preparation of report
- Assistance with schools teachers (method subject)
- Preparation of time table
- Preparation of teaching-learning materials
- Taking of provisional classes
- Preparation and employment of Achievement tests in class room situation and interpretation of results (Evaluation)



## Pedagogy of a School Subject (Language Group) Part-II

### Pedagogy of a School Subject (Part II) Bengali

Course Code: EDN52105

**Objectives:** The student teachers will be able to –

- Design appropriate teaching – learning strategy/approach suited to particular content.
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of Bengali Language.
- Understand the Historical Development of Bengali Language Teaching.
- Develop various skills related to Bengali language learning.
- Prepare a blueprint before entering into a class.

<b>Unit I</b>	<b>Learning Resources in Bengali Language Teaching</b> <ul style="list-style-type: none"><li>• Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.</li><li>• Language Laboratory for Bengali Language– Component, planning, developing required activities and organizing foruse.</li><li>• Designing Learning activities: School Magazine, School Debating Society, Dramatization</li><li>• Creative writing: composition, short story, poem</li></ul>
<b>Unit II</b>	<b>Teaching Skill</b> <ul style="list-style-type: none"><li>• Micro Teaching and Simulated Teaching</li><li>• Difference Between Micro Teaching &amp; Simulated Teaching</li><li>• Integrated Teaching/ Teaching in classroom situation.</li></ul>
<b>Unit III</b>	<b>Objectives of Bengali Language Teaching</b> <ul style="list-style-type: none"><li>• Aims and objectives of language teaching: Objectives in the context of the present needs at different levels in the school curriculum.</li><li>• Rabindranath Tagore and language teaching: Tagorean Model and principles of teaching language: Tagorean view of teaching Mother tongue and other languages.</li><li>• Concept and importance of pedagogical analysis of language.</li><li>• Teaching strategies for Language</li></ul>

<b>Unit IV</b>	<p><b>Activities in improving Proficiency in Bengali Language</b></p> <ul style="list-style-type: none"> <li>● Fair and Exhibition,</li> <li>● Field Trips /Excursion,</li> <li>● Debate,</li> <li>● Wall &amp; Annual Magazine</li> <li>● Sahitya Sabha</li> <li>● Use of Dictionary, Encyclopaedia and Thesaurus</li> </ul>
<b>Unit V</b>	<p><b>Teaching-Learning Material on Bengali Language</b></p> <ul style="list-style-type: none"> <li>● Bengali Text book review and analysis</li> <li>● Teaching learning material on Bengali Language learning</li> </ul>

**Suggested Readings:**

- Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979
- Widdowson, H. (1978). Teaching language as Communication. Oxford: OUP
- Raha Sujata, Basu Baisaly (2014), *Bangla Sikhon Porikrama*, Aaheli Publisher
- Banglabhasa porichoy- Rabindranath Tagore
- Shabdo Tattwa- - Rabindranath Tagore
- Siksha- - Rabindranath Tagore
- Santiniketan bramhachary asram

**Pedagogy of a School Subject (Part II) Bengali Practicum**

**Course Code: EDN52205**

**Engagement with Field /Practicum (Any Two)**

- Identify the slow learners, low achievers and high achievers in Bengali Language from the classroom during practice teaching. (Case study)
- Make a report of Proficiency in Communication in Bengali Language in Multicultural classroom during practice teaching.
- Development and use of Bengali Language laboratory.
- Creative writing (1000 words) free writing from own choice

**Pedagogy of a School Subject (Part II) English**

**Course Code: EDN52107**

**Objectives:** The student-teacher will be able to-

- Create a teaching – learning strategy/approach that is appropriate for the particular content.
- Use ICT and various teaching aids in English Language teaching.

- Learn about the evolution of language teaching throughout history.
- Develop various teaching skills related to English language learning

<b>Unit I</b>	<p><b>Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Learning resources in English language: concept and its importance</li> <li>• Different resources: Print (books, manual etc), Audio and Others (projected &amp; non projected)</li> <li>• Language laboratory and its importance</li> <li>• ICT and English teaching- role of ICTD.</li> <li>• Suggesting appropriate evaluation devices</li> </ul>
<b>Unit II</b>	<p><b>Developing Teaching Skill</b></p> <ul style="list-style-type: none"> <li>• Skills of Micro teaching</li> <li>• Use of simulated teaching in classroom situation</li> <li>• Importance of Integrated teaching</li> </ul>
<b>Unit III</b>	<p><b>Evaluation and Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment of English language learning</li> <li>• Principles of constructing an English language test</li> <li>• Characteristics of a good test – Reliability and validity</li> <li>• Types of Tests</li> <li>• Construction of an English language question paper</li> </ul>
<b>Unit IV</b>	<p><b>Activities for English Language development</b></p> <ul style="list-style-type: none"> <li>• Social media writing prompts</li> <li>• Practicing Proofreading</li> <li>• Flashcard games</li> <li>• Magazine</li> <li>• Mini – debate</li> </ul>
<b>Unit V</b>	<p><b>Assessment of Teaching Learning Material on English Language</b></p> <ul style="list-style-type: none"> <li>• Text book review</li> <li>• E- Book review</li> <li>• Teaching learning material</li> </ul>

**Suggested Readings:**

- Bennett, W. A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
- Christopher, S. W. (1998). Computer and Language Learning. Singapore: SEAMEO –

Regional Language Centre.

- Venkatswaran, S. (1994). Principles of Teaching English. Vikas Publishing House. Noida
- Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.

## **Pedagogy of a School Subject (Part II) English Practicum**

**Course Code: EDN52207**

### **Engagement with Field /Practicum (Any Two)**

- Identify the learners from different Language background from the classroom during practice teaching. (Case study)
- Select a language problem in your classroom and prepare an action research on it.
- Make a report of Proficiency in Communication in Bengali Language in Multicultural classroom during practice teaching.
- Development and use of Bengali Language laboratory.
- Creative writing (1000 words) free writing from own choice

## **Pedagogy of a School Subject (Part II) Sanskrit**

**Course Code: EDN52109**

**Objectives:** The student teachers will be able to –

- Design appropriate teaching – learning strategy/approach suited to particular content.
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of Sanskrit Language.
- Understand the Historical Development of Sanskrit Language Teaching.
- Develop various skills related to Sanskrit Language Learning.
- Prepare a blueprint before entering into a Sanskrit class.

<b>Unit I</b>	<b>Learning Resources in Sanskrit Language Teaching</b> <ul style="list-style-type: none"><li>• Different Types of Resources: Print Resources, Audio Resources, Visual Resources, Audio-Visual Resources, Non projected Resources, Projected Resources &amp; Open Access Resource.</li><li>• Using of Library, Language laboratory, Language Club &amp;, Excursion. Teaching of Sanskrit in Jnana Darshana &amp; Sanskrit language outside the classroom.</li><li>• CCE in Schools: Continuous &amp; Comprehensive Evaluation System &amp; Grading System in Sanskrit language .Construction of unit tests: Design and blue print, marking scheme, question-wise analysis.</li></ul>
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<b>Unit II</b>	<b>Teaching Skill</b> <ul style="list-style-type: none"> <li>● Micro Teaching</li> <li>● Simulated Teaching</li> <li>● Difference Between Micro &amp; Simulated Teaching</li> <li>● Integrated Teaching/ Teaching in classroom situation.</li> </ul>
<b>Unit III</b>	<b>Assessment of Sanskrit Language Teaching</b> <ul style="list-style-type: none"> <li>● Assessment, Evaluation and Measurement</li> <li>● Achievement Test</li> <li>● Properties (elements) and Areas (aspects) of a language Test.</li> <li>● Principles for constructing a Language Test.</li> <li>● Characteristics of a good Test – usability, reliability, validity.</li> <li>● Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.</li> </ul>
<b>Unit IV</b>	<b>Activities to improve Communication in Sanskrit Language</b> <ul style="list-style-type: none"> <li>● Fair and Exhibition,</li> <li>● Field Trips /Excursion,</li> <li>● Debate,</li> <li>● Wall &amp; Annual Magazine</li> <li>● Use of Dictionary, Encyclopedia and Thesaurus</li> </ul>
<b>Unit V</b>	<b>Assessment of Teaching-Learning Material</b> <ul style="list-style-type: none"> <li>● Text book review and analysis / e-book Review</li> <li>● Teaching learning material on Sanskrit Language</li> </ul>

**Suggested Readings:**

- Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP,
- Widdowson, H. (1978). Teaching language as Communication. Oxford:OUP.
- Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers, Kolkata
- DasGita,ChowdhuryNivedita(2014),*NabarupeSanskritShikkhanPoddhoti*, Aaheli Publisher
- Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.
- Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi,1998
- Mukerjee, S.N. : Rashtira Bhasha Ki Shiksha, Acharya Book Depot, Baroda,1965.

## Pedagogy of a School Subject (Part II) Sanskrit Practicum

Course Code: EDN52209

### Engagement with Field /Practicum (Any Two)

- Identify the slow learners, low achievers and high achievers in Sanskrit Language from the classroom during practice teaching and make a report. (Case study)
- Develop a question paper for upper primary and secondary stage to assess all the aspects of Sanskrit language learning.
- Development and use of Language laboratory for Sanskrit.
- Creative writing (1000 words) free writing from own choice
- Listening and speaking comprehension test (both Listening and speaking skill).

