CHAPTER - V

SUGGESTIVE CURRICULUM OF B.ED. FOR C.C.S. UNIVERSITY

5.0.0 : INTRODUCTION
In fifth chapter, researcher has made an effort to develop B.Ed. curriculum for C.C.S. University on the basis of perception and evaluation of B.Ed. curriculum done by student teachers and teacher educators. Curriculum requirements and suggestions given by school teachers and principals regarding changing school context were included in model B.Ed. curriculum. Moreover, she has considered all the discussions and the informations sought from teachers, principal, student-teachers, teacher educators and other academicians during collection of the data and available literature related to it. Also other universities' B.Ed. curriculum and National Curriculum Framework for Teacher Education were reviewed from research point of view. About fifteen Indina universites' curriculum were analysed and also international university curriculum were reviewed. The attempt through research has been done on the corollary of the existing B.Ed. curriculum of different universities, to develop model B.Ed. curriculum in specific context of evaluation of B.Ed. curriculum done by their stakeholders.

On the basis of main suggestions given by all stakeholders, available literature and other universities' curriculum, objectives were first set for B.Ed. curriculum. In visualizing objectives of teacher education for present knowledge based and ICT based society, National Curriculum Framework for Teacher Education (NCFTE, 2009) helps. NCFTE (2009) visualizes teacher education as integrative and eclectic, liberal, humanistic and responsive to the demands of inclusive education. Actually, teacher education has to build the ability in the teacher to evolve one's own knowledge to deal with different context based on understanding and analysis of experiences, keeping in the view this vision of teacher education, the objectives of teacher education can be made as follows:

1. To make prepare teachers for caring and loving children, develop sensitivity to the problems of the learners, commitment to justice and zeal for social construction.
2. To make aware teachers for perceiving child as constructor of knowledge and viewing learning as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

3. To help pupil teachers in developing social sensitivity, consciousness and finer human sensibilities.

4. To provide opportunity to trainees for reflection and independent study.

5. To develop ability in trainees to integrate academic knowledge and professional training into a meaningful whole.

6. To develop ability in trainees to integrate ICT in their teaching learning process.

7. To develop ability in trainees to engage with the curriculum, syllabus and textbooks and to critically examine them rather than taking them as given and accepted without question.

8. To train trainees to organize learner–centred, activity based and participatory learning experiences, play, projects, discussions, dialogue, observations and visits etc.

9. To train and educate trainees to connect school knowledge with community knowledge and life outside the school.

10. To help pupil teachers to understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

Thus, on the basis of these objectives, B.Ed. curriculum is developed by the researcher. Further, this curriculum is a **Two year Model** after graduation to integrate general education with professional development along with an intensive internship with schools. Here, the course structure is described ongoing pages:

**B.Ed. TWO YEAR MODEL CURRICULUM**

**FIRST YEAR :**

**A : Core Paper**

I. Education in Emerging Indian Society

II. Development of Learner and Teaching Learning Process.
III. Educational Technology
IV. Educational Measurement and Evaluation
V. Teaching Method I- (i) Languages (Hindi/English) (ii) Physical Science (iii) Commerce
VI. Teaching Method II – (i) Social Studies (ii) Biological Science (iii) Mathematics

B. Qualifying Paper :
Computer Education (i) Theory (ii) Practical

C. Sessional Work / Other Activities
I. Action Research /Case Study
II. Work with Community
III. Scouting / Guiding

D. Pre Internship :
Visit to innovative centres of Pedagogy and Learning wherever feasible.
○ Content Analysis
   Developing Teaching Learning Material
○ Microteaching – 2 weeks for one method and 2 weeks for second method [Five Micro lessons ]
○ Simulated Teaching – 2 weeks for one method and 2 weeks for second method. (Five Mega Lessons)

SECOND YEAR :
A. Core Papers
I. Development of Educational System in India.
II. School Administration and Management
III. Teaching Method I- (i) Languages (Hindi / English) (ii) Physical Science (iii) Commerce
IV. Teaching Method II – (i) Social Studies (ii) Biological Science (iii) Mathematics

B. Optional Paper (Any two)
I. Value Education
II. Special Education
III. Yoga and Health Education
IV. Environmental Education
V. Career Guidance and Counseling

C. Sessional Work / Other Activities
I. Personality Development Programme
II. Cultural Activities
III. Sports

D. School Internship – 8 weeks

Delivery of lessons – 30 lessons in each teaching subject, one criticism lesson at the end of fourteenth lessons and other at the end.

- Participation in school activities.

  Related practicum
  - Achievement test constructions and administration.
  - Observation of lessons.
  - Case study and action research.
  - Analysis of text book.

**PAPER – 1 : EDUCATION IN EMERGING INDIAN SOCIETY**

**OBJECTIVES** - Student teachers will be able to:

- Explain the discipline of education in Philosophical and Sociological perspectives.
  Develop an understanding of the contribution of Indian philosophers.
- Develop an understanding of the contribution of Western Philosophers.
  Sensitize the pupil teachers towards the various facets of the realm of education.
- Enable them to build their own philosophy of education / response to the reality of education.
- Describe the role of education in desirable social change, sustainability, socio-economic development.
Define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged section of the society.

COURSE CONTENTS

Unit–I:
1. Education : An Introduction
   - Nature, Concept and Meaning of Education
     Agencies of Education (Family, Peer Groups, Mass Media, School and State)
   - Types of Education (Formal, Non-Formal, Informal)
2. Education and Philosophy
   - Concept of Philosophy
   - Relationship between Education and Philosophy
     Difference between Philosophy of Education and Educational Philosophy
3) a. Education to focus on –
   - Learning to Know
   - Learning to Do
   - Learning to Be
     Learning to Live Together
   - Knowledge : Concept, Type, Sources and Methods of Acquiring Knowledge.
   b. Philosophical Analysis of Education, Teaching, Training and Indoctrination

Unit – II:
4 a) Educational Implications of Western Schools of Philosophy –
   - Idealism
   - Naturalism
   - Pragmatism
   - Existentialism

b) Educational Implications of Indian Schools of Philosophy :
   - Sankhya
Vedanta
  o Buddhism
  Jainism
c) Indian Thinkers -
  o M.K. Gandhi, Swami Vivekananda, Sri Aurobindo, J. Krishnamurti

Unit-III :
5. Educational Goals in Indian Society
   Ancient and Modern Indian Educational Goals
   o Education and Social Change
     o Factors, Barriers
     o Education as an Instrument for Social Change

6. Education, Society and Social Justice
   Relationship between Education and Society
   o Process of Socialization role of home, schools and community.
     Social Equity and Education
     o Within Country: Between Region, Social Class, Caste, Gender and Religious Groups
     o Among the Nations: Developed and Developing
   o Equality of Educational Opportunity.
     U.N. Declaration of Human Rights, Right to Education
   o Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

Unit – IV :
7. Education for Economic Development
   Education for Economic Growth and Development
   o Role of Education in Technological Empowerment
     Role of Education in Democracy, Secularism, Socialism, Environmental Protection and Conservation
   o Role of Education in Westernization and Modernization.
Education for National Integration and International Understanding

**Transaction Mode**: Panel-discussion, group discussion, debate, symposium, lecture-cum-discussion.

**Practicum** – Any two of the following:
- Analyse the role of home, school, community and state in the process of socialization.
  Study the characteristics of Indian Society.
- Analyse the impact of inter-relationship of population increase, poverty, unemployment and education.
  Study any one aspect of Jainism, Buddhism, Vedic and Islam and its impact on education.
- Comparative study of educational ideas of any thinker.

