D.B.M.S. College of Education

(Recognised by National Council for Teacher Education)
Affiliated to Kolhan University, Chaibasa & J. A. C., Ranchi, Jharkhand
Road No. 23, Farm Area, Kadma, Jamshedpur-831005 | Phone : 2309097
E-mail : dbms.edu23@gmail.com | Website : dbmscollege.in

NAAC ACCREDITED

2.6.2

MECHANISM OF INTERNAL EVALUATION IS TRANSPARENT AND ROBUST AND TIME BOUND; INSTITUTION ADOPTS THE FOLLOWING IN INTERNAL EVALUATION

1. **DISPLAY OF INTERNAL ASSESSMENT MARKS BEFORE THE TERM END EXAMINATION**
2. **TIMELY FEEDBACK ON INDIVIDUAL/GROUP PERFORMANCE**
3. **PROVISION OF IMPROVEMENT OPPORTUNITIES**
4. **ACCESS TO TUTORIAL/REMEDIAL SUPPORT**
5. **PROVISION OF ANSWERING BILINGUALLY**

2.6.2A **COPY OF UNIVERSITY REGULATION ON INTERNAL EVALUATION FOR TEACHEREDUCATION**

PAPER I: CHILDHOOD AND GROWING UP

Total Marks: 100
Internal Assessment: 20
External Assessment: 80

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

- To understand Educational Psycholgy and Child Psychology.
- To be familiar with the different stages of Growth and Development.
- To understand the factors affecting the process of socialization as well as the factors that is responsible for it.
- To understand the various ways of growing-up a child considering the Social and Political realities with special reference to family, school, neighborhood and society.
- To understand the principles of child development with reference to the inter-relationship among cross-cultural, Psychology, Sociology and Anthropology.
- To understand the Adolescence with reference to different social, economical and Cultural conditions.
- To present the information collected through various media about the understanding of the real scenario of role of gender, poverty, growing-upof a child in various classes of society as well as Adolescence.

Unit: I Understanding Educational Psychology and Child Psychology

- Educational Psychology : Meaning, Concept and Nature
- Child Psychology : Meaning, Concept and Nature
- Educational Psychology and Child Psychology : Importance and Scope
- Schools of Psychology : Behaviourism and Gestalt Theory

Unit : II Growth and Development : Understanding and Affecting Factors

- Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre- Adolescence, Adolescence, Difference between growth and Development and Effect of Heredity and Environment on Growth and Development
- Individual Differences : Meaning, Concept, Scope and its Educational Implications
- Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture
- Thinking process at different stages of Child Development : Logical, Problem-solving, Creativity and Language

Unit : III Understanding the Child's Social Growth

- Socialization : Concept and Process

PAPER II: CONTEMPORARY INDIA AND EDUCATION

Total Marks: 100
Internal Assessment: 20
External Assessment: 80

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

- To understand aims of education, Changing aims of Education in the context of globalization, Sources of Aims of Education
- To develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices
- To familiarize with the Educational status in India till 1947
- To familiarize with the Educational status in India after 1947
- To understand democracy in India Party system and Electoral Politics,Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) , Grassroot social and political movements and Indian democracy , Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

Unit I:Aims of education

- Aims of education: Historicity of aims of education, Changing aims of Education in the context of globalization
- Sources of Aims of Education: Educational aims as derived from the Constitution of India, Influence of aims of education on the curriculum and transactional strategies
- Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Swami Vivek Anand, Dewey, Krishnamurthy, Friere and Illich

Unit II: Quality Concerns in Education

- Quality education – concept, dimensions and indicators
- Factors determining quality education
- Initiatives for enhancing quality education in school: decentralized planning, innovative materials and pedagogy, capacity building of teachers, reforming teacher education programme, community involvement etc.
- Role of school, teacher and community to promote quality education in school

Unit III: Educational status in India till 1947

PAPER IV: LANGUAGE ACROSS THE CURRICULUM

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

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

- To identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.
- To analyze the nature of classroom discourse and devise strategies to improve communication skills of students.
- To develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.
- To envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

Unit I :Language background of Learners

- Varied language contexts of the learners – dialect, regional varieties and standard language; significance of first language in learning
- Home language Vrs School Language – Transmission and movement: challenges and strategies
- Understanding multilingual context -Challenges and strategies

