

SYLLABUS

Four Year Integrated B.A/B.Sc. B.Ed.

2021-2025



**School of Education
Ravenshaw University, Cuttack**



Course Structure for Four Year Integrated B.A. B.Ed. / B.Sc. B.Ed. Programme

Four year integrated B.A. B. Ed./ B.S. B.Ed. Course has been started in the Department of Education, Ravenshaw University with an initial intake of 100 seats (i.e. 50 seats in science stream and 50 seats in Arts stream).The programme consists of eight semesters. The course structure for Four year integrated B.A. B.Ed./ B.Sc. B.Ed. Course are given as under:

- I. PE: Perspective in Education-500 Marks
- II. CPS: Curriculum and Pedagogical Studies-500 Marks
- III. Engagement with Field and School Internship-1000 Marks
 - PR: Practicum-400 marks
 - SI: School Internship-400 marks
 - EPC: Enhancing Professional Capacities-200marks

Semester-I							
S.No	Paper Code	Title of the Course	Marks		Credist	Total	Page No.
			Internal	External			
1.	PE-101	Foundations of Education	10	40	2	50	1-2
2.	PE-102	Childhood and Growing Up	10	40	2	50	3-4
3.	PR-101	Environmental Awareness	50	-	4	50	5
Sub-Total			70	80	8	150	
Semester-II							
4.	PE-203	Adolescence and Growing Up	10	40	2	50	6-7
5.	PE-204	Cotemporary Indian Education	10	40	2	50	8-9
6.	PR-202	First Aid awareness programme & Youth Red Cross	50	-	4	50	10-11
Sub-Total			70	80	8	150	
Semester-III							
7.	PE-305	Learning and Teaching-I	10	40	2	50	12-13
8.	CPS-301	Assessment for Learning-I	10	40	2	50	14-15
9.	PR-303	Project on school based activities and Community survey	50	-	4	50	16
Sub-Total			70	80	8	150	
Semester-IV							
10.	PE-406	Learning and Teaching-II	10	40	2	50	17-18
11.	CPS-402	Assessment for Learning-II	10	40	2	50	19-20
12.	PR-404	Construction and Administration of two unit test in school subject with reporting	50	-	4	50	20
Sub-Total			70	80	8	150	

Semester-V							
S.No	Paper Code	Title of the Course	Marks		Credist	Total	Page No.
			Internal	External			
13.	CPS-503	A. Pedagogy of School Subject-I <i>Language(Odia/English); Mathematics; Biological Science</i>	10	40	2	50	21-27
14.	CPS-504	B. Pedagogy of School Subject-I <i>Social Science; Physical Science</i>	10	40	2	50	28-30
15.	PR-505	Acquisition of Core Teaching Skills	50	-	4	50	31
Sub-Total			70	80	8	150	
Semester-VI							
16.	CPS-605	A. Pedagogy of School Subject-II <i>Language (Odia/English); Mathematics; Biological Science</i>	10	40	2	50	32-39
17.	CPS-606	B. Pedagogy of School Subject-II <i>Social Science; Physical Science</i>	10	40	2	50	40-43
18.	PR-606	School exposure and analysis of Text Book	50	-	4	50	44
Sub-Total			70	80	8	150	
Semester-VII							
19.	PE-707	Knowledge and Curriculum-I	10	40	2	50	45-46
20.	PE-708	Gender, School and Society	10	40	2	50	47
21.	CPS-707	Health, Yoga and Physical Education (T)	10	40	2	50	48-49
22.	CPS-708	Action Research	10	40	2	50	50
23.	EPC-701	Understanding the self	10	40	2	50	51-52
24.	EPC-702	Visual and Performing Art (Theory)	10	40	2	50	53
25.	SI-701	School Internship-Part-I	200	-	12	200	54-56
26.	PR-707	Critical Understanding of ICT	50	-	4	50	57
Sub-Total			310	240	28	550	
Semester-VIII							
27.	PE-809	Knowledge and Curriculum-II	10	40	2	50	58-59
28.	PE-810	Inclusive Education	10	40	2	50	60-61
29.	CPS-809	Language across curriculum	10	40	2	50	62-63
30.	CPS 810	Guidance and Counseling	10	40	2	50	64-65
31.	EPC-803	Reflective Reading and study of classic in Education on Texts	10	40	2	50	66-67
32.	EPC-804	Health, Yoga and Physical Education (P)	50		4	50	68
33.	SI-802	School Internship-Part-II	200	-	12	200	69-72
34.	PR-808	Visual and Performing Arts (Practical)	50	-	4	50	73
Sub-Total			350	200	30	550	
GRAND TOTAL (All 8 Semesters)			1080	920	106	2000	74

Semester I						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
1	PE-101	Foundations of Education	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- states meaning of education and forms own concept of education;
- identifies various functions, modes, processes of education and aims of education
- describes education policies and strategies recommended by different commissions and ideas of educational thinkers
- describes the relevance of the knowledge regarding the four pillars of education in the present context
- explains how education is based on philosophy, psychology and sociology
- elaborates the linkage between education and various dimensions of national development.

Detailed Course Content

Unit-I: Concept of Education

- Meaning, Nature, Scope of education
- Process and Mode of Education (Formal, Non-formal and Informal)
- Aims of Education: Individual and Social
- Aims of Education as envisaged in Secondary Education Commission (1952-1953), Education Commission (1964-1966), National Policy on Education (1986/92), and National Curriculum Framework (2005) and Delor's Commission report: four pillars of education

Unit-II: Bases of Education

- Philosophy and Education: Meaning and relationship; Influence of philosophy in determining aims, curriculum and methods of teaching with reference to major schools of Educational Philosophy – Idealism, Naturalism and Pragmatism.
- Sociology and Education: Meaning and relationship; Implications of Sociology for aims, curriculum and methods of Teaching.
- Psychology and Education: Meaning and relationship; Implications of psychology for Education in organizing contents and understanding the teaching-learning process (understanding learner, teacher characteristics and pedagogy).

Unit-III: Educational Thoughts

- Indian Educational Thinkers: M.K. Gandhi, R. N. Tagore, Gopabandhu Dash and Sri Aurobindo educational reflections with reference to aims, curriculum, method of teaching and discipline.
- Western Educational Thinkers: Plato, Aristotle, J.J. Rousseau, and J. Dewey educational reflections with reference to aims, curriculum, method of teaching and discipline.

Each student-teacher is required to submit **one** assignment from the following (**1 x 10 marks = 10 marks**):

- Analysis of the ongoing school curriculum in your area of interest with reference to NCF-2005
- Analysis of the ongoing school curriculum in your area of interest with reference to NPE-1986
- Comparative analysis of educational thought of Gandhi and Tagore
- Visit an Integral school and write a report on school programmes with reference to the Philosophy of Aurobindo
- Teacher educator may suggested any topic related to the above mentioned content

Suggested Readings:

- Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NewDelhi: NCERT.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD.
- Krishnamurthy, J. (1947) *On education*. New Delhi: Orient Longman.
- Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I.Publications
- Ministry of Education (1966). *Education and national development*. New Delhi:
- Ministry of Human Resource Development (2004). *Learning without Burden: Report of the National Advisory Committee*. New Delhi: Min. of HRD.
- Mukherji, S.M., (1966). *History of education in India*. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. New Delhi: MacMillan.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: National Council of Educational Research and Training.
- Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education* (4th Eds.). Boston: Houghton Mifflin Co.
- Peters, R.S. (1967). *The Concept of education*. London: Routledge Kegan& Paul.