**PAPER – II: DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS**

**OBJECTIVES** – Student teachers will be able to:
- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
- Know characteristics of the adolescents and their problems.
  Acquaint with Group Dynamics and Role of the Teachers.
- Understand the methods and techniques of educational psychology.
  Understand the implications of various principles, procedure and theories of psychology in the teaching-learning process.
- Understand concept of learning, theories of learning and their implications.
  Identify and understand the needs and differences among learners and provide adequate guidance and counselling.
- Develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
Unit – I : Nature of Education and Psychology of Learners

Psychology : Meaning, Nature and Scope

- Educational Psychology : Concept, Scope and Functions
  Understanding Learner's characteristics and development : Cognitive, Physical, Social, Emotional and value development patterns and characteristics among adolescent learners.
- Theories of Development: Piaget's theory of Intellectual development, Erickson theory of psycho-social development and Kohlberg theory of moral development.
  Problems and Dilemmas of Adolescents (With particular reference to Indian context)

Unit – II : Educational psychology and teaching learning process

- Concept of teaching and learning
  Role of Educational Psychology in Teaching-Learning Process.
- Variables in Teaching process : The Learning Task (Instructional Objective), Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation, Personality, and Teaching Styles etc.)
- Concept of learning and its theories – Pavlov classical conditioning, Skinner's operant conditioning theory, Kohler's insights learning theory, social cognitive learning theory, cognitivist (Piaget) theory, Gestalt theory of learning.
- Factors affecting learning : Learner related, teacher related, process related and content related.
  Constructivism : Concept, Planning and Development of Learning Experiences through Constructivism.
- Co-operative Learning : Concept and implementation in class.

Unit-III : Nature of the Learner

- Multiple intelligence : concept, types and educational implications.
- Creativity : concept, relationship with intelligence, techniques for fostering creativity.
- Concept of Interest, attitude and aptitude.
- Personality: Meaning and Nature, Development of personality, techniques of personality and Assessment.

**Unit-IV: Special needs Children**


- Classification and characteristics of children with special needs: Physically impaired, Visually impaired and Hearing impaired. Educational provision in schools.
- Identification and characteristics of Gifted, mentally retarded childrens, slow learners and learning disabled children, educational arrangements in school.
- Meaning and Concept of Inclusive Education.

**Unit – V: Learners and Mental Health**

- Concept of mental health and human adjustment.
- Factors influencing mental health and adjustment.
  - Group dynamics: meaning, process and its importance in learning, characteristics of a social group, teacher's role in group dynamics.
- Guidance and counseling: concept, types and characteristics.
  - Motivation: concept, nature and types, theory of Maslow, Technologies to enhance learner's motivation.

**Transaction Mode**: Lecture cum discussion, Group Discussions based on different teaching session, Analysis of influential factors of learning based on self-reflection and similar activities, Cooperative learning.

**Practicum - Any two of the following**:

- Analysis of maladjustment case of an adolescent learner.
- Critical analysis of a school situation in terms of its role in promoting learner's cognitive and non-cognitive learning outcomes.
Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict inter and intra individual differences.

- Administer any one standardized test (Intelligence/aptitude/creativity achievement/value/attitude, emotional competence) and interpret the data.

Prepare a case study of one problem student.

**PAPER – III : EDUCATIONAL TECHNOLOGY**

**OBJECTIVES**- Student teachers will be able to:

- Acquire theoretical bases of educational technology and to develop awareness about recent development in the area of Educational Technology.
  Understand the concept, principles of educational technology and its socio-academic relevance
- Make use of different models of teaching.
  Understand the concept and process of communication and constraints of communication
- Understand the different dimensions of system approach and education as a system.
  Understand teaching skills and importance in teaching learning.
- Manage teaching and learning.
  Identify and implement instructional strategies in different situations.

**Unit – I : Concept and Approach of Educational Technology**

- Educational Technology : Meaning, definition, concept, Types and role of educational technology in modern educational practices.
  Hardware and software approaches : Meaning and their application with examples.

**Unit – II : Models of teaching**

- Concept of Teaching, phases of teaching.
Teaching Model: Concept, definition, characteristics and types. Details of Glaser's Basic teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model and Programmed Learning Model

Unit-III: Communication process
- Concept, meaning and principles of communication.
  Model of Communication, Classroom communication (verbal and non-verbal)
- Need and planning for effective communication, factors affecting communication and its role in teaching learning, Barriers in communication.
  Role of media in classroom communication, multi media approach to instruction.
- Concept of tele communication and satellite – communication, teleconferencing and video conferencing.

Unit-IV: Various approaches in Teaching
- Microteaching an approach to skill based training, Phases and Cycle of Micro teaching.
- Concept of Teaching skills: Introduction, Questioning, Explaining, Stimulus Variation, Closure, Black Board Writing, Reinforcement, Illustration with examples.
  Simulated social skill teaching : Meaning, procedure and importance.
- Team teaching : Concept and process.

Unit–V: Teaching strategies
- Meaning of Teaching Methods, Strategies and tactics
- Different transactional strategies as Lecture, question answer, demonstration, Heuristic project, assignment, tutorial group, brain storming, role playing, cooperative learning and constructivism based teaching learning.
  Developing programmed instructional material : Linear and Branching. Their tryout and validation.
- Computer Assisted Instructions (CAI)
Unit – VI : Teaching Learning Management

Planning, Organizing, Leading and Controlling, teaching learning process.

○ Role of teacher in organizing extension, community based activities and co-curricular activities

Transaction Mode : Lecture cum discussion, group discussion, seminar, workshop and demonstrations.

Practicum - Any two of the following :

1. Critical review of TV or radio programme of NCERT, NOS, IGNOU, UGC, etc.
2. Preparation of script for radio or TV programme.
3. Linear programmed learning material preparation.
4. Preparation of computer assisted instruction programme
5. Report on new and innovative teaching method.

PAPER-IV : EDUCATIONAL MEASUREMENT AND EVALUATION

OBJECTIVES - Student teachers will be able to :

Define Measurement, assessment and evaluation.

○ Explain measurement procedures in respect of cognitive and non-cognitive domain.
  Describe Norm referenced and Criterion referenced Testing (CRT).

○ Explain approaches of evaluation, continuous and comprehensive evaluation.
  Classify and differentiate tools and techniques of evaluation.

○ Administer proper psychological tools and techniques and interpret the data.
  Apply appropriate statistical test on the data.

Unit-I : Measurement and Evaluation

○ Concept of measurement, assessment and evaluation

  Scales of measurement: nominal, ordinal, internal and ratio scales

  Characteristics, process and types of evaluation.
Unit-II : Construction of a Test

Qualities of a test.

- Achievement test and its construction including item analysis.
- Different type of items in subjective and objective tests.
- Reliability, validity and norms of test

Unit-III : Tools and techniques of evaluation

Tools and techniques used for evaluation of students all behavior domains.

- Anecdotal Records.
  Rating scale : Concept and types
- Intelligence measurement, different tests of intelligence and two Indian intelligence test.
  Concept and testing of aptitude
- Assessment of personality : Different tools and techniques and two Indian personality inventories.

Unit-IV : Recent approaches in evaluation

Norm referenced test and its construction.

- Criterion referenced test and its development.
  New techniques in evaluation : Continuous and comprehensive evaluation, grading system, credit based system

Unit-V : Educational statistics

- Measures of central tendency from grouped and non-grouped data.
  Measures of variability: range, quartile deviation, standard deviation.
- Percentiles point and percentile ranks.
  Co-efficient of correlation by Spearman’s and Product moment method and its interpretation.
- Normal Probability curve, skewness and kurtosis.
- Standard scores.
Transaction Mode: Lecture cum discussion, group discussion, Brain storming, Panel discussion, Seminar, and workshop.