## Pedagogy of a School Subject (Social Science Group) Part-II

### Pedagogy of a School Subject (Part II) History

Course Code: EDN52111

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject history
- Examine critically the major concept, ideas, principles & values relating the subject history
- Engage the students into the methods of Teaching & learning history.

<b>Unit I</b>	<b>History Teacher</b> <ul style="list-style-type: none"><li>• Qualifications and qualities of a history teacher</li><li>• Professional growth of a history teacher.</li></ul>
<b>Unit II</b>	<b>Assessment of History Teaching</b> <ul style="list-style-type: none"><li>• Concept of Assessment and Evaluation</li><li>• Achievement Test</li><li>• Text book Review</li></ul>
<b>Unit III</b>	<b>Learning Resource in History Teaching</b> <ul style="list-style-type: none"><li>• Meaning, Type and Importance of Learning Resources.</li><li>• Text Books, Pictures, Official Publications, Articles and Journals</li><li>• ICT, Multimedia and Internet</li></ul>
<b>Unit IV</b>	<b>Co-curricular Activities in History</b> <ul style="list-style-type: none"><li>• Festivals and historical Exhibitions,</li><li>• Debate</li><li>• Wall &amp; Annual Magazine</li><li>• History Club</li></ul>

	<ul style="list-style-type: none"> <li>● Organization of Events on Historical Days of Importance</li> </ul>
<b>Unit V</b>	<p><b>Innovation in History Teaching</b></p> <ul style="list-style-type: none"> <li>● e-learning,</li> <li>● Mobile Learning</li> <li>● Flipped Teaching,</li> <li>● Internet based Resources in history teaching</li> </ul>

**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates ,Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part II) History Practicum**

**Course Code: EDN52211**

**Engagement with Field /Practicum (Any Two)**

- Preparation of Achievement Test
- Project on Local History
- Survey of Official Documents to prepare report on historical events
- Numismatics: (Name of the dynasty, nature of coin, issuer, metal used and weight, name of the ruler, Time, mint name, if any, Calligraphy, comments etc.).
- Inscription studies: (Brahmee, Kharastee, Greek, Arbic, Urdu, Proto -Bengali etc.).

**Pedagogy of a School Subject (Part II) Geography**

**Course Code: EDN52113**

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subjectconcern.
- Examine critically the major concept, ideas, principles & values relating the subjectconcern.
- Engage the students into the methods of Teaching & learning thesubject.
- Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of thesubject.

<b>Unit I</b>	<b>Geography Teacher</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of Geography Teachers.</li> <li>• Professional growth of Geography Teacher.</li> </ul>
<b>Unit II</b>	<b>Teaching Skill and Forms of Teaching</b> <ul style="list-style-type: none"> <li>• Micro Teaching and Micro Lesson</li> <li>• Simulated Teaching;</li> <li>• Integrated Teaching/ Teaching in classroom situation.</li> </ul>
<b>Unit III</b>	<b>Learning Resource in Geography Teaching</b> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources.</li> <li>• Text Books, Atlas, Maps, Pictures, Geographical Instruments, Official Publications, Articles and Journals</li> <li>• Satellite Imagery and Aerial Photographs, GIS and GPS</li> <li>• ICT, Multimedia and Internet</li> <li>• Planning and Organization of Geography Laboratory</li> </ul>
<b>Unit IV</b>	<b>Co-curricular Activities in Geography</b> <ul style="list-style-type: none"> <li>• Festivals and Geographical Exhibition,</li> <li>• Debate</li> <li>• Wall &amp; Annual Magazine</li> <li>• Geography Club</li> <li>• Organization of Events on Geographical Days of Importance</li> </ul>
<b>Unit V</b>	<b>Innovation in Geography Teaching</b> <ul style="list-style-type: none"> <li>• e-learning,</li> <li>• Mobile Learning</li> <li>• Flipped Teaching,</li> <li>• Internet based Resources on Geography</li> </ul>

### **Suggested Readings:**

- Gersmehl, P. *Teaching Geography*. 3d ed. New York: Guilford, 2014.
- Ida, Y., M. Yuda, T. Shimura, S. Ike, K. Ohnishi, and H. Oshima, ed. *Geography Education in Japan*. International Perspectives in Geography 3. Tokyo: Springer, 2015.
- Jones, M., ed. *The Handbook of Secondary Geography*. Sheffield, UK: Geographical Association, 2017.
- Biddulph, M., D. Lambert, and D. Balderstone. *Learning to Teach Geography in the Secondary School: A Companion to School Experience*. 3d ed. Learning to Teach Subjects in the Secondary School Series. London: Routledge, 2015.



- Balderstone, D., ed. *Secondary Geography Handbook*. Sheffield, UK: Geographical Association, 2006

## Pedagogy of a School Subject (Part II) Geography Practicum

**Course Code: EDN52213**

### Engagement with Field /Practicum (Any Two)

- Preparation of Achievement Test
- Preparation of Different kind of Maps
- Preparation of Timeline related to Geographical Events
- Survey of Geography Laboratory of a School

## Pedagogy of a School Subject (Part II) Political Science

**Course Code: EDN52115**

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject political science
- Examine critically the major concept, ideas, principles & values relating the subject political science
- Engage the students into the methods of Teaching & learning political science

<b>Unit I</b>	<p><b>Political Science Teacher</b></p> <ul style="list-style-type: none"> <li>• Qualifications and qualities of a political science teacher</li> <li>• Professional growth of a political science teacher.</li> </ul>
<b>Unit II</b>	<p><b>Assessment of Political Science Teaching</b></p> <ul style="list-style-type: none"> <li>• Concept of Assessment and Evaluation</li> <li>• Achievement Test</li> <li>• Text book Review</li> </ul>
<b>Unit III</b>	<p><b>Learning Resource in Political Science Teaching</b></p> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources.</li> <li>• Text Books, Pictures, Official Publications, Articles and Journals</li> <li>• ICT, Multimedia and Internet</li> </ul>
<b>Unit IV</b>	<p><b>Co-curricular Activities in Political Science</b></p> <ul style="list-style-type: none"> <li>• Festivals and Exhibitions</li> <li>• Debate</li> <li>• Wall &amp; Annual Magazine</li> <li>• Political Science Club</li> </ul>

<b>Unit V</b>	<p><b>Innovation in Political Science Teaching</b></p> <ul style="list-style-type: none"> <li>● e-learning,</li> <li>● Mobile Learning</li> <li>● Flipped Teaching,</li> <li>● Internet based Resources in political science teaching</li> </ul>
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**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates ,Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

**Pedagogy of a School Subject (Part II) Political Science Practicum**

**Course Code: EDN52215**

**Engagement with Field /Practicum (Any Two)**

- Preparation of Achievement Test
- Preparation of Teaching Aids
- Survey of Official Documents to prepare report on political events
- Project on Local Political Governance

**Pedagogy of a School Subject (Part II) Economics**

**Course Code: EDN52117**

**Objectives:** The student-teachers will be able to –

- Explain concept of continuous and comprehensive evaluation
- Construct various tools for formative and summative evaluation in Economics
- Understand importance and ways to develop professionally
- Plan for an action research

<b>Unit I</b>	<p><b>Learning Resources in Economics Teaching</b></p> <p>a) Economics Textbook: Characteristics and Critical analysis</p> <p>b) Audio visual resources: TV, Radio, Print media (Newspaper, Magazines) ICT in the teaching of Economics: Social networking, Internet (uses, importance), Economics room and its equipment</p>
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	c) Visits: Visit to bank, business hub, multinational company, stock exchange and industries
<b>Unit II</b>	<p><b>Planning of teaching Economics</b></p> <ul style="list-style-type: none"> <li>• Meaning of year plan, unit plan and individual lesson plan</li> <li>• Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan</li> <li>• Importance and characteristics of good planning</li> <li>• Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Economics education</li> </ul> <p>Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to Economics.</p>
<b>Unit III</b>	<p><b>Techno pedagogic Content Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge</li> <li>• Ways and means to link Technology to Pedagogic Content Knowledge.</li> <li>• Web based learning: Blog creation, Designing virtual class room, Use of smart board</li> <li>• Teacher as a techno-pedagogue</li> </ul>
<b>Unit IV</b>	<p><b>Assessment of Commerce Learning</b></p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.</li> <li>• Construction of achievement tests and their administration.</li> <li>• Preparation of a continuous and comprehensive evaluation plan for a particular class (IX to XII).</li> <li>• Self-assessment practices: Designing and Implementation of tools</li> <li>• Teacher Evaluation: Criteria for evaluating teaching competence</li> </ul>
<b>Unit V</b>	<p><b>Evaluating student-learning and Professional growth of teacher</b></p> <ul style="list-style-type: none"> <li>• Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective</li> <li>• Construction of test items (open-ended and structured) in Economics and administration of tests</li> <li>• Professional development for Economics teachers through: <ul style="list-style-type: none"> <li>→Participation in seminar, conferences</li> <li>→Computer and online resources</li> </ul> </li> </ul>

	<p>→Collaboration of school with colleges, universities and Industry</p> <p>→Books, Journals and periodicals</p> <p>→Reflective practices of Economics teachers</p> <p>→Industrial Field visits</p> <p>→Use of Feedback from learners, colleagues and self</p> <ul style="list-style-type: none"> <li>• Teacher as a researcher: Learning to understand how children learn Economics through research, action research in Economics.</li> </ul>
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**Suggested Readings:**