Semester I						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
2	PE-102	Childhood and Growing Up	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher :

- describes the concept of growth and development of human child and explains the underlying general principles of growth and development;
- applies the knowledge of the principles of child development to study children
- describes briefly the periods and the typical characteristics of growth and development during each period;
- specifies the contexts and factors influencing development;
- describes the theories of socio-emotional, cognitive and language development and draws educational implications;
- describes the developmental characteristics during childhood development and its bearing on school and classroom practices;

Detailed Course Content

Unit-I. Understanding learner development

- Growth and development – Concept and General Principles.
- Different stages of human growth and development- infancy and childhood.
- Factors influencing development: heredity, environment, nutrition, child rearing practices, socio economic status, siblings and peers.
- Role of school in promoting growth and development of a child

Unit II: Context of Development

- Child Development as a multidimensional concept within a pluralistic society (physical, Emotional , Social and Cognitive)
- Impact of different parenting styles on child development
- Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.
- Methods of studying child development-Observation (Participatory and Non- participatory), Experimental and Case study

Unit-III. Theories of Child Development

- Erickson’s theory of psycho-social Development
- Piaget’s stages of Cognitive developmental
- Conceptual and Language development theories of Vygotsky and Noam Chomsky.
- Kohlberg’s Theory of Moral Development;(Brief theoretical framework and educational implications of all Theories)

Tasks and Assignment: Each student-teacher is required to submit *one* assignment from the following(1 x 10 marks = 10 marks):

- Study of child rearing practices in adverse conditions
- Study of parenting style on growth and development of the child
- Perception of moral values of a child belonging to high economic status and low economic status
- Teacher educator may suggested any topic related to the above mentioned content

Suggested Readings

- Arnett, Jeffrey(2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson
- Berk, Laura E. (2011). *Child development* (9th Edn.). New Delhi: Prentice Hall of
- Chauhan, S.S. (1978). *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.
- Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
- Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York:
- Hurlock, E.B. (1980). *Child development* (6th Edn.). Tokyo: McGraw-Hill,India.
- *introduction to educational psychology*. New York: Holt, Rinehart andKogakusha Ltd.
- Kundu, C.L. and Tutoo D.N. (1993). *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- McGraw Hill Book.Nostrand
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
- Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc. Publishing House Pvt. Ltd.
- Stephens, J. M.; Evans, E. D.(1973). *Development and classroom learning: AnTechnology*. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc
- Tessmer, M., and Jonassen, D. (1988). *Learning Strategies: A New Instructional Winston*.

Semester I						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
3	PR-101	Environmental Awareness	50	-	4	50
<p>Learning Outcomes</p> <p>On completion of this practicum, the student-teacher</p> <ul style="list-style-type: none"> • <i>Develops awareness of environment and natural resources.</i> • <i>Develops awareness of environmental pollution and its possible causes, effects and remedies.</i> • <i>Applies various strategies and methods for conservation and sustainable environmental development.</i> • <i>Reflect on the role of a teacher in environmental education</i> <p>Engagement with field: Tasks and Assignments:</p> <p>Each student-teacher is required to submit report/assignment on any two of the following activities (2 x 25 marks = 50 marks)</p> <ul style="list-style-type: none"> • <i>Conduct a survey of any slum area and examine the standard of living of the inhabitants</i> • <i>Prepare a report on impact of Social Networking Sites for creating environmental awareness</i> • <i>Visit an Industrial sites (air and water pollution) and prepare a report</i> • <i>Prepare a project report on ways and means for presentation of environment</i> • <i>Prepare models and exhibits for general awareness of public regarding environmental hazards</i> • <i>Prepare resource material on any of the environmental problems along with suitable remedial strategy</i> • <i>Develop and deliver a programme for environmental awareness and of school children and prepare a report</i> • <i>Develop a short documentary on environmental sensitivity by using ICT tools.</i> • <i>Teacher educator may suggested any topic related to the above mentioned content</i> <p>All assignments should imbibe the awareness among school children</p> <p>Modes of Learning Engagements:</p> <ul style="list-style-type: none"> • <i>Field visit and survey</i> • <i>Project work</i> • <i>Organizing debates and Declamation</i> • <i>Organizing Various Activities like Poster making, slogan and colleague competition</i> • <i>Documentary fields</i> 						
Sub-Total			70	80	8	150

Semester II						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
4	PE-203	Adolescence and Growing Up	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- elaborates the developmental characteristics, contextual needs and tasks during adolescence.
- specifies the role of school and teachers in addressing the challenges during this period of development;
- states the different forms and dimensions of individual differences and the ways of meeting the classroom issues arising out of the differences;
- identifies the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs;
- develops an understanding of looking at one's own self, feeling and emotion; and
- reflects on how to relate the self to the world through emotions; and
- examines the factors responsible for establishing Identity in a Real World.

Detailed Course Content

Unit-I. Developmental characteristics during adolescence

- Developmental Characteristics during adolescence: Physical, Social, Cognitive and Language, Emotional and Moral; Challenges of adolescence.
- Context-specific developmental tasks based on specific needs and problems during adolescence; Problems of adjustment, Defense mechanism
- Role of school and teacher in addressing the challenges of developmental needs of adolescents in various contexts.

Unit-II. Understanding Individual Differences among Learners

- Individual differences due to cognitive, social and emotional attributes; recognizing the uniqueness of the learner;
- Learners with different mental abilities: Intelligence and creativity- concept, nature and assessment; classification of learners based on Gardner's theory of Intelligence; and
- Creativity- concept, nature and techniques to promote creativity; and
- Addressing individual differences in learning – learning needs of different types of learners (gifted and backward learners; fast and slow learners).

Unit III: Development of Identity

- Formation of self (Self-concept, self-esteem, Self-efficacy);
- Emotions: Goleman's Theory of Emotional Intelligence.
- Establishing Identity in a Real World- Peer relations: competitions, cooperation and peer pressure; Role of teacher in establishing identity.