Practicum - Any two of the following:

- Construction of an achievement test.
- Preparation of a file on procedure of item selection.
- Record file having details of tools used in evaluating affective domain of five students.
- Study of the evaluation and learner assessment practices in selected schools.
- Examine and reflect upon the problems and issues involved in assessment practices of school education.
इकाई—द्वितीय : पाठ योजना

1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   2. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   3. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः

इकाई—तृतीय : शिक्षण क्रियाकलाप

1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   2. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   3. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः

इकाई—चतुर्थ : हिंदी भाषा शिक्षण में मूल्यांकन

1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   2. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   3. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः

इकाई—पाँचम : उच्चारण

1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   1. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   2. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
   3. बदलः इसः बांधकः इसः बांधकः इसः बांधकः इसः
इकाई—बच्चा: शब्द व वाक्य रचना

"काव्य" का जपकुना

- वि:श: का जपकुना
- इतिहास दु:ख का काव्य लिखें
- निर्मल दु:ख का काव्य लिखें
- लोककथा का काव्य लिखें

अध्यापन विधियाँ - और; ऐसा करें कि लिखक ने आर्याबत्ता का काव्य लिखें

प्रयोगात्मक - निम्नलिखित में से कोई दो करें:

- नेतादेह हृदक्ष का काम के बुझोत विश्वास लिखें; कविता का; उ फो:यक र्ख फुकु दि निख का जय का
- इच्छा हृदक्ष का काम के बुझोत खोज लिखें; र्ख कविता का; उ फो:यक र्ख फुकु दि निख का जय का
- विश्वास हृदक्ष का काम के बुझोत खोज लिखें; र्ख कविता का; उ फो:यक र्ख फुकु दि निख का जय का
- फैलका: का काम के बुझोत खोज लिखें; र्ख कविता का; उ फो:यक र्ख फुकु दि निख का जय का
OBJECTIVES - Student teacher will be able to:

- Acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.
- Develop the four basic skills i.e. listening, speaking, reading and writing. Enrich their knowledge of English vocabulary, structure, grammar and usage and develop the ability to teach them.
- Plan and teach lessons in English prose, poetry and composition related to the courses. Critically explain various teaching methods of English.
- Improvise and use appropriate aids for teaching English.
- Use various techniques for the evaluation of learner’s achievement in English.

Unit-I: Language and distinctive features of English

- Meaning, importance and functions of language.
- Linguistic characteristics of English.
- Linguistic Principles and Aims and objectives of teaching English as a second language, objectives in light of NCF 2005
- Psychological and pedagogical principles of teaching English as a second language.

Unit-II: Pedagogical analysis-Objectives and Lesson Planning

- Unit planning and Lesson planning in following areas:
  - Teaching of prose.
  - Teaching of poetry.
  - Teaching of composition

Unit-III: Methods of Teaching and instructional material

- Difference between ‘Approach’ and ‘Method’.

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Importance and their effective use of Chalk board, Flannel board, Pictures, Picture cutout, Charts, Tape Recorders, Television Films, LCD

- Language Laboratory: An important Instructional aid.

**Unit-IV : Evaluation**

- Evaluation-its concept and meaning.
- The concept of continuous comprehensive evaluation.
  - Criteria of good language test.
- Error analysis and remedial teaching.
  - Various types of language tests.
- Framing of test items.

**Unit-V : Content Enrichment**

- Reading – its meaning and importance
- Methods of teaching reading
  - Loud and silent reading
- Reading comprehension
  - Acquaintance with different literary genres: Poetry, Drama, Novel, Essay, Story etc.
- Different literary and poetic devices.

**Transaction Mode :** Lecture cum-discussion, demonstrations and communicative activities, situational teaching and learning by doing. The emphasis will be on learner-centered teaching.

**Practicum - Any two of the following :**

- Framing suitable exercises on a given topic/passage.
- Framing comprehension questions and finding correct answers.
  - Describing places after visiting them.
- Preparing different teaching aids.
  - Development of language games.
- Action research on different problems of teaching English in India.

Note: Unit V should be taught in the light of NCF 2005 based on activity based learning.
**OBJECTIVES**- Student teachers will be able to:

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

**Unit-I : Concept of Physical Science**

- Nature and Structure of Science
  - Importance of Physical Science in school curriculum.
- General aims and objectives of teaching Physical Sciences at secondary school stage also in light of NCF 2005. Bloom's Taxonomy of Educational objectives.
- Writing instructional objectives in behavioural terms.

**Unit-II : Transaction of Content and Development of Instructional Material**

- Unit planning.
- Lesson Planning.
  - Preparation of teaching aids and improvised apparatus.
- Development of instructional material through computer.

**Unit-III : Method of Teaching**

- Lecture – Demonstration method, Demonstration using laboratory.
- Project Method, Problem-solving method, Inductive and Deductive Method, Heuristic method.
Inquiry approach.

**Unit-IV : Evaluation**
- Types of testing: Oral, observation and written
  - Essay type, short answer type and objective type questions (Types of objective test items)
- Achievement test: its meaning and preparation
  - Diagnostic test and its constructions.
- Remedial teaching

**Unit-V : Course Enrichment**
- Motion and time
- Measurement of distances
  - Light: shadow, reflections and refractions
- Friction
  - Force and Pressure

**Unit-VI : Course Enrichment**
- Atom and Atomic structure
  - Material: Metals and non-metals.
- Coal and petroleum, combustion and flame
  - Fibres, fabrics and plastics
- Physical and chemical changes
  - Separation of substances

**Transaction Mode**: Lecture cum discussion and Demonstration Method, Lab method, project method, workshop.

**Practicum** - any two of the following:
- Preparation of teaching aids.
  - Improvised apparatus as Ball and socket model of CH4, C2H6, C2H2.
- Preparation of instructional material through uses of computer.
Action research on different problems in science teaching

- Reporting after visiting science museum / scientific importance place.

Note: Unit V, VI should be taught in the light of NCF 2005 based on activity based learning.

**FIRST YEAR : PAPER VD : TEACHING OF COMMERCE**

**OBJECTIVES**: Student teaching will be able to:

- Acquire knowledge of present Commerce conditions in India.
- Develop understanding of Importance and Principles of Commerce.
  Enrich their knowledge of commerce and apply appropriate teaching methods and techniques of teaching commerce.
- Use different instructional material for effective teaching of commerce.
  Prepare unit plan and lesson plan in commerce
- Acquire competencies necessary for a Commerce teaching.
  Use various techniques for evaluation of learner's achievement.

**Unit-I : Nature and Concept of Commerce**

- Meaning, nature and scope of commerce.
  Significance of commerce in Indian schools.
- Values in Commerce education.
  Aims, and objectives and importance of teaching commerce.
- Stating objectives in behavioural terms (Bloom's taxonomy of objectives)

**Unit-II : Transaction of content and Development of Instructional Material**

Unit planning
- Lesson planning
  Development of self-instructional material modules.
- Development / Utilization of Teaching Aids, Models, Graphs, Charts, Computers with LCD.

**Unit-III : Methods of Teaching**
Lecture Method, Discussion Methods, Problem-solving method, Project Method, Inductive and deductive method.

- Role Playing with its application in classroom situation.

**Unit-IV : Evaluation**

Meaning and Importance of Evaluation

- Types of Evaluation
  - Achievement test - Meaning, uses, Preparation of Achievement test.
  - Diagnostic test and its construction, remedial teaching.

**Unit-V : Content Enrichment**

- Book Keeping
  - Double entry system
    - Ledger: Daily Ledger, Account Ledger, Indian Ledger Account, Final Accounts
  - Business Letter: Meaning, Qualities and Importance

**Unit-VI : Content Enrichment**

- Barter System
  - Money
    - Origin and Development
    - Meaning, Definition and Function
    - Important and limitation of money
  - Paper Money
  - Role of paper money in India

**Transaction Mode** : Lecture cum discussion, project, problem solving, visits to factories

**Practicum** - Any two of the following:

- Seminar on current topic
- Organizing quiz on current budget.
- Report on visit to factory or company
Field study
  ○ Preparation of a scrap book

Note: Unit V, VI should be taught in the light of NCF 2005 based on activity based learning.

**FIRST YEAR : PAPER-VIA : TEACHING OF SOCIAL STUDIES**

**OBJECTIVES** - Student teacher will be able to:
  - Understand the concept, nature and scope of social studies.
  - Understand the aims and objective of teaching social studies.
  - Enrich their knowledge of social studies and apply appropriate methods and techniques of teaching social studies.
  - Use different instructional material for effective teaching of social studies.
  - Prepare unit plan and lesson plan in social studies.
  - Acquire skills in teaching social sciences.
  - Develop ability in using different techniques of evaluation.