- Garg, M. K. (2021). Pedagogy of Economics. Laxmi Book Depot.
- Mangal, S.K., & Mangal, U. (2018). Pedagogy of Social Sciences. PHI Learning Pvt. Ltd.
- Pandey, S. K. & Sharma, R. S. (2008). Encyclopaedia of Modern Techniques of Teaching. Commonwealth Publishers

**Pedagogy of a School Subject (Part II) Economics Practicum**

**Course Code: EDN52217**

**Engagement with Field /Practicum (Any Two)**

- Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach
- Conduct a case study in Commerce and prepare a report
- Prepare a pedagogical analysis plan for any one selected unit of any one subject of std. XI or XII of Commerce

**Pedagogy of a School Subject (Part II) Education**

**Course Code: EDN52119**

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject education
- Examine critically the major concept, ideas, principles & values relating the subject education
- Engage the students into the methods of Teaching & learning education

<b>Unit I</b>	<p><b>Education Teacher</b></p> <ul style="list-style-type: none"> <li>• Qualifications and qualities of an education teacher</li> <li>• Professional growth of an education teacher.</li> </ul>
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<b>Unit II</b>	<b>Assessment of Education Teaching</b> <ul style="list-style-type: none"> <li>• Concept of Assessment and Evaluation</li> <li>• Achievement Test</li> <li>• Text book Review</li> </ul>
<b>Unit III</b>	<b>Learning Resource in Education Teaching</b> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources.</li> <li>• Text Books, Pictures, Official Publications, Articles and Journals</li> <li>• ICT, Multimedia and Internet</li> </ul>
<b>Unit IV</b>	<b>Co-curricular Activities in Education</b> <ul style="list-style-type: none"> <li>• Festivals and Exhibitions</li> <li>• Debate</li> <li>• Wall &amp; Annual Magazine</li> <li>• Education Club</li> </ul>
<b>Unit V</b>	<b>Innovation in Education Teaching</b> <ul style="list-style-type: none"> <li>• e-learning,</li> <li>• Mobile Learning</li> <li>• Flipped Teaching,</li> <li>• Internet based Resources in education teaching</li> </ul>

**Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates ,Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi

**Pedagogy of a School Subject (Part II) Education Practicum**

**Course Code: EDN52219**

**Engagement with Field /Practicum (Any Two)**

- Preparation of Achievement Test
- Preparation of Article on educational Events
- Preparation of Timeline related to educational facts
- Survey of Official Documents to prepare report on educational events
- Critically Analyze NEP 2022

## Pedagogy of a School Subject (Part II) Commerce

Course Code: EDN52121

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the Commerce.
- Examine critically the major concept, ideas, principles & values relating the Commerce.
- Induct the concept of reflective teaching into all activities related to teaching Commerce
- Engage the students into the methods of Teaching & learning the Commerce.
- Relate the Commerce with real life
- Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the Commerce.
- Design lessons in developmentally appropriate ways
- Capacitate systematic planning of instruction and develop skill in charting lesson designs
- Acquaint with practices of feedback mechanisms and online assessment tools and techniques
- Acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- Boost up the levels of teaching competence by synchronizing IT in teaching

<b>Unit I</b>	<b>Learning Resources in Commerce Teaching</b> <ul style="list-style-type: none"><li>• Text Book- Criteria for selection and reference Books-characteristics</li><li>• Resource unit</li><li>• Teachers Hand Book /Sourcebook,</li><li>• Improvised Aids</li><li>• Technological Aids-brief outline and their uses</li><li>• Commerce club ( meaning, organization and activities)</li><li>• Activity Aids in commerce : Hands on Experiences - significance</li></ul>
<b>Unit II</b>	<b>Evaluating Student-learning</b> <ul style="list-style-type: none"><li>• Concept and importance of continuous and comprehensive evaluation,</li><li>• formative and summative evaluation as constructivist Perspective</li><li>• Construction of test items (open-ended and structured) in Commerce and administration of tests</li></ul>
<b>Unit III</b>	<b>Techno pedagogic Content Knowledge</b> <ul style="list-style-type: none"><li>• Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge</li><li>• Ways and means to link Technology to Pedagogic Content Knowledge.</li></ul>

	<ul style="list-style-type: none"> <li>• Web based learning: Blog creation, Designing virtual class room, Use of smart board</li> <li>• Teacher as a techno-pedagogue</li> </ul>
<b>Unit IV</b>	<p><b>Assessment of Commerce Learning</b></p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.</li> <li>• Construction of achievement tests and their administration.</li> <li>• Preparation of a continuous and comprehensive evaluation plan for a particular class (IX to XII).</li> <li>• Self-assessment practices: Designing and Implementation of tools</li> <li>• Teacher Evaluation: Criteria for evaluating teaching competence</li> </ul>
<b>Unit V</b>	<p><b>Professional development of Commerce teacher</b></p> <ul style="list-style-type: none"> <li>• Multifarious role and challenges faced by commerce teacher in teaching commerce.</li> <li>• Need and avenues of continuous professional development for commerce teacher.</li> <li>• Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical and entrepreneurship.</li> </ul>

### **Suggested Readings:**

- Aggarwal, J. C. (2021). Teaching of Commerce: A Practical approach. Bookman.
- Joyce, B., Weil, Marsha., & Calhoun, E. (2015). Models of Teaching. Pearson India Education Services Pvt. Ltd.
- Mangal, S. K. (2016). Essentials of Educational Psychology. PHI Learning Pvt. Ltd.
- Mongra, V., Kumar, N., & Kumar, M. (2019). Teaching of Commerce.

## **Pedagogy of a School Subject (Part II) Commerce Practicum**

**Course Code: EDN52221**

### **Engagement with Field / Practicum (Any Two)**

- Prepare concept map/graphic organizer on any unit of Commerce
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach or constructivist approach
- Conduct a case study in Commerce and prepare a report
- Prepare a pedagogical analysis plan for any one selected unit of any one subject of std. XI or XII of Commerce

## Pedagogy of a School Subject (Part II) Sociology

Course Code: EDN52123

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject sociology
- Examine critically the major concept, ideas, principles & values relating the subject sociology
- Engage the students into the methods of Teaching & learning sociology

<b>Unit I</b>	<b>Sociology Teacher</b> <ul style="list-style-type: none"><li>• Qualifications and qualities of a sociology teacher</li><li>• Professional growth of a sociology teacher.</li></ul>
<b>Unit II</b>	<b>Assessment of Sociology Teaching</b> <ul style="list-style-type: none"><li>• Concept of Assessment and Evaluation</li><li>• Achievement Test</li><li>• Text book Review</li></ul>
<b>Unit III</b>	<b>Learning Resource in Sociology Teaching</b> <ul style="list-style-type: none"><li>• Meaning, Type and Importance of Learning Resources.</li><li>• Text Books, Pictures, Official Publications, Articles and Journals</li><li>• ICT, Multimedia and Internet</li></ul>
<b>Unit IV</b>	<b>Co-curricular Activities in Sociology</b> <ul style="list-style-type: none"><li>• Festivals and Exhibitions</li><li>• Debate</li><li>• Wall &amp; Annual Magazine</li><li>• Social Club</li></ul>
<b>Unit V</b>	<b>Innovation in Sociology Teaching</b> <ul style="list-style-type: none"><li>• e-learning,</li><li>• Mobile Learning</li><li>• Flipped Teaching,</li><li>• Internet based Resources in sociology teaching</li></ul>

### Suggested Readings:

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning & Binning. (1952). Teaching Social Studies in Secondary Schools. McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.



## Pedagogy of a School Subject (Part II) Sociology Practicum

Course Code: EDN52223

### Engagement with Field / Practicum (Any Two)

- Preparation of Achievement Test
- Preparation of Article on Sociological Events
- Preparation of Timeline related to Sociological Events
- Survey of Official Documents to prepare report on Sociological Events

## Pedagogy of a School Subject (Part II) Music

Course Code: EDN52125

**Objectives:** The student teachers will be able to –

- The need of music in school curriculum
- Prepare Pedagogical analysis of a given unit
- Develop an achievement test
- Know the aims, objectives and values of Music
- Connect music to environment and everyday life

<b>Unit I</b>	<b>Need for the Subject and its Place in the School Curriculum</b> <ul style="list-style-type: none"><li>• Place of music in school education in respect of –<ol style="list-style-type: none"><li>a. Personality Development</li><li>b. Creativity</li><li>c. Aesthetic sense</li></ol></li></ul>
<b>Unit II</b>	<b>Assessment of Music Teaching</b> <ul style="list-style-type: none"><li>• Concept of Assessment and Evaluation</li><li>• Achievement Test</li><li>• Text book Review</li></ul>
<b>Unit III</b>	<b>Foundation of Music Teaching</b> <ul style="list-style-type: none"><li>• Aims and objectives of Social Science Teaching</li><li>• Music Curriculum, Values of Music Teaching</li><li>• Innovations in Music teaching</li><li>• Inculcation of National Integrity through Music teaching.</li></ul>
<b>Unit IV</b>	<b>Connecting Music with environment and everyday life</b> <ul style="list-style-type: none"><li>• Observance of special days i.e. Banasrijan, Rabindrajayanti, Sharodotsav, Teachers' Day</li></ul>

	<ul style="list-style-type: none"> <li>• Social awareness programme (eg: Polio, Malaria etc.)</li> <li>• Cultural and traditional observance (eg: Bhadu, Tusu, Manasa Puja etc.)</li> </ul>
<b>Unit V</b>	<b>Music Teacher</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of a music teacher</li> <li>• Professional growth of a music teacher.</li> </ul>

### Suggested Readings:

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates ,Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi

## Pedagogy of a School Subject (Part II) Music Practicum

Course Code: EDN52225

### Engagement with Field / Practicum (Any Two)

- Practical Activities (Any One): (a) Raga (Secondary & H.S Level), (b) Bhajan, (c) Rabindra Sangeet (Darupada & Kheyal Style), (d) Nazrul Geeti (any one), (e) D. L. Roy, Rajanikanta, Atulprasadi song (any of each), (f) One Padabali Kirtan
- Prepare a calendar chart on “Various Musical Instruments in India
- Prepare an Achievement Test.
- Prepare a chart of various songs of Vedic Period, Mughal period and Modern period.