Tasks and Assignment: Each student-teacher is required to submit *one* assignment from the following(1 x 10 marks = 10 marks):

- Case study of gifted/ backward learners/ fast/ slow learners.
- Analysis of the common behavioural problems observed in the classroom
- Preparation of context specific learning materials such as work sheet on self and emotional intelligence.
- Teacher educator may suggested any topic related to the above mentioned content

Suggested Readings

- Arnett, Jeffrey(2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson
- Berk, Laura E. (2011). *Child development* (9th Edn.). New Delhi: Prentice Hall of
- Chauhan, S.S. (1978). *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.
- Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
- Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York:
- Hurlock, E.B. (1980). *Child development* (6th Edn.). Tokyo: McGraw-Hill,India.
- *introduction to educational psychology*. New York: Holt, Rinehart andKogakusha Ltd.
- Kundu, C.L. and Tutoo D.N. (1993). *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- McGraw Hill Book.Nostrand
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
- Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc. Publishing House Pvt. Ltd.
- Stephens, J. M.; Evans, E. D.(1973). *Development and classroom learning: AnTechnology*. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc.
- Tessmer, M., and Jonassen, D. (1988). *Learning Strategies: A New Instructional*

Semester II						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
5	PE-204	Cotemporary Indian Education	10	40	2	50

Learning Outcomes

On completion of this course, the student- teacher:

- describes the prevailing social inequities, diversities and marginalization in India and their implication for education;
- states the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to school education;
- explains the various emerging concerns and issues of school education
- states the roles of teachers in addressing the concerns and issues; and
- develops a set of professional values required to address the issues and concerns through curricular, and co-curricular activities

Detailed Course Content

Unit-I: Diversity, Inequality and Marginalization in Indian Society

- Understanding Indian Society with reference to diversities in Language, Culture, Religion, Socio-economic class, Ethnic group.
- Stratification of Indian Society with reference to Caste, Class, Gender Region (Rural–urban disparity). Education in a stratified society.
- Role of Education in addressing the needs of Marginalized groups in Indian society SC/ST, Women, differently abled , minority community

Unit-II: Constitutional Provisions, Policies and Acts in Education

- Constitutional provisions and values for resolving the issues of diversity, inequality and marginalization in education.
- Policies and programmes for addressing these issues – NPE 1986/ 92; SSA and RMSA; RCFCE Act, 2009 (RTE Act) – objectives and provisions; State Policy on Multilingual Education in Odisha (2014).
- Problems in implementation of the policies with reference to access, enrolment, retention and quality in education.

Unit-III. Emerging Concerns for Education

- Life skill education – concept and importance; core life skills (WHO); role of school, teacher and community for developing life skills of the learners;
- Liberalization, Privatization and Globalization of education– meaning and their impact on the contemporary education with reference to curriculum, pedagogy and management.

- Education for inclusive development- Dimensions (social, economic, cultural, technological, spatial), Strategies for promoting inclusion, Role of education
- Quality education – concept, dimensions, indicators and initiatives for enhancing quality education in school. Concept of TQM and quality Assurance in Education.

Tasks and Assignments

Each student-teacher is required to submit report/ assignments selecting **one** of the following(1 x 10 marks = 10 marks):

- Preparation of a report on school-based activities for enhancing life skill education
- School visit and preparation of a report on implementation of RTE Act in rural schools
- School visit and preparation of a report on implementation of RMSA in secondary schools
- Teacher educator may suggested any topic related to the above mentioned content

Suggested Readings

- Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Perennial Library.
- Govt. of India (1992). *Report of core group on value orientation to education*. New Delhi: Planning Commission, Govt. of India.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- Ministry of Law and Justice (2009). *Right to education*. New Delhi: Govt of India. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- Panneerselvam, A. & Ramkrishnan, M. (1996). *Environmental science education*. New Delhi: Sterling Publishers.
- Puri, M. & Abraham. (Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners*. New Delhi: Sage Publications.
- Bangkok : UNESCO Principal Regional Office for Asia Pacific UNESCO (1994). *Source Book on environmental education for elementary teacher*.
- Sharma, R.A. (1998). *Environmental education*. Meerut: Surya Publication UNESCO (1990). *Source Book on environmental education for secondary teachers*.
- Bangkok : UNESCO Principal Regional Office for Asia Pacific UNESCO (1994). *Source Book on environmental education for elementary teacher*.

Semester II						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
6	PR-202	First Aid awareness programme & Youth Red Cross	50	-	4	50

Learning Outcomes

On completion of this course, the student- teacher:

- develops respect for the human being, non-discrimination on the basis of nationality, race, gender, religious beliefs, disability, class or political opinions, mutual understanding, friendship, cooperation and lasting peace among people, service by volunteers.
- develops a better understanding internally through promoting humanitarian values.
- delivers humanitarian message of Red Cross both within and outside the society, and to advocate tolerance and coexistence in the communities.
- develops knowledge on Disaster Management policy, strategy, and plans
- enhances community capacities and creating awareness of Red Cross
- improves the capacity of advocacy, coordination, collaboration and integration among students
- develops awareness on health policy, strategy, design and develop health care programmes
- strengthens prevention focused volunteer based community health care
- helps and supports the vulnerable to handle HIV/AIDS epidemic and respond to public health crisis with particular focus on HIV Aids

Tasks and Assignments

Each student-teacher is required to submit report on any two of the following awareness activities at least one from each group (2 x 25 marks = 50 marks): Visit to organizations concerned with the following activities, interact with the members, experience the reality and submit reports on experiences. Each of the student-teacher is required to create awareness on any one of the following activities in a locality and write a report.

- A. Suggested Activities for Youth Red Cross Awareness Programme : Creating awareness among people on the following areas:
- Organize a blood donation camp and create awareness of primary health care in a school of your locality and write a report.
 - A student teacher is required to prepare a diet chart for the persons suffering from Cholesterol/thyroid/diabetics. She/he is required to submit a report on organization of awareness programme for the students of secondary level on balanced diet and effect for sound health.
 - Visit the nearest hospital and meet the doctors and patients affected with HIV/AIDS. Arrange a programme for secondary school students and prepare a report on prevention of HIV/AIDS for healthful living.

- Observe the food habits of children studying in primary level, orient them the values of proper food habit and submit a report on emphasizing ill effect of junk food.
- Arrange a programme inviting a doctor to orient the students at secondary level on problems of adolescents and submit a report on it.
- Each student teacher is required to collect information on cause and effect of allergic reaction/asthma/choking /fainting /suns stroke and make the students aware at secondary level through different modes and write a report on such activities.
- Collect basic information on traffic rules and regulations for safety drive. Prepare a report after organization of traffic awareness programme among school students and public.
- Collect information on benefit of first aid kit. Prepare a first -aid kit useful for your family and school, organize an awareness programme in a school about its significance to the staff and students.

Modes of Learning Engagements

- Case studies
- Problem solving and enquiry methods
- Workshop
- Small assignments which may include observation of relevant days, preparation of bulletin board material, games, worksheet etc.
- Conducting a seminar and developing a seminar document
- Project work and writing of project report

Discussion of activities pertaining to two different classes and subject

Sub-Total	70	80	8	150
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Semester III						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
7	PE-305	Learning and Teaching-I	10	40	2	50

Learning Outcomes

On completion of this course, the student- teacher

- States the meaning, nature, dimensions and basic conditions of learning
- Discusses and analyze the broad perspectives of behaviouristic, social cognitive, constructivist and humanistic views of learning and their educational implications
- Enumerates the various stages and strategies of teaching for effective learning

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 of Pavlov and Operant Conditioning 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
- Humanistic theory of Learning: Contribution of Carl Roger.