**Unit-I : Concept of Social Studies**
  ○ The need for teaching the subjects under Social Science/Social Studies (History, Geography, Civics, Sociology and Economics) in school.
  - Concept of social studies and how it differs from other social sciences.
  ○ Rationals for including these areas in school curriculum.
  - The integrated section of the specialized approach in social science teaching.

**Unit-II : Transaction of content and development of instructional material**
  ○ Unit planning.
    Lesson planning
  ○ Preparation of teaching aids and improvised apparatus.
  ○ Development of instructional material through computer.

**Unit-III : Methods of teaching**
Lecture method, lecture cum demonstration method, Recitation, Discussion method, Assignment method, Problem solving method, Source method, Supervised study, Project method, Community resource method

**Unit-IV : Evaluation**
- Construction of achievement test:
  - Development of blue print – objectives, content, types of items in it.
  - Framing essay type, short answer type and objective type questions in social studies, their advantages and limitations.
  - Construction of diagnostic test and remedial teaching.
- Continuous evaluation using feedback for improvement of teaching and learning.

**Unit-V : Content Enrichment**
- Archaeology and pre-history, Paleolithic and Neolithic ages
  - Bronze Age Civilisations: Harappa, Mesopotamia, Egypt and Chinese.
- Iron age Societies: Indian, Chinese, Iranian, Greek, Roman
  - Man as a Citizen, Human needs and Interdependence, individuals relationship with Family and Community.
- Meaning of Citizen and Citizenship.
  - Government at Local Level: Citizen and local Government, Village Panchayat, Municipal committee, Corporation etc.

**Unit-VI : Content Enrichment**
- Location and situation – Size, shape, relief and physiographic division of India.
  - Climate – Factors affecting Indian climate system, characteristics of monsoon system.
- Natural Vegetation – Distribution of different types of natural vegetation in India.
  - Land and Soil – Types and distribution of major soils in India.
- Resources – Types of resources, Mineral and Power, water and agriculture resources, Distribution of different resources in India.
- Human resources – Factors of population growth, distribution of population, problems arising by uneven distribution of population in India.
Transaction Mode: Lecture cum discussion, Illustration, Observation, Demonstration, Case study, Inquiry etc.

Practicum - Any two of the following:
- Seminar on current topic.
- Organizing quiz
  - Visit to a site of historical importance and preparation of report.
- Wall magazine.
- Field study
- Case study
  - Preparation of scrap book.

Note: Unit V, VI should be taught in the light of NCF 2005 based on activity based learning.

**FIRST YEAR : PAPER-VIB : TEACHING OF BIOLOGICAL SCIENCE**

**OBJECTIVES**: The student teacher will be able to:
- Understand the aims and objectives of teaching science and its inter relationship with other branches of science.
  - Develop adequate skills to the different methods of science for an effective classroom teaching.
- Develop competency to organize laboratory facilities and equipment.
  - Prepare and use lesson plans and unit plans required for instructional purposes.
- Fabricate and use the adequate low cost teaching-learning materials for effective teaching in sciences.
  - Analyse the organisation of science content and organized effective teaching learning experiences at secondary level.
- Develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.

**Unit-I: Conceptual Framework of Biological Science**
Meaning, concept, and nature of Biological Science.
- Role and importance of Biological Science in daily life.
  Objectives of teaching Biological Science, Taxonomy of educational objectives.
- Behavioral objectives, types of objectives.

**Unit-II : Planning the instructions**
- Unit planning
- Lesson planning
  - Preparation of teaching aids and improvised apparatus.
  - Development of instructional material through computer

**Unit- III : Teaching Methods**

**Unit-IV : Evaluation**
- Types of Testing : Oral, Observation and written
  - Essay type, short answer type and objective type questions (types of objective test items)
- Achievement test : Its meaning and preparation
  - Diagnostic test and its construction
  - Remedial teaching

**Unit-V : Content Enrichment**
- Cell – structure and function
- Cell division
  - Tissue system
- Living world : interdependence of plants and animals
- Nutrition in plants and animals, Balanced diet, nutrition deficiency diseases.

**Unit-VI : Content Enrichment**
Transportation in plant
○ Photosynthesis in plants
Respiration in plants and animals

Transaction Mode: Lecture–cum-demonstration, question answer, discussion, experimentation, assignment, project work etc.

Practicum - Any two of the following:
○ Preparation of designs of ideal laboratory /Herbarium/Aquarium/Terrarium.
 Practice the skill of collection, fixation and preservation of biological materials.
○ Methods of preparation of common laboratory reagents.
 Teaching aids – charts and models
○ Improvised apparatus

Note: Unit V, VI should be taught in the light of NCF 2005 based on activity based learning.

FIRST YEAR : PAPER-VIC : TEACHING OF MATHEMATICS

OBJECTIVES : The student teacher will be able to
Define Meaning, Nature, aims and objectives of Mathematics
○ Familiarize the pupil-teachers with the development of Curriculum in Mathematics
 Use appropriate teaching methods and techniques in teaching Mathematics.
○ Develop unit and lesson plan in Mathematics.
 Describe instructional planning and development of relevant material for the teaching of Mathematics.
○ Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.
 Explain importance and uses learning resources in Mathematics.

Unit-I : Concept and Aims of Mathematics
Assumption, postulates, axiom of Mathematics, and Fundamentals of logic namely: use of if and then, and if and only if.

- Aims and Objectives of Teaching Mathematics at Secondary stages.
  Bloom's taxonomy writing objectives in terms of behavioural outcomes of students.

Unit-II: Development of Instructional Material
- Unit planning
  Lesson planning.
- Preparation of teaching aids and improvised apparatus.
  Development of instructional material through computer

Unit-III: Methods and Techniques of Teaching Mathematics
- Oral, Written, Drill work

Unit-IV: Evaluation in Mathematics
- Meaning of evaluation, difference between evaluation and examination, its characteristics and functions.
  Preparation and use of tests for evaluation such as achievement test, types of items and framing items.
- Diagnostic test and its construction, Remedial teaching.

Unit-V: Content Enrichment
  Fractions, ratio and proportion
- Factors
  Percentage
- Interest

Unit-VI: Content Enrichment
  Trigonometric ratios, height and distances.
- Mathematical induction
Binomial theorem

**Transaction Mode**: Lecture cum discussion, demonstration method, project and problem solving method, workshop.

**Practicum** - Any two of the following:

- Preparing of Diagnostic and Achievement Test.
  - Preparing two compulsory lesson plan through Power Point.
- Conduct at least Two Experiments on any topic of Pedagogical Analysis.
  - Prepare Instructional Material for teaching one topic in Mathematics.
- Preparation of teaching aid.
  - Preparation and analysis of achievement test on Mathematics.
- Preparation and lesson plans on two different approaches on a selected content matter.

Note: Unit V, VI should be taught in the light of NCF 2005 based on activity based learning.

### FIRST YEAR: QUALIFYING PAPER - COMPUTER EDUCATION

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

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

**Unit-I: Computer and its uses**

- Computer: Meaning, Scope and importance of computer in education.
  - History and Technological Development.
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting, Banking, Research, Defence, Business, Census etc.
- Impact of Computer on Education, Planning and Administration.
Decimal and Binary Number System

Unit-II : Characteristics and Hardware
- Characteristics of Computer.
  Classification of Computer (According to Technology and Capacity wise).
- Personal Computer : Input Unit, Output Unit, Processing Unit.
  Memory of Computer.

Unit-III : Operating System
- Types of Operating System (DOS and Windows)
  DOS, Internal Commands, External Commands.
- Brief Introduction of Windows : MS-Word, MS-Paint, MS-Excel, MS-Powerpoint

UNIT-IV : Introduction to Computer Software
- BASIC and Its simple Programming.
- DBMS and Database Software (DBASE, FOXBASE, Fox pro)
  C++ and its Simple Programmes.

Unit-V : Use of Computer
- Multimedia and its application.
  Globalisation of Community through computer
- Internet : Search engines
  Creating blogs

Transaction Mode : Lecturer cum discussion, group discussion, workshop, project and laboratory method.