Unit II: Language in Classroom

- Nature of classroom discourse and significance of language
- Communication skills – promotion of oral skills through questions, discussion, sharing and interaction
- Language across various disciplines and subjects – humanities and science; Role of language in ensuring optimum learning in subject areas

Unit III: Reading-writing connection

- Reading in different content areas for information and data gathering, critical understanding; Strategies for developing reading skills such as scanning, skimming, in-depth reading, note making
- Reading-writing connection in different content areas – Use of note making for preparing a write-up, use of information gathering for summarizing,
- Writing for various purposes – preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- process writing – generating / gathering ideas, drafting, revising and finalizing

PAPER V: UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives:

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

- To develop competencies and skills in classroom management of the student teacher.
- To understand the nature of motivation as relevant to classroom management
- To understand The Behaviorist and Humanistic view on motivation Inducing motivation in classroom activities.
- To understand Classroom Management Personality and Leadership.
- To understand Concept of mental health - fostering mental health at home and school.

Unit I: Classroom - Managements

- Class room management and role of Teacher:Knowing the learner, Planning the instruction, Providing learning experiences suitable to unique needs of learners
- Provide participative, interactive, activity - based and inter-personal humanistic learning experiences.
- Learner - Centered instruction: - individual guided instruction - emphasis on discovery oriented teaching - learning process.
- Providing knowledge of results to students - evolving strategies to get feedback from students about their progress.

PAPER III: LEARNING AND TEACHING

Total Marks: 100
Internal Assessment: 20
External Assessment: 80

Objectives

- On completion of this course, the student- teacher shall

- State the meaning, nature, dimensions and basic conditions of learning.
- Discuss the broad perspectives of behaviouristic, social cognitive and constructivist vies of learning and their educational implications.
- Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.
- Employ the processes of teaching and managing classroom situations for meaningful learning.
- Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

Detailed Course Content

Unit I: Understanding learning process

- Meaning, nature, and dimensions of learning; Learning as a process and as an outcome
- Basic conditions of learning – Maturation, Readiness, Attention, Motivation, Fatigue, Materials, Learning Style, Tasks and Methods etc.
- Types/Categories of learning: Gagne's categories of learning

Unit II: Theoretical perspectives of learning

- Behaviouristic Theories: Classical Conditioning Theory of Pavlov and Operant Conditioning Theory of Skinner–Theoretical framework and educational implications
- Social Cognitive Theories: Social Learning Theory of Bandura, Advance Organizer Theory of Ausubel - Theoretical framework, and educational implications
- Constructivist theories: Radical constructivism of Jean Piaget and Social constructivism of Lev Vygotsky; Theoretical framework, and educational implications

Unit III: Meaningful learning

- Meaning and attributes - active or manipulative, constructive, reflective, intentional, complex, contextual, collaborative, and conversational;
- Learning as meaning making: Concept and process of meaning making; Learner as meaning maker- Characteristics of learner as meaning maker – curiosity, interest, active engagement: Role of inquiry in meaning making

COURSE VII (A) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student- teacher shall

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.

Detailed Course Content

Unit I :Foundations of Mathematics Education

- Nature of Mathematics: Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels,
- Curriculum Reforms in School Mathematics: Rationale, objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UnitII: Methods of Teaching-learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
- Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models,

PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- *State the nature and importance of physical science and its relevance in secondary school curriculum.*

PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.

PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the importance of teaching and learning of Geography at the secondary level.
- Use appropriate teaching methods and strategies while facilitating learning of Geography.
- Develop lesson plans for effective teaching and learning of Geography
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom

Detailed Course Content

PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005

PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
- Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Hindi in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Hindi language in India in historical perspectives
- Place of Hindi as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Hindi at elementary and secondary levels
- Hindi language skills – their components, independence and interdependence

PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objective:
On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Urdu in school curriculum, acquisition of skills in Urdu, realization of aims and objectives of learning Urdu and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Urdu and transact various types of lesson plans covering all aspects of Urdu language following different approaches
- Develop test items to assess learning in Urdu and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Urdu in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Urdu language in India in historical perspectives
- Place of Urdu in school curriculum (both at elementary and secondary levels)
- Objectives of learning Urdu at elementary and secondary levels
- Urdu language skills – their components, independence and interdependence

Unit II: Acquisition of Urdu Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Urdu language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Urdu language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

UNIT III: Transaction of Contents and Learning Assessment in Urdu

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)

PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectves

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Sanskrit in school curriculum, acquisition of skills in Sanskrit, realization of aims and objectives of learning Sanskrit and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Sanskrit and transact various types of lesson plans covering all aspects of Sanskrit language following different approaches
- Develop test items to assess learning in Sanskrit and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Sanskrit in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Sanskrit language in India in historical perspectives
- Place of Sanskrit as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Sanskrit at elementary and secondary levels
- Sanskrit language skills – their components, independence and interdependence

Unit II: Acquisition of Sanskrit Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Sanskrit language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Sanskrit language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

UNIT III: Transaction of Contents and Learning Assessment in Sanskrit

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan

Course VIII (A) Knowledge And Curriculum

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student- teachers shall:

- State and explain the nature of knowledge
- Describe the process of constructing knowledge
- Differentiate different types of curriculum
- Explain the processes and principles of curriculum planning development

B.Ed Semester -II

Pedgagogy of Social Science (Economics)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student -teacher shall

- State the meaning Scope and importance of Economics
- Specify the skill and competencies to formulate specify learning out comes for different Economics lessons
- Identify the different methods and skills of teaching Economics for transacting the content effectively
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching Economics.

Detailed course content

Unit I: Concept, objectives and values of teaching Economics.

- Meaning , nature and scope of Economics
- Values of teaching Economics
- Correlation of Economics with other school subject
- Objectives of teaching Economics at elementary and secondary levels
- Formulation of specific learning out comes in Economic lesson.

Unit II : Method and approaches to teaching learning Economics

Story telling.

- Narration -cum- discussion
- Dramatization
- Source Method
- Project Method
- Teaching Economics using monuments field trips.
  (To be discussed in terms of meaning , process merits on limitations)

Unit III : Development of resource materials

- Curriculum as resource material
- Approaches to curriculum in History -Biographical, chronological and concentric

PAPER VII (B) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student- teacher shall

- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use mathematics concepts for life skills; and
- Develop competencies for teaching, learning of mathematics through different measures

Detailed Course Content

Unit IV: Assessment *of* and *for* Mathematics Learning

- Assessment *of* Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment *for* Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment *of/for* mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematical concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

Unit V: Professional Development Of Mathematics Teachers

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

UnitVI: Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Physical Science concepts for life skills; and
- Develop competencies for teaching, learning of Physical Science through different measures

Detailed Course Content

Unit IV: Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.
- Assessment devices; Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Physical Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

Unit V: Professional Development Of Science/Physics/Chemistry Teachers

- Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in science/physical science education;
- Role of reflective practices in professional development of physics and chemistry teachers;

...ublications.

PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Biological Science concepts for life skills; and
- Develop competencies for teaching, learning of Biological Science through different measures

Detailed Course Content

PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom
- Develop appropriate tools and techniques for comprehensive assessment of learning in Geography.
- State the concepts in Geography included in the secondary school curriculum and make pedagogical analysis of those concepts.
- Develop ability to useGeography concepts for life skills; and
- Develop competencies for teaching, learning of Geography through different measures

Detailed Course Content

Unit IV: Curricular Activities

- Preparation of unit plans
- Preparation of lesson plans - Traditional, Activity and Constructivist approaches (ICON and 5E model)
- Activities in geography – field trip, Geography club, exhibition
- Assessment
  - Evaluation devices-written, oral, assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in Geography.
- Remedial Teaching in Geography

Unit V: Professional Development Of Geography Teachers

- Professional development programmes for Geography teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in Geography;
- Field visit to industries, mines, refineries; National Laboratories, power stations, etc.;

Unit VI:. Pedagogical Treatment of Contents

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History and Civics
- Prepare Unit Plans and Lesson Plans in History and Civics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback
- Develop ability to use History/Civics concepts for life skills; andDevelop competencies for teaching, learning of mathematics through different measures

Detailed Course Content

Unit IV:. Transactional Strategies

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in history and political science
  - Visit to Historical Places
  - Group Discussion and Debate
  - Maintenance of Portfolio
- Assessment
  - Evaluation devices-written, oral, practice Assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in History and Political science.
  - Remedial Teaching in History and Political science.