Unit III: Teaching for effective learning

- Correspondence between teaching and learning
- Stages of teaching: Pre-active, Inter-active and post- active
- Levels of Teaching: Memory, understanding and reflective level
- Teaching strategies: Reflective & critical thinking and meta-cognition

Tasks and Assignment

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Preparation of report of observation of two classroom situations on any subject.
- Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful Learning.
- Preparation of a term paper describing the characteristics of effective teacher behavior.
- Choose any topic from your method and prepare an Advance Organizer for the same OR prepare a Programmed Learning module bearing in mind Skinner's Theory of Operant Conditioning

Suggested Readings

- DeCecco, J.P., & Crawford, W.R. (1974). *Psychology of learning and instruction: Educational psychology*. Englewood Cliffs, N.J.: Prentice Hall.
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th edition). New York: Holt, Rinehart and Winston.
- Klausmeir, H.J., & Ripple, R.E. (1971). *Learning and human abilities: Educational Psychology*. New York: Harper & Row.
- Lefrancois, Guy R. (1994). *Psychology for teaching*. Belmont, California: Wadsworth Publishing Company.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- Nolen-Hoeksema, Susan, Fredrickson, Barbara L., Loftus, Geoff R., & Wagenaar, Willem, A. (2014). *Atkinson & Hilgard's introduction to psychology*. Belmont, California: Wadsworth.
- Piaget, J. and Inhelder, B. (1969). *The psychology of the child*. London: Routledge Kegan Paul.
- Sahakian, W.S. (1976). *Introduction to the psychology of learning*. Chicago: Rand McNally College Publishing Company.
- Snowman & Baihler (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
- von Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
- Vygotsky, Lev (1986). *Thought and language*. Cambridge, MA: The MIT Press.
- Woolfolk, A.E. (2012). *Educational psychology* (12th Edn.) Englewood Cliffs,

Semester III						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
8	CPS-301	Assessment for Learning-I	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- States the nature, purpose and types of educational assessment and evaluation
- Explains the key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Develops and uses different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation
- States the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
- Becomes aware about different techniques of assessment that aid students' learning
- Plans realistic, comprehensive and dynamic assessment procedures with feedback mechanism.

Detailed Course Content

Unit I: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, purpose of assessment
- Interrelationship between assessment and evaluation. Classification of Assessment based on: purpose (Placement, Formative, diagnostic and Summative)
- Scope (Teacher-made tests, Standardized tests), Attributes measured (Achievement, Attitude, and 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 and External).

Unit II: Assessment for Learning

- Meaning, importance and purpose; Nature- formative, continuous with learning, comprehensive (assessing all aspects of learning- cognitive, affective and psychomotor), Culturally conducive assessment in the elements from the local culture of the learners.
- Continuous Comprehensive Assessment: Meaning, Importance and Scope
- Learning and Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning
- Assessment at the end of learning experience: processes of assessment of learning, testing and non-testing methods of assessment, observation, interview, Focus Group Discussion

Unit III: Tools and Techniques of Assessment

- Wide range of formal (testing, observation schedules, video recordings etc.) and informal methods (participant observation, talking, taking notes, interviewing, engaging in activities etc.)
- Use of testing (achievement tests of different forms, diagnostic tests, proficiency test etc.) and non-testing (analysis of verbal and non-verbal activities, reflective journals, projects, portfolio etc.) tools
- Use of multiple methods and tools (situation specific combinations)
- Self and Peer-assessment techniques, observation, Portfolio, interview, focused group discussion, rubrics, anecdotes, check list, rating scale
- Provision of feedback for students and parents and reporting learning performance
- Role of Parents for improving teaching, role of teachers to conduct remedial teaching.

Tasks/ Assignments

Each student-teacher is required to submit assignment on any one of the following:

- Case study of a participatory assessment programme
- Preparation of a plan for CCA activities for any class during an academic session
- Appraisal of current CCA practices in the secondary schools
- Constructing a test or an examination paper in one's subject area; critical review of the test prepared

Suggested Reading

- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development
- Garrett, H.E. (1973). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
- Shepard, L.A.(2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.
- Stiggins, R. (2005). *Student-involved classroom assessment*. (4th ed). Columbus, Ohio: Merrill.

Semester III						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
9	PR-303	Project on school based activities and Community survey	50	-	4	50
<p>Each student teacher is required to submit report on any two of the following assignment/activities</p> <ul style="list-style-type: none"> • Enrolment trend of a slum area • Activities undertaken by SSA for improvement of Girls' education • Activities undertaken by SSA for Improvement of SC/ST children • Improvement of Socially disadvantaged children through SSA • Activities undertaken by SSA for Community awareness regarding primary education • Infrastructural development of a primary school through SSA • Status and problems/effectiveness of midday meal programme in a primary school. • Awareness programme in a slum about health/nutrition/sanitation • Organization of a reading hour for children at a local school or library • Donation of used children's books to a school /community library • Organisation of Awareness programme on Girls's education in slum/village • Study nature of community participation in a secondary school • Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area. • Report on social customs, tradition and superstition • Survey of parents attitude towards education of their children • Survey of village/town with at least 20 household in order to study the socio-economic and educational status of the village. • Study of wastage and stagnation in local primary school • Identification of problems of parents with respect to education of their children. 						
Sub-Total			70	80	8	150

Semester IV						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
10	PE-406	Learning and Teaching-II	10	40	2	50

Learning Outcomes

On completion of this course, the student- teacher

- Explains the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school
- Employs the processes of teaching and managing classroom situations for meaningful learning
- Elaborates the processes of preparation and continuing professional development of teacher in the context of a professional ethics

Detailed Course Content

Unit-1: Teaching for Construction of Knowledge

- 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
- Meaningful Learning as Experiencing: Observing, Perceiving and internalizing, and Deriving meaning from experiences;
- Facilitating Meaningful Learning in and out of school: strategies and role of Teacher

Unit-II Teaching for Meaningful Learning

- Teaching and Learning: Teaching as instructing vs Teaching as facilitating learning; Teaching as empowering learners; Bruner’s Model of Teaching for meaningful learning and implications for classroom instruction in promoting meaningful learning
- Teaching in Diverse Classrooms – Paradigm shift in organizing learning :Teacher centric to learner centric and to learning centric (characteristics and process); Grouping for facilitating learning- Ability Grouping, Heterogeneous Grouping, Grouping by interest, Grouping by Choice;
- Modes of teaching-learning – face to face and distance mode, oral-aural and digital, individualized and group-based

Unit-III: Teaching as a profession

- Importance and Characteristics of teaching profession; Characteristics of an effective teacher
- Teacher Preparation : Needs, components and modes: pre-service and in service teacher education programmes for different school levels (pre-school, elementary,secondary)

- Teacher Development: Needs and Stages – Survival, Consolidation, Renewal and Maturity; Continuing Professional Development of In-service Teachers - Needs and Strategies
- Teachers' Professional Ethics and Accountability : Meaning, importance and dimensions; Recommendations of NPE 1986/92; Strategies for ensuring teacher accountability

Tasks and Assignment

Each student-teacher is required to submit assignments selecting **any one** of the following
(1 x 10 marks = 10 marks):

- Preparation of report of observation of two classroom transactions based on 5E and ICON model
- Survey of teachers' classroom activities of at least teachers and preparation of report.
- Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning.
- Observing classroom transactions of teachers with high and low experience in teaching.