Practicum : Any two of the following :
- Preparation of a Power Point presentation
  Presentation of the slide show
- Preparation of a word document.
- Class record keeping file in MS-Excel.
Creating and hosting websites to aid and supplement instruction.

FIRST YEAR : SESSIONAL WORK-I : ACTION RESEARCH

OBJECTIVES : Student teacher will be able to:
- Prepare Action Research report for solving the problem of Schools
- Appreciate the role of Action research in improving classroom practices.

CONTENT
- Meaning, Definition, Concept of Action Research
- Need and importance of Action Research
- Procedure of Action Research
- Steps of Action Research
- Teacher as an innovator of new practices and user of the innovative practices.
- Action Research approach to improve class and school practices
- Development of an Action Research plan.
- Developing a few Action Research project in school context.

Transaction Mode : Lecture cum workshop interactive, self learning and reflective experiences in relation to stage relevant curriculum.

Practicum : Conducting of an action research and reporting the research.

FIRST YEAR : SESSIONAL WORK-II : WORK WITH COMMUNITY

OBJECTIVES - Student teacher will be able to:
- Acquaint with the factors working within the society/community i.e. knowledge of social realities.
- Make them aware with the educational problems and needs of the society.
- Develop the dignity of labour among them.
- Arouse their interest in the social and economic reconstruction of the country.
Enable them for preparing sustainable development.

- The students will spend 7 days at a stretch during the academic year in the identified village. Separate activities may be undertaken every year out of the following or given by the Institute.

**SUGGESTED ACTIVITIES:**

- Study of educational scenario of a community. Reporting the profile of each institution/NGO/social organization, which is directly or indirectly concerned with educational/literacy programme.
- Organisation of “Nukad Natak” “Cultural Programmes”, “Rallies” etc. for motivating the villagers for sending their word to schools.
- School mapping exercises for assessing the educational need of the community.
- Study of enrolment, stagnation and wastage problems.
- Exploring the community resources and finding means and ways of using them for school.
- Survey of nearby community (adapted community) and assessing their educational needs, social needs etc.
  - Conducting awareness programmes in the community –like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, awareness, road safety, human rights etc.
- Literacy programmes in the community.
  - Cleanliness drives in the community and awareness about its needs.
- Developing healthy food habits among the community.
  - Remedial teaching work for poor and needy in the community.
- Conduction of Adult Education programmes.
  - Training of community in First Aid.
- Helping the children with special needs.
  - Working in Serve Shiksha Abhiyaan (SSA) Project.
- Organising Parent Teacher Meeting in village schools.

**FIRST YEAR : SESSIONAL WORK-III : SCOUTING / GUIDING**

- Basic scout guide captain course.
SECOND YEAR : PAPER –I : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

OBJECTIVES - Student teachers will be able to :

- Understand the concept, objectives and nature of secondary education.
- Development of secondary education in India after independence.
  Demonstrate the knowledge of Constitutional Obligations in relation to education in India.
  Understand different types of schools and their related issues.
- Identify the problems and issues of secondary school teachers.
  Identify the challenges, concerns, issues and problems of secondary education efforts towards solution.

UNIT – I : Secondary Education

- Concept, meaning, objectives, functions of secondary education in India and its place in the education system
  Linkage with elementary and senior secondary stage.
- Quantitative and Qualitative development in Education after independence with reference to schools, students and teachers.

Unit II : Status and Concerns of Secondary Education

Important provisions Article 29, 30, 45 and their implications, 42nd, 72nd and 73rd amendments, and Right to education.
  Serva Shiksha Abhiyan (2000)-features, aims and objectives.
- Present situation-access, structure, facilities and National Curriculum Framework.
Major concerns as enrolment, retention, dropouts and equity, achievement in relation to sex and caste.


**Unit – III : Challenges and Problems of Secondary Education in India**

- Open schooling-national and state open schools, Alternative school.
- Vocationalization of secondary education.
  - Education of special group-disadvantaged, disabled and minorities.
- Student unrest
  - Language controversies
- Universalisation of secondary education : concerns and resources
  - Regional Imbalances in Educational Standards

**Unit –IV : Secondary School Teacher in India**

- Status and professional preparation of competency and commitment oriented secondary school teacher through Pre-service and In service programmes
  - Teacher organizations and their role.
- Code of professional ethics for teachers, their role in curriculum development and management of classroom teaching.

**Unit –V : Important Agencies**

- University Grants Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)
- National Assessment and Accreditation Council (NAAC)
- State Council of Education Research and Training (SCERT)
- District Institute of Education and Training (DIETs)
Transaction Mode: Lecture cum discussion, group discussion, Panel discussion, Seminar, Group work, library work and symposium and school visits.

Practicum: Any two of the following:

- Analyse recommendations and views of different commissions for quality secondary school education.
- Visits of different types of schools and preparation of school profiles.
  - Conduct interview with teachers / students / parents of different schools and prepare a report.
- Preparing status report of a school with reference to enrolment, salary and promotion structure.
  - Survey of educational needs of disadvantaged / disabled / minority groups.

SECOND YEAR: PAPER – II - SCHOOL ADMINISTRATION AND MANAGEMENT

OBJECTIVES - The student teacher will be able to:

- Acquaint and understand the student teachers with the concept and concerns of educational administration and educational management.
  - Develop an understanding of the concept, need, scope and functions of school management.
- Develop skills for optimum utilization of resources available.
  - Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
- Enable the student teachers to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
  - Develop an understanding of different components of human and material resources of the school.
- Develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities.
Unit – I: Administration and Communication
   - Concept, nature, objective and scope of educational administration and management.
     - Communication in Educational administration
       - Role of communication in educational administration
     - Methods of communication in educational administration
       - Barriers to communications and effective communication in educational administration

Unit – II: Educational Administration in the State
   - The administrative structure in the field of education in the state.
     - Control of school education in the stage-a critical analysis.
   - Functions of the state government in relation to secondary and higher secondary schools.
     - Functions of the board of secondary education in controlling secondary schools.
   - Problems of secondary school administration in government schools.
     - Educational Administration – Structure at different levels – NCERT, NIEPA, NCTE, SCERT/IASE, DIRECTORATES OF EDU, CBSE, U.P. BOARD etc.

Unit – III: Management of Time and Resources
   - Time Management – Time schedules for various activities of schools – weekly, monthly and yearly calendar of activities.
     - Preparation of daily, weekly, monthly and yearly plans for the individual and the school.
   - Management of Human Resources – Analysing inter-personal and inter-group relations, teacher taught relations, teacher – teacher relations, head teacher – teacher relations, relationship with management and administration.
     - Management of Material Resources: School building, library, laboratory, hostels, playground etc.; Procurement and optimum use of equipment, furniture, books, physical facilities etc.
   - Management of Financial Resources – Developing and monitoring budgets at school level.

Unit-IV: Managing the School Activities
Role of a teacher in administration work – admission, classification, maintenance of Office and School Records.

- Organization and Management of various co-curricular activities in schools
  Concept, need, importance, types and principles of construction of school time table.
- Management of School associations.
  Managing the examination / Evaluation.
- Organisation of Health programme -: Health Instructions, Healthful living and Health services in schools.

Unit – V: School Administration and Supervision

School administration, management and supervision, monitoring etc.

- Areas of School Organisation.
  Decision making – preparing for leadership
- Responsibility for effective school functioning
  Techniques of school supervision

Transactions Mode: Lecture cum Discussion, Panel Discussion, Symposium, seminars, extension lecturers, field data and analysis.