Unit V: Professional Development Of History and Political Science Teachers

- Professional development programmes for History and Political Science teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in History and Political Science;
- Field visit to industries, mines, refineries; National Laboratories, , etc.;

PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use English concepts for life skills; and
- Develop competencies for teaching, learning of English through different measures

Detailed Course Content

Unit IV: English Language and its Articulation

- Characteristics of language
- Analysis of English language with reference to its substance, form and context
- Sounds of English language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in English – appropriate use of organs of speech
- Patterns of stress and intonation in English language
- Kinds of errors made by the Hindi speaking learners while speaking English and their remediation

Unit V: Professional Development Of English Teachers

- Types of inservice programme for English teachers;
- Role of English teacher's association;
- Journals and other resource materials in English language;
- Professional growth—participation in conferences /seminars / workshops.

Unit VI:Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Hindi
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Hindi concepts for life skills; and
- Develop competencies for teaching, learning of Hindi through different measures

PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Urdu
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Urdu concepts for life skills; and
- Develop competencies for teaching, learning of Urdu through different measures

Unit IV: Urdu Language and its Articulation

- Characteristics of language
- Analysis of Urdu language with reference to its substance, form and context
- Sounds of Urdu language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Urdu – appropriate use of organs of speech
- Patterns of stress and intonation in Urdu language

Unit V: Professional Development Of Urdu Teachers

- Types of inservice programme for Urdu teachers;
- Role of Urdu teacher's association;

PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Sanskrit
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Sanskrit concepts for life skills; and
- Develop competencies for teaching, learning of Sanskrit through different measures

Detailed Course Content

Unit IV: Sanskrit Language and its Articulation

- Characteristics of language
- Analysis of Sanskrit language with reference to its substance, form and context
- Sounds of Sanskrit language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Sanskrit – appropriate use of organs of speech
- Patterns of stress and intonation in Sanskrit language

Unit V: Professional Development Of Sanskrit Teachers

- Types of inservice programme for Sanskrit teachers;
- Role of Sanskrit teacher's association;
- Journals and other resource materials in Sanskrit language;
- Professional growth—participation in conferences /seminars / workshops.

COURSE IX: ASSESSMENT FOR LEARNING

Total Marks: 100
Internal Assessment: 20
External Assessment: 80

Objectives

On completion of this course, the student- teacher shall

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using rudimentary statistical methods.

Detailed Course Content

Unit I: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, ; purpose of assessment (improving learning and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation
- Classification of Assessment based on: Purpose (Placement, Formative, Diagnostic,and Summative), Scope (Teacher-made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-referenced and Criterion-referenced), and the Context (Internal, External).

B.Ed Semester -III

Pedgagogy of Social Science (Economics)

Total Marks : 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course , the student -teacher will

- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of Economics.
- Prepare Unit Plans and Lesson Plans in Economics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback
- Develop ability to use Economics concepts for life skills and develop competencies for teaching, learning of Economics through different measures.

Detailed course content

Unit IV . Transactional strategies

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in Economics
    - Group Discussion and Debate
    - Maintenance of Portfolio
- Assessment
    - Evaluation devices -written , oral , practice assignment , project work, portfolio.
    - Planning for continuous assessment of classroom learning in Economics,
    - Remedial Teaching in Economics.

Unit V : Professional Development of Economics Teachers

- Professional development programmes for Economics teachers; Participation in seminar, conferences , online sharing , membership of professional organisations;
- Journals and other resource materials in Economics.
- Field visit to Industries ,mines , refineries, National Laboratories etc.

COURSE VI: GENDER SCHOOL AND SOCIETY

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- *State the key concepts related to the gender issues.*
- *Identifies key gender issues in school, curriculum, textbooks and pedagogical process.*
- *Understands the ways to address gender issues in and out of school context.*

Detailed Course Content

Unit I. Gender Related Concepts

- Key concepts: sex and gender, masculinity vs feminism, patriarchy, gender bias, gender parity, gender asymmetry
- Gender identity construction – Influence of home, society, culture

Unit II: Forms of Gender Inequality and Issues

- Forms and issues: Mortality inequality, Natality inequality, Special opportunity inequality, Professional inequality, Basic facility inequality, Ownership inequality, Household inequality
- Gender inequality in school context: access and participation, gender stereotype role assignments, curriculum and textbooks, inadequate gender sensitive facilities, teachers' preferential treatment, sexual abuse in school

Unit III.Addressing Gender Issues: Intervention and strategies

- Role of family, school, community and media in addressing the issues
- Policy provisions – NPE (1986/92), NCF (2005), RTE (2009), State Women's Policy (2014)