Suggested Readings

- DeCecco, J.P., & Crawford, W.R. (1974). *Psychology of learning and instruction: Educational psychology*. Englewood Cliffs, N.J.: Prentice Hall.
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th edition). New York: Holt, Rinehart and Winston.
- Klausmeir, H.J., & Ripple, R.E. (1971). *Learning and human abilities: Educational Psychology*. New York: Harper & Row.
- Lefrancois, Guy R. (1994). *Psychology for teaching*. Belmont, California: Wadsworth Publishing Company.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- Nolen-Hoeksema, Susan, Fredrickson, Barbara L., Loftus, Geoff R., & Wagenaar, Willem, A. (2014). *Atkinson & Hilgard's introduction to psychology*. Belmont, California: Wadsworth.
- Piaget, J. and Inhelder, B. (1969). *The psychology of the child*. London: Routledge Kegan Paul.
- Sahakian, W.S. (1976). *Introduction to the psychology of learning*. Chicago: Rand McNally College Publishing Company.
- Snowman & Baihler (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
- Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning* Washington D.C.: Falmer Press.
- Vygotsky, Lev (1986). *Thought and language*. Cambridge, MA: The MIT Press.
- Woolfolk, A.E. (2012). *Educational psychology* (12th Edn.) Englewood Cliffs, N.J.: Prentice Hall.

Semester IV						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
11	CPS-402	Assessment for Learning-II	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- analyzes the trends and issues in learning and learner assessment
- becomes the use of a wide range of assessment tools, and learn to select and construct these appropriately
- analyzes and interprets results of the assessment using rudimentary statistical methods

Detailed Course Content

Unit-1: Unit-1 .Construction of Test and Its Use

- Steps: Planning, Preparing, Trying-out and Evaluation of a Test
- Characteristics of a good test: Reliability, Validity, Usability (concept, type and procedure).
- Administration of the test and analysis of students' performance: Preparation of report and its use in enhancing learning.

Unit-2 Issues in Assessment and Policy Provisions

- Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Close ended vs. Open-ended test items, relative neglect of non-cognitive aspects, non-use of diverse methods and tools for assessing diverse learners
- Policy perspectives: Recommendations of NPE 1986/92, NCF 2005, RCFCE Act 2009: Non-detention policy and its implications for assessment and quality of learning
- Emerging practices in assessment : online assessment, participatory assessment

Unit-3 Elementary Statistics

- Measures of Central Tendency: Mean, Median, Mode-Calculation, uses and limitations
- Measures of Variability : Range, Average Deviation, Quartile Deviation, Standard Deviation-Calculation, uses and limitations
- Correlation: Calculating Coefficient of Correlation by Rank-difference and Product moment method
- Concept of Normal Probability Curve, Characteristics of normal curve, uses and Standard Scores Z-Score, T-Score and Percentile

Tasks/ Assignments

Each student-teacher is required to submit assignments selecting *any one* of the following(1 x 10 marks = 10 marks):

- Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject

- Construction of an achievement test on any topic of their school subject
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing

Suggested Reading

- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development
- Garrett, H.E. (1973). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
- Popham, W.J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). New York: Prentice Hall.
- Shepard, L.A. (2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.

Semester IV						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
12	PR-404	Construction and Administration of two unit test	50	-	4	50
Tasks and Assignment						
Each student-teacher is required to prepare at least two unit tests in their respective method subjects (2 x 25 marks = 50 marks)						
Sub-Total			70	80	8	150

Semester-V						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
13	CPS-503	<u>A. Pedagogy of School Subject-I</u> <i>Language (Odia/English); Mathematics; Biological Science</i>			2	50
	CPS-503	<u>A. Pedagogy of Odia-I</u>	10	40		50

Learning Outcomes

On completion of this course, the student-teacher

- states the importance and place of Odia as mother tongue in school curriculum.
- develops the strategies to address the problems of Odia language acquisition in multilingual context.
- uses various strategies for facilitating the acquisition of language skills in Odia.
- decides appropriate pedagogic approaches to transact different types of lessons in Odia.
- prepares appropriate tools for comprehensive assessment of learning in Odia.

Detailed Course Content

Unit 1 Odia as Mother Tongue in School Curriculum:

- Importance of mother tongue in the life and History of odia literature
- Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by Kothari Commission 1964-66 and NCF 2005
- Objectives of teaching-learning Odia at elementary and secondary levels
- language skills and Inter-dependence of language skills in Odia language
- Strategies for facilitating acquisition of four-fold language skills in Odia language

Unit-II Pedagogical Approaches to Teaching-Learning Odia Language:

- Psychology of language learning and acquisition with reference to Odia as mother tongue.
- Different approaches, methods and strategies to the teaching-learning Odia language : prose (detailed and non-detailed); poetry; composition and grammar (
- Strategies for enrichment of Odia vocabulary (word formation and spelling)
- Strategies for developing creative writing skills
- Problems and issues related to acquisition of Odia language in multi-lingual context

Unit-III Curricular Activities and assessment

- Preparation of Unit Plan
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- Learning resources and planning learning activities

- Learning assessment in Odia language: Assessing comprehension and expression skills; preparation of objective-based and objective-type test items
- Portfolio Assessment in Odia language
- Comprehensive Assessment of Learning in Odia language
- Remedial programme in language learning

Tasks & Assignments

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

(1 x 10 marks = 10 marks):

- Preparation of Five Lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Suggested Readings

- Dhal, G.B. (1974). *Dhwani bijanana*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Mohanty, B. (1970). *Odia bhasara utpati O 65arma bikasha*. Cuttack : Friends Publishers.
- Mohanty, J., Barik, N. & Khandai, U. (1983). *Odia sikshadana paddhati*. Cuttack : Nalanda.
- Mohapatra, D. (1976). *Odia Dhwani tattwa O sabdha sambhar*. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). *Sarbasara vyakarana*. Cuttack : New Student's Store
- Nayak, B. (1974). *Matrubhasa Sikshadana paddhati*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Padhee, B. (1972). *Odia bhasara rupa tattwa*. Berhampur : Pustak Mandir.
- Rout, P.C. (1986). *Matrubhasa sikshadana paddhati*. Jajpur : Saraswati Printers
- Sahoo, B. (1975). *Bhasa bigyanara rupa rekha*. Cuttack : Paramartha Printers
- Sarangi, N. (2001). *Bruhat odia vyakarana*. Cuttack : Satyanarayan Book Store
- Tripathy, K.B. (1977). *Odia bhasa tattwa O lipira krama bikash*. Bhubaneswar: Odisha Rajya Pathya Pustaka Pranayana Sanstha.