Practicum - Any two of the following:

- Estimation of School infra structure and teacher requirement.
  Preparation of a plan of action to be implemented during the next three years for improving the functioning of school.
- Discussion of a plan with the school officials and colleagues and listing activities to be undertaken in next year.
  To conduct a study of problem relating to a school administration.
- Formulation of a plan for a school alongwith facilities distribution assuming optimum utilization of resources.
प्रथम—इकाई: हिंदी साहित्य का इतिहास—

द्वितीय—इकाई: हिंदी का स्वरूप एवं व्याकरण

तृतीय—इकाई: व्याकरण शिक्षण की तिथिया
चतुर्थ-इकाई : पाद्यक्रम निर्माण

पंचम -इकाई : शिक्षण में पाद्य सहायक क्रियाव्रत व पुस्तक

अध्यापन विविधियाँ : ओके; लु ध्सल हैक्की पल्पडीजंके; अडिसी मूहड़ि गहीबंक
जिक़फ़ क्क्लाई

प्रयोगान्तर-फुलप्य के गढ़ से जान निःक

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SECOND YEAR : PAPER-IIIB-TEACHING OF ENGLISH

OBJECTIVES - The student teacher will be able to:
- Enrich the knowledge of English vocabulary, grammar to develop the ability to teach them.
- Plan and teach lessons in English prose, poetry, grammar and composition related to the courses.
  Develop basic skills i.e. listening, speaking, reading and writing.
- Evaluate critically the syllabus and text book.
  Get acquainted with principles of curriculum development.

Unit-I : Speaking Skills
- Vowels and consonants.
- Word and sentence stress
- Intonation
  Phonetic transcription of words
- Listening comprehension.

Unit-II : Writing Skills
- Qualities of good handwriting.
- Reordering of sentences
- Describing persons, places and objects
- Describing events
  Note-taking, notices and advertisement
- Formal and informal letters
- Writing applications.

Unit-III : Grammar and its teaching
Determiners
- Infinitives and participles
- Tenses
- Prepositions
- Direct and Indirect speech
- Auxiliaries and modals
- Adverbs
- Active and Passive voice.

Teaching of Grammar

Unit-IV : Curriculum Constructions
- Need and basis of curriculum constructions.
- Principles of curriculum constructions.
- Evaluation of present curriculum at secondary level.

Unit-V : Co-curricular activities
- Co-curricular activities and their organization.
- Usefulness of language games, quiz, debates, group-discussions and other curricular activities in the teaching and learning of English.
- Characteristics of a good textbook, analysis and evaluation of a textbook.
- Supplementary reading material.
- Teacher’s Handbook.
- Workbook.

Transaction Mode : Questioning, Lecture-cum-discussions, Demonstrations, Communicative activities, Situational teaching. The emphasis will be learner-centred teaching.

Practicum : Any two of the following:
- Observation and recording of practical difficulties in the teaching of English at upper primary and secondary levels.
Preparing a small dictionary of the difficult words used in the upper primary and secondary textbooks.

- Analyzing errors committed by secondary students.
  Analysis of syllabus of IX or X class.

Note: Unit I, II should be taught in the light of NCF 2005 based on activity based learning.

SECOND YEAR-PAPER-III : TEACHING OF PHYSICAL SCIENCE

OBJECTIVES - Student teachers will be able to:

- Enrich their knowledge in science.
  Get acquainted with principles and method of curriculum construction.
- Use appropriate accessories in science teaching.
  Evaluate critically the syllabus and text book.
- Acquire skills to design and develop science laboratory.

Unit-I : Content Enrichment

  Electricity
  - Heat and Energy
  - Sound
  - Magnetism
  - Stars and Solan Systems

Unit-II : Content Enrichment

- Air around us, water and water cycle.
  Pollution : Air, water, sound, soil
- Waste management
  Acid, bases and salt
- Chemical reactions and equilibrium

Unit-III : Trends in Curriculum Development
Strategy and principles of curriculum development for the secondary level

- Salient feature of PSSC (Physics, Science Study Curriculum)
- Nuffield and HPP (Historical Preservation Planning) projects, BSCS (Biological Science Curriculum Study) project
- Common characteristics of science curricular projects and their shortcoming
- Science curriculum in India
- Salient features of NCF – 2005, Basic criteria of validity of a science curriculum in the light of NCF-2005
- A critical study of syllabus of IX and X classes.

**Unit-IV : Strengthening Science Education**

- Qualities in science teaching
  - Development of scientific temper and values through science education
- Salient features of constructivist approach in science teaching.
  - Concept mapping and its use in science teaching.

**Unit-V : Curricular Accessories and co-curricular activities**

- Designing science laboratory, Laboratory material, use of laboratory material in teaching.
  - Textbooks : criteria to evaluate text book.
- Students' work books
  - Audio-video support material etc.
- Co curricular activities in science teaching : Science clubs, science museums
  - Role of teacher in organizing science fairs and excursions to be taken up.

**Transaction Mode :** Lecture cum discussion, Demonstration, Project, field visit and Assignment

**Practicum -** Any two of the following :

- Maintenance of Science laboratory equipments.
  - Use of first aid in the Science laboratory and awareness of safety rules.
- Organisation of science club and hobby club – preparation of report,
- Organisation of science exhibition.
Preparation of Audio-video support material

Note: Unit I, II should be taught in the light of NCF-2005 based on activity based learning.

SECOND YEAR : PAPER-III D : TEACHING OF COMMERCE

OBJECTIVES - Student teacher will be able to:

- Enrich their knowledge of commerce.
  Understand the various strategies of curriculum development and evaluate the existing curriculum.
- Use appropriate co-curricular activities in commerce teaching.
  Select proper curricular accessories for commerce teaching.
- Critically evaluate existing text books.

Unit-I : Content Enrichment

- Banking: meaning, definition, function and importance of Bank.
- Types of Bank: Central Bank, Business Bank, Cooperative Bank
  Mechanism of Banking
- Nationalization of Bank

Unit-II : Content Enrichment

- Ledger
- Debit, Credit
  Record of filing
- Mode of communication
  Indian Trading: meaning and scope, Types of Trading
- Trade and Marketing

Unit-III : Principles of Curriculum Construction

- Concept need principles and importance of curriculum construction
- Curriculum Construction in India.
- Salient features of NCF 2005.
Role of teacher in Curriculum Construction.

- A critical study of syllabus of IX & X.

**Unit-IV : Co-curricular and non formal approaches**

- Principles of organizing co-curricular activities.
- Role of teacher in organizing different activities such as debate excursion essay writing, quiz competition etc.

**Unit-V : Curricular accessories, support material and Commerce Teacher**

- Characteristics of text book, analysis and its evaluation
- Student work book
  - Audio-video support material
- Qualities of commerce teacher
  - Professional development of commerce teacher

**Transaction Mode :** Lecture cum discussion, Illustration, Demonstration, Case study, Project.

**Practicum-** Any two of the following :

- Preparation of audio-video support material.
  - Preparation of teaching aids.
- Organization of hobby club preparation of report.
  - Analysis of text book and syllabus of X class.

Note: Unit I, II should be taught in the light of NCF 2005 based on activity based learning.

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**SECOND YEAR : PAPER-IVA : TEACHING OF SOCIAL STUDIES**

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

- Get acquainted with appropriate learning resources as applicable to social sciences.
  - Critically evaluate the existing school syllabus and textbooks.
- Acquired skills in developing social science laboratory.
Unit-I : Content Enrichment
- The first world war : Causes and Consequences
  - Nationalist Movement in Asia and Africa
    - The Second World War and its consequences : setting up of U.N.O.
  - Emergence of Independent nations.
    - Indian society in the Eighteenth Century.
  - India’s struggle for independence : From the revolt of 1857 to Partition. Post independence development.

Unit-II : Content Enrichment
- Indian Constitution : Fundamental Rights and Duties
  - Government at the State and Central Level.
    - Challenges before the county, India and World Peace.
  - Human rights and Education.

Unit-III : Principles of Curriculum Construction
- Enrich their knowledge of social studies
  - Get acquainted with principles and methods of curriculum construction.
    - Principles of designing a social studies curriculum with weightages to be given for each component subject areas.
  - Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
  - Role of teacher in curriculum development.