## Pedagogy of a School Subject (Part II) Psychology

Course Code: EDN52135

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject psychology
- Examine critically the major concept, ideas, principles & values relating the subject psychology
- Engage the students into the methods of Teaching & learning psychology

<b>Unit I</b>	<b>Psychology Teacher</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of a psychology teacher</li> <li>• Professional growth of a psychology teacher.</li> </ul>
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<b>Unit II</b>	<b>Assessment of Education Teaching</b> <ul style="list-style-type: none"> <li>• Concept of Assessment and Evaluation</li> <li>• Achievement Test</li> <li>• Text book Review</li> </ul>
<b>Unit III</b>	<b>Learning Resource in Psychology Teaching</b> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources.</li> <li>• Text Books, Pictures, Official Publications, Articles and Journals</li> <li>• ICT, Multimedia and Internet</li> </ul>
<b>Unit IV</b>	<b>Co-curricular Activities in Psychology</b> <ul style="list-style-type: none"> <li>• Festivals and Exhibitions</li> <li>• Debate</li> <li>• Wall &amp; Annual Magazine</li> <li>• Psychology Club</li> </ul>
<b>Unit V</b>	<b>Innovation in Psychology Teaching</b> <ul style="list-style-type: none"> <li>• e-learning</li> <li>• Mobile Learning</li> <li>• Flipped Teaching,</li> <li>• Internet based Resources in psychology teaching</li> </ul>

#### **Suggested Readings:**

- Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.
- Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates ,Mahwah, New Jersey.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi

### **Pedagogy of a School Subject (Part II) Psychology Practicum**

**Course Code: EDN52235**

#### **Engagement with Field /Practicum (Any Two)**

- Preparation of Achievement Test
- Preparation of Article on any Psychological issue
- Preparation of Case Studies on Psychology (any one)
- Visit to a Special School for case observation

## Pedagogy of a School Subject (Science Group) Part-II

### Pedagogy of a School Subject (Part II) Physical Science

Course Code: EDN52127

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject concerned.
- Examine critically the major concept, ideas, principles & values relating to the subject concerned.
- Engage the students into the methods of Teaching & learning the subject.
- Make them competent to do the pedagogical analysis of the subject concerned.

<b>Unit I</b>	<b>Physical Science Teacher</b> <ul style="list-style-type: none"><li>• Qualifications and qualities of Physical Science Teachers.</li><li>• Professional growth of Physical Science Teacher</li></ul>
<b>Unit II</b>	<b>Teaching Skills</b> <ul style="list-style-type: none"><li>• Micro-teaching</li><li>• Simulated Teaching.</li><li>• Teaching in class room situation</li><li>• Laboratory practical based demonstration skill.</li></ul>
<b>Unit III</b>	<b>Planning of Physical Science Laboratory</b> <ul style="list-style-type: none"><li>• Importance of Physical Science Laboratory</li><li>• Organization / Planning a Physical Science Laboratory.</li><li>• Equipment of Physical Science Laboratory.</li></ul>
<b>Unit IV</b>	<b>Learning Resource in Physical Science Teaching</b> <ul style="list-style-type: none"><li>• Meaning, type and importance of Learning Resources.</li><li>• Quality of good Physical Science text book.</li><li>• Teaching aids in Physical Science.</li><li>• Improvisation of Teaching Aids.</li></ul>
<b>Unit V</b>	<b>Activities in Physical Science</b> <ul style="list-style-type: none"><li>• Importance of science activities</li><li>• Planning &amp; Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc.</li><li>• Formation and activities of Science club in school.</li></ul>

### Suggested Readings:

- Mukherjee, Amal Sankar. (2017) Educative Science, Rita Publication, Kolkata
- Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp.
- NCERT. (2006). Position paper on „Teaching of Science“. New Delhi: NCERT.
- Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication
- Modern Teaching of Life Science – S.M. Zaidi
- Innovative Science Teaching for Physical Science Teacher- Radhamohan • Modern Science teaching – R.C. Sharma

## Pedagogy of a School Subject (Part II) Physical Science Practicum

Course Code: EDN52227

### Engagement with Field / Practicum (Any Two)

- Analysis of Science Textbook.
- Survey of Science Laboratory in a school.
- Project work to develop any Physics/Chemistry experimental tool using low cost material
- Demonstration of any class XII level experiment with virtual simulation experimental technique

## Pedagogy of a School Subject (Part II) Life Science

Course Code: EDN52129

**Objectives:** The student teachers will be able to–

- Be aware of teaching & learning of the subject concerned.
- Examine critically the major concept, ideas, principles & values relating to the subject concerned.
- Engage the students into the methods of teaching & learning the subject.
- Make them competent to do the pedagogical analysis of the subject concerned.

<b>Unit I</b>	<b>Learning Resource in Life Science Teaching</b> <ul style="list-style-type: none"><li>• Meaning, type and importance of Learning Resources.</li><li>• Science Technology Literacy</li><li>• Quality of good Life Science textbook.</li><li>• Teaching aids in Life Science.</li><li>• Improvisation of Teaching Aids.</li></ul>
<b>Unit II</b>	<b>Planning of Life Science Laboratory</b> <ul style="list-style-type: none"><li>• Importance of Life Science Laboratory</li><li>• Organization/Planning a Life Science Laboratory</li></ul>

	<ul style="list-style-type: none"> <li>• Virtual Life Science Laboratory</li> </ul>
<b>Unit III</b>	<b>Teaching Skills</b> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in classroom situation</li> <li>• Laboratory practical based demonstration skill</li> </ul>
<b>Unit IV</b>	<b>Life Science Teacher</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of Life Science Teachers</li> <li>• Professional Growth of Life Science Teacher</li> </ul>
<b>Unit V</b>	<b>Strategies of Life Science Teaching</b> Features, Limitations and comparison of different methods: <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Demonstration Method</li> <li>• Heuristic Method</li> <li>• Laboratory Method</li> <li>• Project Method</li> <li>• Problem Solving Method</li> </ul>

### **Suggested Readings:**

- Nag,S.(2012). Teaching of Life Science, Rita Publication, Kolkata
- Joyce,B. and Weil,M.(2009).Models of teaching.USA: Pearson higher education.
- Sharma, R.C.(2006).Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Prasad, J. (1999). *Practical Aspects in Teaching of Science*. New Delhi: Kanishka Publication
- Modern Teaching of Life Science –S.M. Zaidi
- Modern Science Teaching –R. C. Sharma

## **Pedagogy of a School Subject (Part II) Life Science Practicum**

**Course Code: EDN52229**

### **Engagement with Field / Practicum (Any Two)**

- Analysis of Life Science Textbook.
- Survey of Life Science Laboratory in a school.
- Preparation of a Pedagogical Analysis.
- Demonstration of cutting of section (Root/ Stem- Monocot/ Dicot), or flower dissection (Botany)

- Demonstration for identification of the specimen (any two) (Zoology)
- PFI / Blood Pressure: Demonstration in class (Physiology)

## Pedagogy of a School Subject (Part II) Computer Science

**Course Code: EDN52131**

**Objectives:** The student teachers will be able to –

- Be aware of teaching & learning of the subject concerned.
- Examine critically the major concept, ideas, principles & values relating to the subject concerned.
- Engage the students into the methods of Teaching & learning the subject.
- Make them competent to do the learning design of the subject concerned.
- Know about various learning resources of Computer Science.
- Know about the professional growth of a Computer Science teacher.