	CPS-503	A. <u>Pedagogy of English-I</u>	10	40	50
<p>Learning Outcomes</p> <p>On completion of this course, the student-teacher</p> <ul style="list-style-type: none"> • analyzes 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 • uses various approaches, methods and strategies for teaching-learning English • transacts various types of lesson plans covering all aspects of English language following different approaches <p>Detailed Course Content</p> <p>Unit I: English in School Curriculum</p> <ul style="list-style-type: none"> • Language policy in India with reference to Kothari Commission(1964-66), NPE-1968,NPE-1986andNCF–2005 and NEP-2020. • Importance of English language in India in historical perspectives (Pre-Independence Period &Post-Independence Period) • Place of English in school curriculum (Elementary and Secondary Levels) • Objectives of learning English at Elementary and Secondary levels • English language skills–Components, Integration and Interdependence <p>Unit II: Acquisition of Second Language (English): Approaches, Methods and Strategies</p> <ul style="list-style-type: none"> • Noam Chomsky Psychology of language acquisition and language learning: Behaviorists (I.P. Pavlov and B.F. Skinner), Cognitivist (Noam Chomsky) and Developmental Interactionists (Piaget and Vygotsky) • Problems and issues in teaching-learning English • Text and context in English language learning with reference to multi-lingual setting • Development of English language skills like Listening and Speaking • Understanding of different methods and strategies : Grammar Translation Method, Direct Method, Bi-lingual Method, Communicative Approach and Constructivist Approach <p>Unit III: Transaction of Contents</p> <ul style="list-style-type: none"> • Transaction of Prose(detailed and non-detailed), Poetry, Grammar and Composition lessons–Approaches, Methods and Strategies • Development of English Language: Reading Skill (Reading with correct pronunciation) and Writing skill(Creative writing and correcting Spelling errors) • Preparation of Unit Plan • Preparation of Lesson Plan following Communicative and Constructivist approach (5E and ICON) 					

Tasks and Assignment

Each student-teacher is required to submit **one** assignment from the following (1 x 10 marks = 10 marks):

- Preparation of five lesson plans on the topic from the prescribed text following 5E and ICON Model

Suggested Readings

- Bansal, R.K. (1971). *An outline of general phonetics*. Bombay : Oxford University Press
- Bansal, R.K. and Harrison, J.B. (1972). *Spoken English for India*. Madras : Orient Longman
- Baruah, T.C. (1984). *The English teachers handbook*. New Delhi : Sterling Publishers
- Billows, F.N. (1961). *The techniques of language teaching*. London : William Heffer and Sons.
- Carrol, J.B. (1972). *Systems and structures of English*. London: Oxford University Press.
- Das, B.K. et al. (2009). *An introduction to professional English and soft skills*. New Delhi : Cambridge University Press
- Dash, N. and Dash, M. (2007). *Teaching English as an Additional Language*: Atlantic Publishers and Distributors (P) Ltd.
- Dodson, C.J. (1963). *The bilingual method*. London : Pitman Publishing. Frisby, A.W. (1970). *Teaching English: notes and comments*. London: ELBS.
- Gokak, V.K. (1963). *English in India: Its present and future*. New Delhi: Asia Publishing House.
- Harish David, P. (1969). *Testing English as second language*. New Jersey : McGraw Hill
- Hornby, A.S. (1962). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
- Jones, Daniel (1967). *An outline of English phonetics*. London : William Heffer and Sons
- Kohli, A.L. (1970). *Techniques of teaching English*. Jalandhar : Dhanpat Rai and Sons.
- Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
- Palmer, H.E. (1980). *Grammar of spoken English*. Cambridge: Heffer.
- Prabhu, N.S. (1989). *Second language pedagogy*. New Delhi : Oxford University Press
- Sachdeva, M.S. (1973). *A new approach to teaching of English in India*. Ludhiana : Prakash Brothers.
- Saraswati, V. (2004). *English language teaching*. New Delhi : Orient Longman
- Sharma, A.K. (1985). *Aspects of English language teaching in India*. New Delhi : Bharat Book Depot.
- Sinha, S.P. (1978). *English in India*. New Delhi : Janaki Prakashan

	CPS-503	A. Pedagogy of Mathematics-I	10	40		50
<p>Learning Outcomes</p> <p>On completion of this course, the student- teacher</p> <ul style="list-style-type: none"> • Narrates the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms • Uses various methods and approaches of teaching and learning Mathematics especially suitable for the secondary school classes • Plans lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions <p>Detailed Course Content</p> <p>Unit-I Foundations of Mathematics Education</p> <ul style="list-style-type: none"> • 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, • Emphasis of NCF-2005 on transaction of curriculum. Going beyond Mathematics text book <p>Unit-II Teaching-learning strategies in Mathematics</p> <ul style="list-style-type: none"> • 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. <p>Unit –III Teaching Learning Resources in Mathematics</p> <ul style="list-style-type: none"> • Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators • Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing, Mathematics laboratory activities, Mathematics outside the classroom, computers, Graphic calculators, Maintaining portfolio in Mathematics <p>Tasks & Assignment</p> <p>Each student-teacher is required to complete assignments on any one of the following:</p> <ul style="list-style-type: none"> • Prepare a report on use of problem solving method by taking 5 examples in secondary school mathematics. • Preparation of five lesson plans on any topic from the Mathematics texts of the secondary school based on 5E and ICON models. <p>Suggested Readings</p> <ul style="list-style-type: none"> • Cooney, Thomas J. et al. (1975). <i>Dynamics of Teaching Secondary School</i> • <i>Mathematics</i>. Boston: Houghton Mifflin. • Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). <i>Fostering geometric thinking: A guide for teachers, grades 6-10</i>. Portsmouth, NH: Heinemann • NCERT, Position Paper of NFG on Teaching of Mathematics-2005, 						

	CPS-503	A. Pedagogy of Biological Science-I	10	40		50
<p>Learning Outcomes</p> <p>On completion of this course, the student-teacher</p> <ul style="list-style-type: none"> • States the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum. • Uses various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes. <p>Detailed Course Content</p> <p>UNIT-1: Biological Science as a dynamic body of knowledge</p> <ul style="list-style-type: none"> • Nature of Biological Science: Nature and Scope of Science in general and Biological Science in particular, Importance of Biological Science in daily life • Objectives of teaching-learning Biological Science at both elementary and secondary school level • Interrelationship of biology and other disciplines of science and their integration <p>UNIT-II: Biological Science Curriculum</p> <ul style="list-style-type: none"> • Place of Biological Science in school curriculum • Emphasis of NCF-2005 on transaction of curriculum. Going beyond biological science text book • Critical pedagogy in biological science • Ethical issues in biological science • Space for parents and community <p>UNIT-III: Approaches and Methods of Teaching-learning Biological Science</p> <ul style="list-style-type: none"> • Observation – Types, importance in Bio-Science, process, recording of observation • Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations. • Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution. • Demonstration-cum-Discussion • Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting. <p>Tasks & Assignments:</p> <p>Each student-teacher is required to submit assignments on any one of the following</p> <ul style="list-style-type: none"> • Developing five activities/experiments in Biological Science and prepare a brief report • Prepare a report on place of bio- science in school curriculum • Prepare a report on problem solving method using a suitable topic from secondary school Bioscience. • Comparing biology text books(Elementary & Secondary) on the basis of conceptual development, unifying themes and forms of knowledge • Analyze NCF-2005, position paper on teaching of science, habitat and learning with respect to nature, aims of teaching and learning bioscience 						