Unit-IV : Co-curricular approaches and Teacher
- Principles of organizing co-curricular activities.
  - Role of Social Science teacher in formation of clubs and organizing different activities such as debate, essay writing, quiz competition, exhibition, fair, wall magazine etc.
  - Organising field trips.
- Using community resources.
Qualities of social science teacher and their professional development

Unit-V : Curricular accessories and support material

- Designing social study laboratory.
  Laboratory material
- Text book
  Student work book
- Audio-video support material

Transaction Mode : Lecture cum discussion, illustration, Demonstration, Case study, Project, Activity mode, Field trip.
Practicum- Any two of the following:
  - Critical study of syllabus.
  - Preparation of instructional aids.
    Analysis of text book and syllabus of IX and X class.
  - Excursion report of any Geographical region.
    Debate on current topics

Note : Unit I, II should be taught in the light of NCF 2005 based on activity based learning.

SECOND YEAR-PAPER-IVB : TEACHING OF BIOLOGICAL SCIENCE

OBJECTIVES - Student teachers will be able to:

- Gain the knowledge and understand the principles of curriculum and analyse the organization of science content at secondary level.
  Select and use the relevant methods, strategies and approaches in science class and laboratory.
- Develop skills in organizing, using and maintaining the available resources in teaching science.
- Transfer the fundamental experimental skills to the pupils and organize different co-curricular activities related to skills to the pupils.
Develop ability to design biology laboratory.

**Unit-I : Content Enrichment**
- Preproduction in plants and animals
  - Digestive System.
- Skeletal System.
  - Excretory system.
- Circulatory system.

**Unit-II : Content Enrichment**
- Communicable and non communicable disease
- Micro organisms in life.
  - Weather, climate and adaptation of animals to climate.

**Unit-III : Trends in Curriculum Development**
- Strategy and principles of curriculum development for the secondary level,
  - Salient features of PSSC (Physics Science Study Curriculum), Nuffield and HPP (Historical Preservation Planning) projects, BSCS (Biological Science Curriculum Study) project
- Common characteristics of science curricular projects and their shortcomings.
  - Biological Science curriculum in India
- A critical study of syllabus of IX and X class.
  - Salient features of NCF-2005 with view point of teaching of biological science.

**Unit-IV : Strengthening Biological Science Education**
- Qualities of biology teaching.
  - Relationship between biological science and other subjects, Integrated science.
- Development of scientific temper and values through biology teaching.
  - Salient features of constructivist approach in light of NCF 2005.
- Concept mapping and its use in biological science teaching.
Unit-V : Curricular Accessories and co-curricular activities

- Designing and Preparation of Biology Laboratory.
- Practical work and Record keeping in Biology laboratory.
  - Characteristics of text book, its analysis and evaluation.
- Handbooks, students workbooks, Journal
  - Display slides, audio-visual, support material
- Laboratory material.

Transaction Mode : Lecture cum discussion, Demonstration, Experimentation, Discussion, Problem solving etc.

Practicum-Any two of the following:

- A project on collection of information regarding natural resources in the neighbourhood and the ways they are exploited.
- Projects on population studies of plant and animal species in different eco-system like pons, grass, land, forests and gardens.
  - Preparation of charts, figures, models showing various nutrition deficiency disease in human beings.
- Report on analysis of text book and syllabus of IX and X class.

Note : Unit I, II should be taught in the light of NCF 2005 based on activity based learning.

SECOND YEAR : PAPER-IVC : TEACHING OF MATHEMATICS

OBJECTIVES- Student teachers will be able to :

- Provide content enrichment for better understanding of Mathematics.
- Understand the various strategies of curriculum development and evaluate the existing curriculum.
Understand the principles, processes relationships and to design appropriate strategies for teaching them.

- Understand developments, innovations in Mathematics at the National and International level.

Develop competencies in designing, mathematical games for students.

**Unit-I : Content Enrichment**

- Menstruation : volume and surface, area of cube, cone, sphere, cylinder.
  
  Linear equations of one and two variables.

**Unit-II : Content Enrichment**

- Statistics : Mean, Median and Mode and Standard Deviation
  
  Geometry : Triangles and Circles

**Unit-III : Recent Trends in Curriculum Development**

- Strategies and principles of curriculum construction for the secondary level.
  
  Recent trends in Mathematics curriculum.

- Critical evaluation of Mathematics syllabus in IXth and Xth. class.
  
  Salient features of NCF-2005.

**Unit-IV : Mathematics Trends in International Perspective**

- Nuffield Mathematics Project (N.M.P.)
  
  Midland Mathematics Experiment (M.M.E.)

- School Mathematics Project (S.M.P.)
  
  School Mathematics Study Group (S.M.S.G.)

**Unit-V : Curricular accessories and co-curricular activities**

- Characteristics of a good text book, its evaluation.
  
  Importance and Setting up of Math Laboratories.

- Importance and Organization of Mathematics Club
Recreational Activities of Club; Games, Quiz, Puzzles, Talks
- Visits, Excursions, Math Exhibitions and Mathematics Fairs.

**Transaction Mode:** Lecture cum demonstration, laboratory method, problem solving method and project method.

**Practicum:** Any two of the following:
- Preparation of mathematical game (Puzzles and quiz)
- Development of a working model on a topic of Mathematics.
  - Critical analysis of CBSE / Any Board of Secondary School Syllabus in Mathematics.
- Analysis of syllabus of Xth class.
  - Study of Learning difficulties at primary level and secondary level.

Note: Unit I, II should be taught in the light of NCF 2005 based on activity based learning.

**SECOND YEAR – ELECTIVE PAPER-V/VI: VALUE EDUCATION**

**OBJECTIVES:** Student teacher will be able to:
- To understand the nature and sources of values.
- To understand the classification of values.
- To appreciate educational value like democratic, secular, and socialists.
  - Understand the process of value education.
- Differentiate the indicators of values.
  - Appreciate role of values in life.

**Unit – I: Theoretical Basis of Value Education**
- Nature and Source of values, Meaning of values
- Values and Education:
  - Philosophical Perspective
  - Psychological Perspective
  - Sociological Perspective
Unit – II : Classification of values
- Different classifications
  - Personal and social values
    Intrinsic and extrinsic values on the basis of personal interest and social good.
  - Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.
    Values in Indian culture – Tolerance, Peace
  - Universal Brotherhood.

Unit – III : Role of Values
- Values in Indian constitution and fundamental Duties of citizens.
  - Value Crises : Its causes and solution.
    Moral Dilemma and one's duty towards self and society.

Unit – IV : Values in Religious Scriptures
- Bhagwadgia – Nishkam Karma, Swadharma, Laksagrah and Stithpragya
- Bible – Concept of truth, compassion, forgiveness.
- Dhamnipada – Astangmarg, Aryastya and Madhyamarg
- Quarn – Concept and spiritual and moral values (Adah, raham and theory of justice) and social responsibilities.

Unit – V : Methods and Evaluation of Value Education
- Traditional Methods : Story Telling, Ramleela, Tamasha street play and folk songs.
  Practical Methods : Survey, role play, value clarification, Intellectual discussions.
- Role of School : Every teacher as teacher of values; School curriculum as value laden,
  Parents as value laden.

Transaction More : Lecture-cum-discussion, Field work, Group work, Surveys, Panel discussion, Debate
Practicum - Any two of the following:
- Analysis of morning assembly programme of a school from the point of view of value education.
- Analysis of a text book of a school subject from the point of view of values hidden.
- Practice of role-play in two situations and preparation of report.
- Administration of value scales available in the psychology lab in the school and report writing.

SECOND YEAR-ELECTIVE PAPER-V/VI: SPECIAL EDUCATION

OBJECTIVES - Pupil teachers will be able to:
- Identify the children of special needs.
- Understand the nature of special needs, their psycho-educational characteristics and functional limitation.
- Familiarise with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Unit -I : Special Needs and Education
- Concept and types of special needs
  Understanding and respecting diversity.
- Education of Children with special needs and its implication for Universalisation of Elementary Education.
  Trends of education for children with special needs in India.
- Policies, schemes and Legislations about the education of children with special educational needs.