Tasks and Assignments

Each student-teacher is required to submit *any one* assignment from the following:

- Surveys of five families on role distribution among family members and preparation report
- Preparation of a report on gender-based roles and practices of the students and staff
- Analysis of a secondary level textbook from gender perspective

Suggested Readings

1. Chakravarti, Uma. (2003). *Gendering cast through a feminist lens*. Calcutta, Bhatkal and Sen.

COURSE VIII (B) KNOWLEDGE AND CURRICULUM

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Unit IV:Curriculum planning and development

- Determinants of curriculum development
- Principles of curriculum development
- Approaches to curriculum planning
- Processes / stages of curriculum development (preparation, tryout and finalization)

Unit V: Curriculum transaction

- Classroom Transaction: Planning (time, space, manpower, material and scheme and plan of lessons),
- Preparation of curricular materials and activities(text and support materials, learning activities),
- mode of transaction and learners' involvement- resource management (use of TLMs, activity and question banks etc), use of assessment mechanism for learning

Unit VI: Evaluation and Renewal

- Evaluation: Mode (internal and external), periodicity (continuous, periodic), Mechanism (research studies, on-site observation, FGD, on-line feedback)
- Renewal: Use of evaluation feedback / inputs for
  - Immediate / long-term revision
  - Specific / comprehensive improvement
- Current provisions and practices for curriculum development, transaction, evaluation and renewal in School Education and Teacher Education in the State

Tasks and Assignments:

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

COURSE X : CREATING AN INCLUSIVE SCHOOL

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student – teacher shall

- Explain the changing concepts related to inclusive education.
- Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- State the barriers of inclusion in the existing schools.
- State the characteristics and dimensions of an inclusive school

COURSE XI: OPTIONAL COURSES

Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course**(for a school subject other than that chosen for Course VII (A&B) at the secondary level, or the same school subject at the higher secondary level).

SPINNING AND WEAVING (A)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of course, the student-teachers shall :

- Develop a sense of appreciation towards Khadi
- Know the processing of cotton for Khadi
- Master the skill of spinning and weaving
- Develop proficiency in spinning yarn of counts (10-25)
- Organize exhibitions of different spinning and weaving materials

Detailed Course Content

1. **Khadi**

   Preparation of Khadi and weave Khadi

2. **Picking and Processing of cotton**

   Knowledge and practice in picking cotton and its processing: - such as learning, spinning, processing, carding and silver making.

3. **Spinning yarn of counts**

   Proficiency in spinning yarn of counts.

4. **Twisting preparing 'Toni'**

   Practice in twisting preparing 'Toni' realign simple designing and all the processes of weaving on handloom.

5. **Estimating yarn and price**

   Ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn.Ability to estimate the price of a 'Than' prepared.

   Practicals as appropriate to the topics detailed above shall be conducted simultaneously along with the discussion of the theoretical aspects.

PEACE EDUCATION (D)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Aim of the Course

This course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

Course Outline

UNIT I: understanding peace as a dynamic social reality

Awareness of relevance of peace, Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life, Peace contexts; underlying assumptions, processes and imperatives, Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society, Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society

Foundations of peace: Pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences,

GUIDANCE AND COUNSELLING (E)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall:

- State the concept, need and principles of guidance.
- Explain the role of school in organizing different guidance programmes.
- Use various tools and techniques of guidance in appropriate contexts.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a school counselor

Detailed Course Content

Unit I Understanding School Guidance Programme

- Concept, Need and Importance and Principles of Guidance.
- Types of Guidance: Educational, Vocational and Personal (Nature and Objectives at Elementary and Secondary levels)
- Guidance Services in Schools – Counselling, Occupational Information Service, Placement, Pupil Inventory Services, etc.
- Organizing guidance programmes in schools
- Addressing Issues of Guidance programme in school

Unit II: Understanding School Counseling Programme

- Meaning, principles and purposes of counseling
- Types of Counseling: Directive, Non–directive and Eclectic counseling
- Processes involved in counseling
- Qualities and role of a school counselor

Unit III:Tools and techniques of Guidance and Counseling

- Guidance and counseling for Individual and Group
- Tools in guidance and Counseling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires, Psychological Tests and Inventories
- Techniques of Guidance (Observation, Interview and Sociometry) and Counseling (Lecture, Discussion and Dramatics); Group Guidance –concepts and techniques