Suggested Readings

- NCERT, National Curriculum Framework-2005
- NCERT, Position paper of NFG on Teaching Science-2005
- Buffaloe, Neal. & Throneberry, J. B. (1972). Principles of biology teaching. New Delhi: Prentice Hall of India.
- Herr, Norman (2007) The Sourcebook for teaching science. San Francisco, CA: Jossey-Bass.
- Kulashrestha, S.P. (2009). Teaching of biology. Meerut: R.Lall Book Depot.
- Mangal, S.K. & Mangal, S. (2007). Teaching of biological science. Meerut: International Publishing House.
- Miller, D.F. & Blayses, G.W.(2011). Methods and materials for teaching biological sciences. New York: McGraw Hill.
- Sharma, R.C. (1998). Modern science teaching. New Delhi: Dhanpat Rai and Sons. TESS India (2015). Key resources. The Open University U.K.(<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)
- Vaidya, Narendra (1992). Science teaching for 21st century. New Delhi: Deep and Deep.
- Zaidi, S.M. (2004). Modern teaching of life sciences. New Delhi: Deep and Deep
- Zaidi, S.M (2004). modern teaching of life sciences. New Delhi: Anmol Publications
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Semester-V						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
14	CPS-504	<u>A. Pedagogy of School Subject-I</u> <i>Social Science; Physical Science</i>			2	50
	CPS-504	<u>A. Pedagogy of Social Science-I</u>	10	40		50

Learning Outcomes

On completion of this course, the student- teacher;

- develops an understanding of the nature of Social Sciences, both as individual discipline and as an integrated/ interdisciplinary area of study;
- identifies, prepares, collects different teaching-learning resource materials and use effectively in the classroom;
- reflects on the prevailing pedagogical practices in classrooms and uses constructivist perspectives while facilitating learning of social sciences;
- acquires basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it relevant for life;

Unit-I Status and Issues in Social Science

- Meaning, Nature, Scope and Importance of Social Sciences
- Correlation of social sciences with life, nature, mathematics, science and technology and Integrating subjects; moving from topics to themes
- Place of social sciences in the present school curriculum at both elementary and secondary level
- General and subject specific objectives of social sciences at both elementary secondary level
- Epistemological frame for social sciences envisage in NCF-2005

Unit-II Learning Resources in Social Sciences

- Primary and Secondary Sources: Data from field, library materials such as textual/reference materials, journals, magazines, newspapers, reports, documents, records and gazettes, dictionaries and encyclopedias
- Teaching-learning resources in Social Sciences: Preparation, collection and use of content specific teaching learning materials-
 - atlas, map, globe, map book
 - timeline, historical map
 - table, diagram, graph
 - chart, picture, photograph, model
 - Multimedia and internet, satellite imagery and aerial photograph, digital instructional aterial

Unit-III Teaching-learning Strategies in Social Sciences

- Interactive, critical pedagogy and constructivist strategies in social sciences
- Teaching-learning strategies in social sciences: Narration cum discussion, problem solving, observation, field trip, project work, concept mapping, collaboration, co-operative learning, dramatization, simulation, bal-panchayat, mock parliament, storytelling, computer assisted learning and teaching-learning strategies for children with different abilities

(Meaning and uses of above mentioned teaching-learning strategies in different subject areas)

Tasks and Assignment:

Each student-teacher is required to submit *one* assignment from the following (1 x 10 marks = 10 marks):

- Organization of environmental and social awareness programmes like Election Awareness programmes, female feticide etc.
- Submit a Report on field trips visit to Historical place, Geographical place
- Prepare a report on Pedagogical content analysis and concept map
- Organization of Bal panchayat, Mock parliament on any theme

(Conduct through these teaching Learning strategies like project, case study and action research of above mentioned subject areas)

Suggested Readings

- Arora, K .L. (1976).*The Teaching of Geography*.Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992).*The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.
- Carretero, M., and Voss, J. F. (Eds.) (1994).*Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- Dasgupta, P. (2007). *Economics: Avery Short Introduction*.Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005).*Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.
- George, A. M. and Amman, M. (2009).*Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: RoutledgeFalme.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.

CPS-504	A. Pedagogy of Physical Science-I	10	40		50
<p>Learning Outcomes</p> <p>On completion of this course, the student-teacher</p> <ul style="list-style-type: none"> states the nature and importance of physical science and its relevance in Secondary school curriculum. uses various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes. plans lessons in physical science for effective classroom transactions. develops and collects activities and resource materials for their use in enhances quality of learning of Physical Science at the secondary level. <p>Detailed Course Content</p> <p>UNIT-1. Physical Science in School Curriculum</p> <ul style="list-style-type: none"> Nature of Physical Science: Nature and Scope of Science and Physical Science in particular, Importance of Physical Science in daily life, Objectives of teaching-learning Physical Science at the secondary school Level Emphasis of NCF-2005 on transaction of curriculum. Going beyond biological science text book <p>UNIT-II. Methods of Teaching-learning Science</p> <ul style="list-style-type: none"> <i>Experimentation</i>- Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations. <i>Problem Solving</i>- Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution. Demonstration-cum-Discussion <i>Project</i> – Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting. <p>Unit-III Teaching Learning Materials and Resources</p> <ul style="list-style-type: none"> Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach (5E model and ICON model) Teaching- Learning Materials – Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models; ICT materials like , Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet; <p>Tasks & Assignments</p> <p>Each student-teacher is required to submit assignments selecting any one of the following(1 x 10 marks = 10 marks):</p> <ul style="list-style-type: none"> Developing five activities/experiments in Physical Science and prepare a brief Report. Preparation of a model/tool/device based on any principle of Physical Science included in the course preferably using locally available materials. Preparation of five lesson plans on any topic of Physical Science included in the Science textbook for the secondary schools <p>Suggested Readings</p> <ul style="list-style-type: none"> NCERT,National Curriculum Framework-2005 NCERT,Position Paper of NFG on Teaching of Science-2005 Das, R.C. (2005). <i>Science teaching in schools</i>. New Delhi: Sterling Publishers. Herr, Norman & Cunningham, James (1999). <i>Hands-on chemistry activities with real-life applications</i>. San Francisco, CA: Jossey-Bass. 					