Unit-II : Nature, Types and Characteristics of Children with Special Needs
Psycho-social and educational characteristics, and functional limitations with reference to:
- Locomotor Impairment
Hearing Impairment
- Visual Impairment
- Learning Disability
- Gifted and disadvantaged children
- Mental retardation and slow learners

Unit-III : Identification and Assessment of Children with Special Educational Needs
- Concept and Techniques of Assessment
  Identification and functional assessment of children with special needs.
- Implication of Assessment for Instructional Planning and Curriculum.

Unit-IV : Inclusive Education
- Concept and philosophy of inclusive education
- Teaching competencies required for Inclusive education
  Role of class teachers and resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
  Guidance and Counselling in Inclusive Education.
- Specific role of family and community participation
  Support services needed for inclusive schools.

Unit-V : Curriculum, Adaptation, Teaching Strategies and Evaluation in Inclusive Schools
- Principles and methods of curriculum adaptation and adjustment to address diversity.
  Teaching learning strategies for Children with Special Educational Needs: Cooperative learning, peer tutoring, Behaviour Modification, Multisensory approach, perceptual strategy and system approach.
- Individual Educational Programme (IEP) and use of emerging technologies
- Adapation in Evaluation Procedure.

Transaction Mode : Lecture cum demonstration, co-operative learning, group discussion, Project method.
Practicum- Any two of the following:

- Case study of children with special needs in school situation.
- Observation of classroom situation and identification of special needs.
  Identification of gifted / creatives / slow learner / children with learning disability using standardized tests.
- Preparation of a teaching plan for accommodating special needs (any one type) in regular classroom.
  List out the resources for effective implementation of integration programme with reference to any one category of special needs.

SECOND YEAR – ELECTIVE PAPER-V/VI : YOGA AND HEALTH EDUCATION

OBJECTIVES- Student teacher will be able to:

- Explain the philosophy and Psychology of yoga.
- Describe the socio-moral base of yoga.
- Explain medical aspects of yoga in terms of improving mental health and reducing stress.
  Explain the concept, aims and objectives of health education.
- Describe hygienic environment along with contributing factors and its importance.
  Explain various communicable diseases and first aid.
- Demonstrate ability to describe balanced diet.

Unit-I : Philosophy, Psychology and Kinds of Yoga

Philosophy of Yoga, goals of life and yoga, fundamental concepts common to all schools of Indian Philosophy; the Triguna, the concept of Prakrit, Purusha-Vishesha (Ishwar) and their relation with each other; its meaning and kinds of smadhi.

- Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.

Unit-II : Social Moral Base of Yoga
The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.

- Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga Bhakti-Yoga and Matra-Yoga.
- Yogic diet and its application in modern context.

**Unit-III : Health Education**

- Concept, Aims and objectives of health education, Principles of Health Education.
- Factors influencing health, Balance Diet, its elements and sources, Malnutrition
- School health services, School health programmes, Role of the teacher in school health programme

**Unit-IV : Posture**

- Concept and values of Posture.
- Postural deformities and their management.
- Personal Hygiene, Environmental Hygiene.

**Unit-V : Physical Fitness and First Aid**

- Physical fitness: Meaning, elements and importance.
  - First aid in the following – Hammaerage, Laceratioin, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.
- Communicable diseases-mode, control and prevention.

**Transaction Mode :** Lecture cum Discussion, Demonstration, Assignment, Workshop.

**Practicum-**

- Participating in any five Asanas : Shavasana, Sarvangasana, Halasana, Bhujangasana, Padmasana, Kapalbhati, Anulom-Vilom, Bhramari.
- Preparing a work book (project report of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect).
SECOND YEAR-ELECTIVE PAPER V/VI : ENVIRONMENTAL EDUCATION

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

- Understand the concept, aims, objectives and importance of environmental education.
- Understand possible environmental hazards and their negative effects and methods to minimize them.
- Identify various methods and strategies for realizing the objectives of environmental education.
- Appreciate the role of various, agencies working in the area of environment.

Unit-I : Introduction of Environmental Education

Philosophy of Environmental Education.
- Development of Concept of Environmental Education, its scope and importance.
  Aims and objectives of Environmental Education.
- Ecological perspectives and nature of Environmental Education.
  Multidisciplinary and their disciplinary Environmental Education, characteristics essential to environmental education curriculum.

Unit-II : Environmental Education in The Curriculum

- Strategies, Separate subject, theme based programmes and fusion approach : advantages and limitations.
  Present status of an environmental education in school curriculum in India
- Methods of teaching : Experiment, project, survey, simulation methods, problem solving, activity, value clarification and lecture cum demonstration method.
  Eco club – meaning, objective, structure and activities.
- Role of media – Print, Films, TV and Audio visual aids; Eco club, Eco lab and exhibition in environmental education.

Unit-III : Ecosystem and Man
Ecosystem, structure and function, producer, consumer and decomposers.

- Food chain, food web and ecological pyramids.
- Types of ecosystem: forest grass land, desert and aquatic.
- Effect of human activities on ecosystem.

**Unit-IV : Environmental Crises**

- Pollution: cause, effects and remedies of Air, Water, Soil, Noise and Radiation pollution.
  - Acid rain, green house effect, global warming, ozon, depletion.
- Loss of biodiversity, deforestation and soil degradation, measures to arrest them.
  - Population explosion and its effect on environment, crisis of energy, resources and quality of environment.
- Disaster: Natural and man made, Disaster management and its mitigation

**Unit-V : Sustainable Development**

- Need for conservation of Environment
- Role of education in Sustainable development
  - Movement of Save environment
- Role of International agencies UNEP, WWF, NGO's and Government Organisation.
  - Role of cultural, legal and political agencies for conservation of environment. Important environmental laws.

**Transaction Mode :** Lecture cum demonstration, discussion, field activity, survey project, problem solving.

**Practicum** - Any two of the following:

- Food chain and food webs in a specific local eco system through chart or model
  - Plantation programmes in locality / campus and reporting.
- Pollutants of local industry or in a locality.
  - Development of Botanical Garden.
- Prepare play on pollution and plantation.
SECOND YEAR-ELECTIVE PAPER V/VI : CAREER GUIDANCE AND COUNSELLING

OBJECTIVES- Student teachers will be able to:

- Explain the concepts of guidance and counseling.
- Demonstrate an understanding of educational, vocational and personal guidance.
  Assess the needs of an individual correctly for solving problems.
- Use testing devices and techniques of guidance.
  Describe collection and dissemination of occupational guidance.
- Explain problems faced by students in the contemporary world.
  Describe the working of guidance centers.

Unit-I: Introduction to guidance.

  Principles of guidance.
- Need of guidance at various stages of life.
  Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).

Unit-II: Procedures and services of guidance

- Individual and group procedures of guidance, their nature and advantages.
  Group guidance techniques – class-talks, career-talks, career-conference, group-discussion, field-visits, career-exhibition, audio-visual techniques.
- Types of Guidance services.
  Role of school personnel in organizing guidance services.
- Role of various community agencies in school guidance programme.

Unit-III: Counselling

- Concept of Counselling, Types of Counselling: Directive, Non-directive, and Eclectic.
- Process of counseling (Initial disclosure, in depth exploration and commitment to action)
  Theories of Counselling: Theory of Self (Rogers)
- Role of teacher as a Counsellor and professional ethics associated with it.
Unit-IV : Understanding the Individual

Studying and appraising an individual – its need and importance in Educational and Vocational Guidance.

- Testing and non-Testing devices for the study of an individual.
  - Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
- Cumulative Record Cards.

Unit-V : Career and Occupational Information:

- Concept of Occupational Information and Source of Collection.
- Career-Counselling and Dissemination of Occupational Information
  - Setting up of career resource centre, Its major importance.

Transaction Mode: Lecture cum discussion, discussion, demonstration, questioning, case study, inquiry, project.

Practicum- Any two of the following:

- Visit to guidance and counseling cell of two schools.
  - Visit to a Career Resource Centre.
- Cumulative record card of two students.
- College of occupations informations (Monthwise)

This curriculum is suggested only. It requires further modifications and changes for execution to prepare quality teachers.

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