<b>Unit I</b>	<p><b>Planning of Computer Science Laboratory</b></p> <ul style="list-style-type: none"> <li>• Concept of Computer Science Laboratory</li> <li>• Importance of Computer Science Laboratory</li> <li>• Organization / Planning a Computer Science Laboratory</li> </ul> <p>Equipment of Computer Science Laboratory.</p>
<b>Unit II</b>	<p><b>Learning Resource in Teaching Computer Science</b></p> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources</li> <li>• Quality of good Computer Science Text Book</li> <li>• Learning Resources in Computer Science.</li> <li>• Improvisation of Teaching Aids</li> </ul>
<b>Unit III</b>	<p><b>Computer Science Teacher</b></p> <ul style="list-style-type: none"> <li>• Qualifications and Qualities of Computer Science Teacher</li> <li>• Responsibilities of Computer Science Teacher</li> <li>• Professional Growth of Computer Science Teacher.</li> <li>• Need for Professional Orientation</li> </ul>
<b>Unit IV</b>	<p><b>Various Aspects related to Computer Science</b></p> <ul style="list-style-type: none"> <li>• Computerization of School Library and Office</li> <li>• Importance of Mass Literacy in Computer Science</li> <li>• Planning &amp; Organization of Computer Science Exhibition</li> <li>• Formation and activities of Computer Science club in School</li> </ul>

<b>Unit V</b>	<p><b>Assessment and Evaluation of Teaching Computer Science</b></p> <ul style="list-style-type: none"> <li>• Concept of Assessment and Evaluation</li> <li>• Importance of Evaluation in Computer Science</li> <li>• Types of Evaluation in Computer Science</li> <li>• Techniques of Evaluation (oral, written, achievement test, observation).</li> <li>• Construction of Achievement Test and its administration.</li> </ul>
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**Suggested Readings:**

- Teaching of Computer Science – Y. K. Singh
- Modern Methods of Teaching Computer Science - Shaloo Sharma
- Teaching and Assessing Skills in Computer Studies - Stewart Wainwright
- Teaching of Computer Studies – Pranay Pandey

**Pedagogy of a School Subject (Part II) Computer Science Practicum**

**Course Code: EDN52231**

**Engagement with Field / Practicum (Any Two)**

- Preparation of Learning Design
- Analysis of Computer Science Textbook
- Construction of Achievement Test
- Preparation of Learning Resources

**Pedagogy of a School Subject (Mathematics Group) Part-II**

**Pedagogy of a School Subject (Part II) Mathematics**

**Course Code: EDN51133**

**Objectives:** The student-teacher will be able to –

- learn teaching skills in a very effective way
- know simulation and microteaching
- practice teaching-learning of mathematics
- learn evaluation system related to mathematics teaching-learning and in general
- prepare achievement test
- apply the knowledge of teaching-learning in Internship program

<b>Unit I</b>	<p><b>Review of Existing curriculum</b></p> <ul style="list-style-type: none"> <li>• Review of the existing curriculum of Mathematics of WBBSE with that of CBSE in the perspective of the principles of curriculum construction (VI to XII)</li> </ul>
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	<ul style="list-style-type: none"> <li>Review of the existing Textbook of Mathematics of WBBSE with that of CBSE in the perspective of the principles of curriculum construction (VI to XII)</li> </ul>
<b>Unit II</b>	<p><b>Teaching Proficiency</b></p> <ul style="list-style-type: none"> <li>Concept of Simulation and Micro Teaching</li> <li>Skills of Simulation – Introducing a lesson, Questioning, Use of Blackboard, Illustration, Closure</li> <li>Integrated Teaching</li> </ul>
<b>Unit III</b>	<p><b>Practical Activities related to teaching-learning of Mathematics</b></p> <ul style="list-style-type: none"> <li>Objectives of having practical activities</li> <li>Importance of Practical activities</li> <li>Use of Mathematical activities for recreation and connecting mathematics with co-curricular activities</li> </ul>
<b>Unit IV</b>	<p><b>Test and Test items</b></p> <ul style="list-style-type: none"> <li>Concept of Achievement test</li> <li>Construction of Achievement test</li> <li>Diagnostic test – Concept, and importance</li> </ul>
<b>Unit V</b>	<p><b>Assessment and Evaluation associated with teaching-learning of Mathematics</b></p> <ul style="list-style-type: none"> <li>Measurement, Assessment, and Evaluation</li> <li>Identify the Slow and gifted learners and way to handle them</li> <li>Concept, importance of CCE</li> <li>Preparation of CCE plan for a particular class (VI-XII)</li> </ul>

**Suggested Readings:**

- Arora, S.K.(2000).*How to teach mathematics*. New Delhi: Sterling Publications
- Kumar,S. &Jaidka, M.L. (2005). *Teaching of mathematics* .New Delhi : Anmol Publications
- Mangal,S.K.(2003). *Teaching of mathematics*. Ludhiana: Tandon Publications
- Sidhu, K.S.(1998). *Teaching of mathematics*. New Delhi: Sterling Publications
- Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House

**Engagement with Field/ Practicum (Any Two)**

- Construction of Achievement Test
- Identify the Slow learners, low achievers, and high achievers in Mathematics during Internship Days.
- Make one Pedagogical Analysis. (Class VI-XII)
- Compare the existing curriculum of Mathematics of WBBSE and CBSE. (Any class, VI-XII)
- Use different Mathematical concepts for recreation.
- Preparation of various teaching-learning materials. (At least Four)

# Semester-IV

**Gender, School and Society**

**(Course Code: EDN52102)**

**Objectives:** The student teachers will be able to –

- Develop gender sensitivity among the student teachers.
- Understand the gender issues faced by the schools.
- Understand the paradigm shift with reference to gender studies.
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

<b>Unit I</b>	<p><b>Gender issues: key concepts</b></p> <ul style="list-style-type: none"> <li>• Concept of gender, sex and sexuality: Difference between gender and sex.</li> <li>• Social construction of gender.</li> <li>• Gender including transgender and third gender, Patriarchy.</li> <li>• Gender bias, gender stereotyping, and empowerment</li> <li>• Equity and equality in relation with caste, class, religion, ethnicity, disability and region.</li> </ul>
<b>Unit II</b>	<p><b>Gender studies: Paradigm Shifts</b></p> <ul style="list-style-type: none"> <li>• Paradigm shift from women’s studies</li> <li>• some landmarks on social reform movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries with focus on women’s experiences of education with special reference to <ul style="list-style-type: none"> <li>➤ Raja Rammohan Roy,</li> <li>➤ Pandit Iswar Chandra Vidyasagar,</li> <li>➤ Swami Vivekananda,</li> <li>➤ Rabindranath Tagore</li> <li>➤ Begam Rokeya.</li> </ul> </li> <li>• Commissions and committees on women education and empowerment</li> <li>• Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</li> </ul>
<b>Unit III</b>	<p><b>Gender, Power and Education</b></p> <ul style="list-style-type: none"> <li>• Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> <li>➤ Family</li> <li>➤ Schools</li> <li>➤ Other formal and informal organization.</li> </ul> </li> <li>• Schooling of Girls and Women Empowerment</li> </ul>
<b>Unit IV</b>	<p><b>Gender Issues in Curriculum</b></p> <ul style="list-style-type: none"> <li>• Curriculum and the gender question</li> <li>• Gender and the hidden curriculum, Teacher as an agent of change</li> </ul>

	<ul style="list-style-type: none"> <li>• Gender in text and context (textbooks' inter- sectionality with other disciplines.</li> </ul>
<b>Unit V</b>	<p><b>Gender, Sexuality, Sexual Harassment and Abuse</b></p> <ul style="list-style-type: none"> <li>• Development of sexuality, including primary influences in the lives of children ( such as gender, body image, role models)</li> <li>• Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions</li> <li>• Agencies perpetuating violence: Family, school, work place and media (print and electronic)</li> <li>• Institutions redressing sexual harassment and abuse.</li> </ul>

### **Suggested Readings:**

- Bose rup, E. (1970). Women's Role in Economic Development. New York : St. Martins Press.
- Brock-Utne, B. (1985). Educating for peace: A Feminist Perspective, New York.
- Ruddick, S. (1989). Maternal Thinking: Towards a Politics of Peace London.
- Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesianman
- Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton.
- Grant, R. & Newland, K. (Eds.). (1991). Gender and International Relations. London.
- Viswanathan, Nalini.(1997).Women, Gender and Development Reader, London: Zed Publication

## **Gender, School and Society Practicum**

**(Course Code: EDN52202)**

### **Engagement with Field /Practicum (Any One)**

- Visit schools and study the sexual abuse and sexual harassment cases.
- Textbook analysis for identifying gender issues, gender biases reflected in it.
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place
- Develop an awareness programme on harassment in terms of drama, street play, poster, documentary, power point presentation.
- Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill.
- Group activities on domestic violence and other personal issues and its remedies.

- Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc

## **Knowledge and Curriculum (Part –II)**

**(Course Code: EDN52104)**

**Objectives:** The student teachers will be able to –

- Realize the concepts of curriculum and syllabi.
- Discover the relationship between power, ideology and curriculum.
- Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

<b>Unit I</b>	<p><b>Dynamics of Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Determinants of curriculum development</li> <li>• Theories of curriculum development</li> <li>• Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary</li> <li>• Curriculum reforms in India ; National Curriculum Frameworks</li> </ul>
<b>Unit II</b>	<p><b>Relationship between Curriculum and Syllabi</b></p> <ul style="list-style-type: none"> <li>• Relationship between curriculum framework and syllabi.</li> <li>• Process of translating syllabus into text books.</li> <li>• Representation and non-representation of various social groups in curriculum framing.</li> </ul>
<b>Unit III</b>	<p><b>Designing Curriculum, School Experiences and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Principles of selecting curriculum content.</li> <li>• Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum.</li> <li>• Methodology of curriculum transaction.</li> <li>• Curriculum evaluation (formative, summative, Micro and Macro).</li> </ul>
<b>Unit IV</b>	<p><b>Power, Ideology and Curriculum</b></p> <ul style="list-style-type: none"> <li>• Power: Concept, Definition, Components</li> <li>• Concept of Ideology; Relationship between ideology and power</li> <li>• Relationship between powers, structures of Society and knowledge.</li> <li>• Meritocracy versus Elitism in curriculum.</li> </ul>
<b>Unit V</b>	<p><b>Curriculum as Process and Practice</b></p> <ul style="list-style-type: none"> <li>• Inculcation of values, disciplines, rules and reproduction of norms in the</li> </ul>

	<p>society.</p> <ul style="list-style-type: none"> <li>● Necessity and construction of Time-Table</li> <li>● Hidden curriculum and children's resilience.</li> <li>● Critical Analysis of text books, teachers' handbooks, children's literature.</li> </ul>
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**Suggested Readings:**

- Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues.
- Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006).
- Contemporary issues in curriculum. Allyn & Bacon.
- Slattery (1995). Curriculum development in postmodern Era. (Critical Education & Practice).
- Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon
- Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications
- Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH.
- Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave.
- Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press.

**Knowledge and Curriculum (Part –II) Practicum**

(Course Code: EDN52204)

**Engagement with the Field/ Practicum (Any One)**

- Textbook analysis
- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.
- Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.

**Creating an Inclusive School**

(Course Code: EDN52106)

**Objectives:** The student teachers will be able to –

- Sensitize to the concept of inclusive education and social inclusion
- Familiarize with the legal and policy perspectives behind inclusion in education
- Understand the types, probable causes, preventive measures and characteristics of different types of disability.
- Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children.

- Know how inclusion can be practiced in mainstream class.

<p><b>Unit I</b></p>	<p><b>Introduction to Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Concept &amp; history of special education, integrated education and inclusive Education &amp; their relation</li> <li>• Philosophical, Sociological, Economical &amp; Humanitarian dimensions of inclusive education</li> <li>• Advantages of inclusive education for the individual and society.</li> <li>• Factors affecting inclusion.</li> </ul>
<p><b>Unit II</b></p>	<p><b>Legal and Policy Perspectives</b></p> <ul style="list-style-type: none"> <li>• Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).</li> <li>• National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act (2009).</li> <li>• Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.</li> </ul>
<p><b>Unit III</b></p>	<p><b>Defining Learners with Special Needs</b></p> <ul style="list-style-type: none"> <li>• Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI, OH</li> <li>• Preparation for inclusive education – School’s readiness for addressing learner with diverse needs</li> <li>• Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)</li> <li>• Identification and overcoming barriers for educational and social inclusion</li> </ul>
<p><b>Unit IV</b></p>	<p><b>Inclusion in Operation</b></p> <ul style="list-style-type: none"> <li>• Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM</li> <li>• Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances</li> </ul>
<b>Unit V</b>	<p><b>Teacher Preparation for Inclusive School</b></p> <ul style="list-style-type: none"> <li>• Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.</li> <li>• Review of existing educational programmes offered in secondary school (General and Special School).</li> <li>• Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.</li> <li>• Teacher preparation for inclusive education in the light of NCF (2005)</li> <li>• Characteristics of inclusive school.</li> </ul>

### **Suggested Readings:**

- Apple, M.W., &Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya.
- Basu, R.,& Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan.
- Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher. ]
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Managers of Publications, Ministry of Education.
- GOI. (1986). National policy of Education. New Delhi: Managers of Publications, Ministry of Education.
- Kothari, R. G, and Mistry, H. S. (2011). Problems of students and Teachers of the special schools- A study of Gujarat state. Germany: VDM Publication.
- Meadow, K. P. (1980). Deafness and child development. Berkley, C.A.: University of California Press
- Mithu, A and Michael, B (2005) Inclusive Education: From rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.
- Sinha,D.K (2014) Some aspects of Inclusive Education, Parichay Prakashan, Kolkata.

## **Creating an Inclusive School Practicum**

**(Course Code: EDN52206)**

### Engagement with the field/ Practicum (Any One)

- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- Preparation of learning design, instruction material for teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the school.
- Case Study of one main streamed (Inclusive) student with reference to
  - Role of a parent.
  - Role of a teacher: Special School Teacher, General School Teacher
  - Role of Counsellor.
- Visits to different institutions dealing with different disabilities and their classroom observation.

### EPC 3: Critical Understanding of ICT

(Course Code: EDN52108)

**Objectives:** The student teachers will be able to –

- Understand the social, economic, security and ethical issues associated with the use of ICT
- Identify the policy concerns for ICT
- Describe a computer system;
- Operate the Windows and/or Linux operating systems;
- Use Word processing, Spread sheets and Presentation software;
- Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- Operate on Internet with safety
- Elucidate the application of ICT for Teaching Learning
- Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

<b>Unit I</b>	<b>Digital Technology and Socio-economic Context</b> <ul style="list-style-type: none"><li>• Concepts of Information and Communication Technology; Universal</li></ul>
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	<p>access VS Digital Divide - issues and initiatives;</p> <ul style="list-style-type: none"> <li>• Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;</li> <li>• Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh;</li> <li>• Virtual laboratory and Haptic technology.</li> </ul>
<b>Unit II</b>	<p><b>Internet and Educational Resources</b></p> <ul style="list-style-type: none"> <li>• Introduction to Internet</li> <li>• E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode;</li> <li>• Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.</li> <li>• General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,</li> <li>• Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);</li> <li>• Social networking</li> </ul>
<b>Unit III</b>	<p><b>Techno-Pedagogic Skills</b></p> <ul style="list-style-type: none"> <li>• Media Message Compatibility</li> <li>• Contiguity of Various Message Forms</li> <li>• Message Credibility &amp; Media Fidelity</li> <li>• Message Currency , Communication Speed &amp; Control</li> <li>• Sender-Message-Medium-Receiver Correspondence</li> </ul>
<b>Unit IV</b>	<p><b>MS office</b></p> <ul style="list-style-type: none"> <li>• MS Word</li> <li>• MS Power Point</li> <li>• MS Excel</li> <li>• MS Access</li> <li>• MS Publisher</li> </ul>

**Suggested Readings:**

- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press

- Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill \_ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)
- Information Technology: The Breaking Wave, Tata Macgrow hill [http://en.wikibooks.org/wiki/Computers\\_for\\_Beginners](http://en.wikibooks.org/wiki/Computers_for_Beginners). An exhaustive source for beginners.
- Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- DSERT Karnataka.(2012). Position paper on ICT mediation in education. DSERT.

### **EPC 3: Critical Understanding of ICT Practicum**

**(Course Code: EDN52208)**

#### **Engagement with the field/ Practicum (Any two)**

- Installation of Operating systems, Windows, installation of essential Software and Utilities;
- Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
- Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures(data), graphics, explanation and logic of the topic.
- Teaching with a multimedia e-content developed by the student
- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Creating digital concept maps, flow charts, timelines for a particular content
- Creating screen cast video of a lesson
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating and editing various graphics
- Creating resources for flipped classroom and practicing flipped learning in school

### **EPC 4: Yoga Education: Self Understanding and Development**

**(Course Code: EDN52110)**

**Objectives:** The student teachers will be able to –

- Understand the meaning and importance of self-concept and self- esteem.
- Be aware of different factors related to self-concepts and self-esteem.
- Understand the concept and importance of yoga and well-being.
- Be sensitized about the interrelationships of yoga and well-being.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Know and develop their personality through various practices.

<b>Unit I</b>	<p><b>Introduction to Yoga and Yogic Practices</b></p> <ul style="list-style-type: none"> <li>• Yoga: meaning and initiation</li> <li>• History of development of yoga</li> <li>• Astanga Yoga or raja yoga</li> <li>• The streams of Yoga</li> <li>• The schools of Yoga: Raja Yoga and Hatha Yoga</li> <li>• Yogic practices for healthy living</li> </ul>
<b>Unit II</b>	<p><b>Introduction to Yogic Texts</b></p> <ul style="list-style-type: none"> <li>• Historicity of yoga as a discipline</li> <li>• Classification of yoga and yogic texts</li> <li>• Understanding astanga Yoga of Patanjali</li> <li>• Hatha yogic practices and Meditational processes</li> </ul>
<b>Unit III</b>	<p><b>Yoga and Health</b></p> <ul style="list-style-type: none"> <li>• Need of yoga for positive health</li> <li>• Role of mind in positive health as per ancient yogic literature</li> <li>• Concept of health, healing and disease: yogic perspectives</li> <li>• Potential cause of ill health</li> <li>• Yogic principles of healthy living</li> <li>• Integrated approach of yoga for management of health</li> <li>• Stress management through yoga and yogic dietary considerations</li> </ul>
<b>Unit IV</b>	<p><b>Self-concept</b></p> <ul style="list-style-type: none"> <li>• Meaning and Definition of self-concept</li> <li>• Importance of self-concept</li> <li>• Components of self-concept</li> <li>• Factors influencing self-concept</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of self-concept</li> <li>• Impact of Positive and negative self-concept</li> </ul>
<b>Unit V</b>	<p><b>Self-esteem</b></p> <ul style="list-style-type: none"> <li>• Meaning and concept of self esteem</li> <li>• Importance of self-esteem</li> <li>• Types of self esteem</li> <li>• Strategies for positive behavior</li> <li>• Keys to Increasing Self-Esteem</li> </ul>

### Suggested Readings:

- Stevens, N. (2008). *Learning to Coach*. United Kingdom: Howtobooks.
- Rohrer, J. (2002). *ABC of Awareness*. Oberurnen: UTD Media.
- Adair, J. & Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere.
- Simanowitz, V. and Pearce, P. (2003). *Personality Development*. Beckshire: Open University Press.
- Stevens, N. (2008). *Learning to Coach*. United Kingdom: Howtobooks.
- Rohrer, J. (2002). *ABC of Awareness*. Oberurnen: UTD Media.
- Adair, J. & Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere.
- NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi:

## EPC 4: Yoga Education: Self Understanding and Development Practicum

(Course Code: EDN52210)

### Engagement with the field/ Practicum (Any one)

- Preparation of Teaching Aids on Yoga
- Visit to Yoga Ashramas and Centres
- Inspirational clips finding and understanding the meaning behind that.
- Analyzing the priority and scheduling priority to minimize the stress.
- Practical Asanas and Pranayam (General guidelines for performance of the practice of yoga for the beginners)
  - Guidelines for the practice of *kriyas*
  - Guidelines for the practice of *asanas*
  - Guidelines for the practice of *prāṇāyāma*
  - Guidelines for the practice of *kriya yoga*

- Guidelines for the practice of *meditation*
- Select yoga practices for persons of average health for practical yoga sessions
  - Supine position Prone position
  - Sitting position
  - Standing position Kriyas
  - Mudras Pranayamas

## Optional Course

### Health and Physical Education

(Course Code: EDN52112)

**Objectives:** The student teachers will be able to –

- Build a scenario of Health Education in India.
- Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
- Learn the Tech Related Health Risks & Learn How to Fix These.
- Study the Health Education Vision & Mission of India.

<b>Unit I</b>	<p><b>Health Education Scenario in India</b></p> <ul style="list-style-type: none"> <li>• Introduction to the concept of health, significance and importance</li> <li>• Identity of Educational Institutional Plants: Structure, Infra- Structure and Environment,</li> <li>• Emerging Health &amp; Total Quality of the Educational Institutions,</li> <li>• Status of Health Education in India from Pre-Natal Education through Higher Education,</li> <li>• Health &amp; Hygiene, Mess &amp; Toilets, Disease &amp; Dispensary, Work &amp; Leisure,</li> <li>• Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads</li> </ul>
<b>Unit II</b>	<p><b>Most Common &amp; Uncommon diseases in India</b></p> <ul style="list-style-type: none"> <li>• The most common diseases during the previous decade-</li> <li>• Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression,</li> <li>• Intentional &amp; Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases</li> </ul>

	<ul style="list-style-type: none"> <li>• Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention &amp; Prognosis.</li> </ul>
<b>Unit III</b>	<p><b>Tech-Related Health Risks &amp; How to Fix Them</b></p> <ul style="list-style-type: none"> <li>• Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone &amp; Car Accidents, Allergies &amp; Phones, Crazy Phones,</li> <li>• Computers Causing Wrist Pain, Back &amp; Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,</li> <li>• The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment,</li> <li>• Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling &amp; Regulatory Mechanisms.</li> </ul>
<b>Unit IV</b>	<p><b>Health Issues &amp; Health Education: Vision &amp; Mission</b></p> <ul style="list-style-type: none"> <li>• Fast Food Problems, Drinking Water Problems,</li> <li>• Falling Heart &amp; Brain Entrainment Ratio, Inflated Height Weight Index,</li> <li>• High &amp; Low Blood Pressure, Depression &amp; Aggression,</li> <li>• Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices</li> <li>• Vision &amp; Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.</li> <li>• Games, Sports &amp; Athletics, Yoga Education.</li> </ul>
<b>Unit V</b>	<p><b>First Aid- Principles and Uses</b></p> <ul style="list-style-type: none"> <li>• Structure and function of human body and the principles of first aid</li> <li>• First aid equipment</li> <li>• Fractures-causes and symptoms and the first aid related to them</li> <li>• Muscular sprains causes, symptoms and remedies</li> <li>• First aid related to haemorrhage, respiratory discomfort</li> <li>• First aid related to Natural and artificial carriage of sick and wounded person</li> <li>• Treatment of unconsciousness</li> <li>• Treatment of heat stroke</li> </ul>



### **Suggested Readings:**

- Bhattacharyya, A.K.(2010).*Dimensions of Physical Education Principles, Foundation & Interpretation*. Kolkata: Classique Books.
- Bucher, C.A. *Foundation of Physical Education* St. Louis: The C.V. Mosby Co.
- Gharote, M.L. *Applied YogaKaivalyadhama*, S.M.Y.M. Samiti, Lonavla
- Dasgupta, Rameswar, *Yoga Rashmi*. Kaivalyadhama, Lonava, Maharashtra.
- Kuvalananda, S *AsanasKaivalyadhama*, Kaivalyadhama, Lonava Maharashtra.

### **Health and Physical Education Practicum**

**(Course Code: EDN52212)**

#### **Engagement with the field /Practicum (Any Two)**

- Surfing to know the diseases in India.
- Preventive & Ameliorative measures for health hazards.
- Playing Games
- Athletics
- Yoga
- Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.
- Preparation of inventories on myths on exercises and different type of food
- Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
- Make an inventory of artificial food and provide critical observations from health point of view
- Home remedies as health care
- Role of biopolymers(DNA) in health of child
- Medicinal plants and child health
- Strategies for positive thinking and motivation
- Preparation of first aid kit

### **Peace and Value Education**

**(Course Code: EDN52114)**

**Objectives:** The student teachers will be able to –

- Understand the meaning and role of peace education and value education in present context.
- Understand the components of peace education.
- Understand different perspectives of peace education.
- Be acquainted with methods and evaluation of value education.

<p><b>Unit I</b></p>	<p><b>Peace Education</b></p> <ul style="list-style-type: none"> <li>● Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.</li> <li>● Barriers of Peace Education – Psychological, Cultural, Political.</li> <li>● Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.</li> <li>● Violence in School, home and society.</li> <li>● Role of Peace Education in present context.</li> </ul>
<p><b>Unit II</b></p>	<p><b>Social Perspective of Peace Education</b></p> <ul style="list-style-type: none"> <li>● Justice – Social economics, Cultural and religions</li> <li>● Equality – Egalitarianism, Education for all, equal opportunity</li> <li>● Critical thinking: Reasoning and applying wisdom cooperation</li> <li>● Learning to be and learning to live together</li> <li>● Peace Education in Secondary Education curriculum.</li> </ul>
<p><b>Unit III</b></p>	<p><b>Value Education</b></p> <ul style="list-style-type: none"> <li>● Meaning, Concept, Nature and Sources of values.</li> <li>● Meaning, Concept, Nature and scope of Value Education.</li> <li>● Philosophical perspective, psychological perspective and sociological perspectives of Value Education.</li> <li>● Values in Indian Constitution and Fundamental Duties of citizens.</li> </ul>
<p><b>Unit IV</b></p>	<p><b>General Idea about values</b></p> <ul style="list-style-type: none"> <li>● Classification of Values Personal and social values</li> <li>a) Intrinsic and extrinsic values on the basis of personal interest &amp; social good.</li> <li>b) Social, moral, spiritual and democratic values on the basis of expectation of society &amp; one’s self inspiration</li> <li>● Identification of Analysis of emerging issues involving value conflicts</li> <li>● Designand develop of instructional material for nurturing values</li> </ul>
<p><b>Unit V</b></p>	<p><b>Methods &amp; evaluation of value Education</b></p> <ul style="list-style-type: none"> <li>● Methods &amp; Evaluation of Value Education</li> <li>a. <b>Traditional Methods:</b> Story Telling, Ramleela, Tamasha street play &amp; folk songs.</li> <li>b. <b>Practical Methods:</b> Survey, role play, value clarification, Intellectual discussions</li> </ul>

	<ul style="list-style-type: none"> <li>● Causes of value crisis : material, social, economic, religion evils and their peaceful solution</li> <li>● Role of School Every teacher as teacher of values, School curriculum as value laden</li> <li>● Moral Dilemma (Dharmasankat) and one's duty towards self and society</li> </ul>
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**Suggested Readings:**

- Nel Noddings. Peace Education: How we come to love and hate war
- J. Delors. (2001). Learning the treasure within.
- Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations.
- R. P. Shukla. (2010). Value education and humanrights.
- Bernard Jessie.,The Sociological study of conflict” International sociological Association, The Nature of conflict, UNESCO Paris (1957)
- Barash, P. David Approaches to Peace, Oxford University Press, New York (2000)
- Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization.
- Galtung, Johan,The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984
- Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944

**Peace and Value Education Practicum**

(Course Code: EDN52214)

**Engagement with the field/ Practicum (Any Two)**

- Develop / compile stories with values from different sources and cultures,
- Organize value based co-curricular activities in the classroom and outside the classroom,
- Develop value based learning designing, integrating values in school subjects.

**Guidance and Counselling**

(Course Code: EDN52116)

**Objectives:** The student teachers will be able to –

- Understand guidance and counselling in details
- Understand the mental health
- Develop the knowledge about adjustment and maladjustment.
- Acquire skill to develop tools and techniques.

- Understand the idea about Abnormal Behaviour and Mental illness.

<b>Unit I</b>	<p><b>Overview of Guidance and Counselling</b></p> <ul style="list-style-type: none"> <li>• Definition &amp; Functions</li> <li>• Nature &amp; Scope of Guidance and Counselling</li> <li>• Difference between Guidance &amp; Counselling</li> <li>• Types of guidance and counselling</li> <li>• Career &amp; Vocational guidance</li> <li>• Quality of a good counselor</li> </ul>
<b>Unit II</b>	<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Role of home &amp; School</li> <li>• Mental health of a teacher</li> </ul>
<b>Unit III</b>	<p><b>Adjustment &amp; Maladjustment</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Purpose</li> <li>• Techniques</li> <li>• Criteria of good adjustment</li> <li>• Causes, Prevention &amp; Remedies of Maladjustment</li> <li>• Maladjusted behaviours Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.</li> </ul>
<b>Unit IV</b>	<p><b>Tools &amp; Techniques</b></p> <ul style="list-style-type: none"> <li>• Concept of Testing &amp; Non-testing tools</li> <li>• Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC &amp; CRC.</li> </ul>
<b>Unit V</b>	<p><b>Abnormal Behavior and Mental illness</b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; Concept of normality and abnormality</li> <li>• Casual factors of Abnormal Behaviour – Biological &amp; Psychological.</li> <li>• Classification of mental illness(DSM-IV)</li> </ul>

**Suggested Readings:**

- Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications.
- Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books.
- Gibson,R.L& Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi:

Pearson,PrenticeHall.

- Pal,A.K.(2013). Guidance and counseling. New Delhi: Abhijeet Publications
- Shrivastava,K.K. (2007). Principles of guidance and counseling. New Delhi: Kanishka Publishers Distributors.
- Nag, S. (2015).Guidance and counseling. Kolkata: Rita Publications.

## **Guidance and Counselling Practicum**

**(Course Code: EDN52216)**

### **Engagement with the field/ Practicum (Any Two)**

Maladjusted behaviour (any two of case study)-

- Truancy
- Lying
- Timidity
- Stealing
- Anxiety
- Phobia
- Hysteria
- OCD
- Depression
- Suicidal tendency
- Substance Abuse Disorder
- Anti- social Behaviour

## **Work and Vocational Education**

**(Course Code: EDN52118)**

**Objectives:** The student teachers will be able to –

- Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
- Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
- Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.
- Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education

<b>Unit I</b>	<p><b>Aims, Objectives and Bases</b></p> <ul style="list-style-type: none"> <li>● Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.</li> <li>● Correlation of Work Education with other School Subjects.</li> <li>● Bases of Work Education – Psychological, Sociological, Historical and Economical.</li> </ul>
<b>Unit II</b>	<p><b>Development of the Concept and Work &amp; Vocational Education Teacher</b></p> <ul style="list-style-type: none"> <li>● Development of the concept of Work Education with Special reference to National Policy on Education (1986)</li> <li>● <b>Work &amp; Vocational Education Teacher</b> <ul style="list-style-type: none"> <li>› Qualities &amp; Responsibilities.</li> <li>› Need for Professional Orientation.</li> </ul> </li> </ul>
<b>Unit III</b>	<p><b>Approaches &amp; Methods of Teaching Work &amp; Vocational Education</b></p> <p>A. Inductive and Deductive approach</p> <p>B. Methods:</p> <ul style="list-style-type: none"> <li>› Lecture Cum Demonstration Method</li> <li>› Laboratory Method.</li> <li>› Heuristic Method.</li> <li>› Problem Solving Method,</li> <li>› Project Method</li> </ul>
<b>Unit IV</b>	<p><b>Aids, Equipment and Assistance in Teaching Work &amp; Vocational Education</b></p> <ol style="list-style-type: none"> <li>i. Work Education Laboratory</li> <li>ii. Management of Work Units: -       <ol style="list-style-type: none"> <li>a) Selection of Work projects</li> <li>b) Budgeting and planning</li> <li>c) Time allocation</li> <li>d) Materials and Equipment</li> <li>e) Disposal of finished products</li> <li>f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof.</li> </ol> </li> <li>iii. Excursion.</li> </ol>
<b>Unit V</b>	<p><b>Aspects of Teaching work Education</b></p> <ul style="list-style-type: none"> <li>● A critical evaluation of work education syllabus prescribed by the WBBSE in</li> </ul>

	<p>(a) the exposure stage and (b) the Involvement stage.</p> <ul style="list-style-type: none"> <li>● Concept of improvisation; its use in the teaching of Work Education.</li> <li>● Ares of work education, viz. socially useful productive work</li> <li>● Occupational explorations and Innovative practices.</li> <li>● Removal of social distances through Work Education.</li> </ul>
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**Suggested Readings:**

- Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education. "EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989).
- Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996. 4.Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991).
- Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing.(1995)

**Work and Vocational Education Practicum**

**(Course Code: EDN52218)**

**Engagement with the field/ Practicum (Any Two)**

- Growing of Vegetables/ Fruit / Flower
- Household wiring and Electrical gadgets repairing
- Tailoring and Needle Work
- Bamboo Work and Wood craft
- Tie-Dye and Butik Printing
- Clay Modelling
- Fruit preservation
- Cardboard Work and Book Binding
- Soap, Phenyl and Detergent making
- Wallet mast making
- Paper making and paper cutting work
- Bicycle repairing

**Yoga Education**

**(Course Code: EDN52120)**

**Objectives:** The student teachers will be able to –

- Understand the concept and principles of Yoga
- Understand the ancient system of yoga
- Develop awareness about the historical aspects of Yoga
- Learn some meditational practices and techniques
- Learn to maintain a healthy condition of body and mind
- Learn the utility of yoga in modern life

<b>Unit I</b>	<p><b>Introduction to Yoga and Yogic Practices</b></p> <ul style="list-style-type: none"> <li>• Introduction to yoga: concept &amp; principles</li> <li>• Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana ,Pranayama,</li> <li>• Bandha, Mudra &amp; dhyana as per yogic texts and research based principles of Yoga,</li> <li>• General guidelines for performing Yoga practices.</li> </ul>
<b>Unit II</b>	<p><b>Ancient Systems of Indian Philosophy and Yoga System</b></p> <ul style="list-style-type: none"> <li>• Ancient systems of Indian Philosophy</li> <li>• Yoga &amp; Sankhya philosophy &amp; their relationship</li> </ul>
<b>Unit III</b>	<p><b>Historical aspects of Yoga</b></p> <ul style="list-style-type: none"> <li>• Historical aspect of the Yoga Philosophy</li> <li>• Yoga as reflected in Bhagwat Gita</li> </ul>
<b>Unit IV</b>	<p><b>Introduction to Yogic texts:</b></p> <ul style="list-style-type: none"> <li>• Significance to Yogic texts in the context of schools of yoga</li> <li>• Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada</li> <li>• Hathyogic texts (hatha pradaspika and ghera and sahita)</li> <li>• Complementarities between patanjala yoga and hathyoga</li> <li>• Meditational Procesess in Patanjala yoga sutras</li> <li>• Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners</li> </ul>
<b>Unit V</b>	<p><b>Yoga and Health:</b></p> <ul style="list-style-type: none"> <li>• Need of yoga for a positive health for the modern man</li> <li>• Concept of health and disease: medical &amp; Yogic perspectives</li> <li>• Concept of Panch Kosa for an Integrated &amp; positive health</li> <li>• Utilitarian Value of Yoga in Modern Age</li> </ul>



### Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society, 1972.
- Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi
- NCERT Yoga Syllabus
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
- Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

## Yoga Education Practicum

(Course Code: EDN52220)

### Engagement with the field/ Practicum (Any Two)

- Preparation of Teaching Aids on Yoga
- Practical Asanas and Pranayam
- Visit to Yoga Ashramas and Centres

## Environmental and Population Education

(Course Code: EDN52122)

**Objectives:** The student teachers will be able to –

- Understand the concept of population and environmental education
- Know the objectives and methods of teaching environmental and population
- Be aware of population and environmental education policies
- Help teachers students analyze the various issues related to population and environmental education.

<b>Unit I</b>	<b>Concept of Population Education</b> <ul style="list-style-type: none"><li>• The characteristics and scope,</li><li>• Methodology of population education and</li><li>• Its importance</li></ul>
<b>Unit II</b>	<b>Concept of Environmental Education</b> <ul style="list-style-type: none"><li>• Its objectives and importance,</li><li>• Developing environmental awareness,</li><li>• Environmental attitude, values &amp; pro-environmental behaviour.</li></ul>

<b>Unit III</b>	<p><b>Population Education Policies</b></p> <ul style="list-style-type: none"> <li>● Population policy of the government of India (2000),</li> <li>● Implementation programmes, population control,</li> <li>● population dynamics in the context of India,</li> <li>● Population distribution, urbanization and migration.</li> </ul>
<b>Unit IV</b>	<p><b>Sustainable Development</b></p> <ul style="list-style-type: none"> <li>● Concept of sustainable development and education for sustainable development</li> <li>● agenda 21,</li> <li>● United Nations Decade of education for sustainable development,</li> <li>● Programmes on environmental management</li> </ul>
<b>Unit V</b>	<p><b>Issues related to Population and Environmental Education</b></p> <ul style="list-style-type: none"> <li>● Quality of life,</li> <li>● Sustainable life style,</li> <li>● Eco-feminism,</li> <li>● Empowerment of women,</li> <li>● Environmental and social pollution,</li> <li>● Effect of population explosion on environment,</li> <li>● Adolescent reproductive health.</li> </ul>

**Suggested Readings:**

- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.
- Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.
- Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi.
- Bhenda, A.A. & Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay.
- Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.

**Environmental and Population Education Practicum**

(Course Code: EDN52222)

**Engagement with the field/ Practicum (Any Two)**

- Visits to polluted sites and preparation of report.
- Interviewing people and reporting the inconveniences due to any of the Environmental problems.
- To study innovations done by any organization to improve the local Environment.
- To study the implementation of Environmental Education Programmes.
- To prepare models and exhibits for general awareness of public regarding environmental hazards.
- To prepare a programme for environmental awareness and to conduct the same, with school children.
- To visit industries and study alternative strategies of Environmental management.
- To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
- To prepare quizzes and games on environmental issues.
- To study the contribution of NGOs in improving the environment of the city.