Semester-V						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
15	PR-505	Acquisition of Core Teaching Skills	50	-	4	50
<p>Learning Outcomes</p> <p>On the completion of the course, the student-teacher</p> <ul style="list-style-type: none"> • Develop understanding about teaching skills; • Identify core teaching skills; • Acquire the theoretical knowledge about the core teaching skills; • Transact the contents by using specific teaching skill(s) in simulated condition; • Transfer learnt teaching skills in real classroom situation by skill integration. <p>Task and Assignment</p> <p>Each student-teacher is required to prepare minimum five micro lesson plans in their respective method subjects and practice followed by feedback – re-plan, re-practice by using specific skill(s). One final lesson plan based on skills integration in their respective method subjects will be delivered by each student-teacher in simulated condition through the semester. Fifty marks will be allotted for developing skills practice internally evaluated by the faculty members.</p> <p>Transaction mode: The theoretical inputs and practice of skill based teaching will take place in specified hours through group discussion and identification of teaching skills by school visit, orientation cum demonstration, development of lesson plan, practice and re-practice of specified skill(s) and integrated lesson to be delivered and evaluated.</p> <p>Suggested teaching skills to be practiced</p> <ul style="list-style-type: none"> ➤ Introducing a lesson ➤ Questioning ➤ Explaining ➤ Reinforcing ➤ Stimulus variation ➤ Illustration with examples ➤ Lesson closure <p>The performance in all the stated process based activities will be observed and evaluated out of 10 internally. The best five performances would be taken in to consideration to assign marks out of 50.</p>						
Sub-Total			70	80	8	150

Semester-VI						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
16	CPS-605	<u>A-Pedagogy of School Subject-II</u> <i>Language (Odia/English); Mathematics & Biological Science</i>			2	50
	CPS-605	A- Pedagogy of Odia-II	10	40		50

Learning Outcomes

On completion of this course, the student-teacher

- explains the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- plans appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

Unit-IV Relevance of Linguistics in Odia Language Acquisition:

- Elements of Language – sound, vocabulary and structure
- Odia Dhvani (Sound) – Types and manner of articulation
- Odia Vocabulary – Types (Tatsama, Tadbhava, Deshaja, Baideshika), Word formation process and principles (use of Upasarga, Anusarga, Pratyaya, Samasa and Sandhi), Semantics (Lexical and Contextual)
- Odia Syntax – Processes and Principles
- Use of Linguistics in effective teaching-learning of Odia language

Unit-V Pedagogical Tools and Resources for Language Teaching

- Concept mapping techniques;
- Concept map as tool for learning new vocabulary and comprehending texts;
- Tools for information processing, assimilating and synthesizing in meaningful ways that signifies language for context learning;
- Teaching aids and their relevance for effective transaction;
- Use of audio visual aids;
- Use of multimedia and ICT for language teaching

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.

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> • Poems-Matira Manisha, Gopa Prayana, Hey Mora Kalama, Padma • Prose Pieces-Jatiya Jivana, Prakruta Bandhu, Odia Sahitya Katha • Grammar-Karaka, Bibhakti, Samasa(Pieces to be selected from class X Text as indicated) 	<ul style="list-style-type: none"> • Identification of language items(new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning language skills • Formulation of learning objectives • Selection of methods and approaches/strategies • Preparation of teaching-learning materials • Designing of learning activities • Planning teacher and student activities for effective interaction • Assessment strategies (focusing formative)

Tasks & Assignments

Each student-teacher is required to submit **one** assignment from the following (1 x 10 marks = 10 marks):

- Preparation of a model question paper
- Evaluation of Oriya text books/work books
- Preparation of teaching aids and learning material

Suggested Readings

- Dhal, G.B. (1974). *Dhwani bijanana*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Mohanty, B. (1970). *Odia bhasara utpati O 65arma bikasha*. Cuttack : Friends Publishers.
- Mohanty, J., Barik, N. & Khandai, U. (1983). *Odia sikshadana paddhati*. Cuttack : Nalanda.
- Mohapatra, D. (1976). *Odia Dhwani tattwa O sabdha sambhar*. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). *Sarbasara vykarana*. Cuttack : New Student's Store
- Nayak, B. (1974). *Matrubhasa Sikshadana paddhati*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Padhee, B. (1972). *Odia bhasara rupa tattwa*. Berhampur : Pustak Mandir.
- Rout, P.C. (1986). *Matrubhasa sikshadana paddhati*. Jajpur : Saraswati Printers
- Sahoo, B. (1975). *Bhasa bigyanara rupa rekha*. Cuttack : Paramarathi Printers
- Sarangi, N. (2001). *Bruhat odia vykarana*. Cuttack : Satyanarayan Book Store
- Tripathy, K.B. (1977). *Odia bhasa tattwa O lipira krama bikash*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.

CPS-605	A- <u>Pedagogy of English-II</u>	10	40	50
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Learning Outcomes

On completion of this course, the student-teacher

- uses the understanding of phonetics for facilitating students’ speaking in English
- develops test items to assess learning in English and provide feedback as well as prepare enrichment materials
- Adopts appropriate pedagogical strategies to teach the prescribed contents for Effective classroom transaction

Detailed Course Content

Unit IV: English Language and its Articulation

- 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 Odia speaking learners while speaking English and follow up corrective exercise

Unit V: Teaching-Learning Assessment in English

- Teaching-learning materials in English: Types and Importance: Effective use of Teaching-Learning Materials: Preparation of context specific teaching-learning materials in English
- Using ICT for teaching and assessment in English
- Assessment in English: Assessment for learning, assessment of learning and assessment as learning in English, Oral and Written assessment, assessment through projects and portfolio
- Implementation of Continuous and Comprehensive Evaluation in teaching-learning English

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:

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> • Poems- The Noble Nature, Alexander Selkirk(Class IX), We are Seven(Class X) • Prose The Priceless Gift, Missile Man of India(Class IX),Tryst with Destiny (Class X) • PartsofSpeech • TimeandTense • ChangeofVoice • DirectandIndirectspeech • SentencePattern <p>Writing Reflective Essay, Noting, drafting, Reporting(News Items)</p>	<ul style="list-style-type: none"> • Identification of language items (new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning of language skills • Specification of learning objectives and learning outcomes • Selection of methods and approaches / strategies and teaching-learning materials • Designing of learning activities-oral, written and Audio-visual • specifying teacher and student activities for effective interaction • Designing Assessment strategies (Using varieties of tools and techniques) including preparation of objective based questions

Tasks and Activities

Each student-teacher is required to submit *one* assignment from the following(1 x 10 marks = 10 marks):

- Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise
- Preparation of a blue print on any topic from the prescribed text and development of test items in line with the blue print
- Pedagogical content analysis of any topic from the prescribed text in term of identification of language items (new vocabulary, expressive and grammar composition) and designing of learning activities and assessment strategies

Suggested Readings

- Bansal, R.K. (1971). *An outline of general phonetics*. Bombay : Oxford University Press
- Bansal, R.K. and Harrisson, J.B. (1972). *Spoken English for India*. Madras : Orient Longman
- Baruah, T.C. (1984). *The English teachers handbook*. New Delhi : Sterling Publishers
- Billows, F.N. (1961). *The techniques of language teaching*. London : William Heffer and Sons.
- Carrol, J.B. (1972). *Systems and structures of English*. London: Oxford University Press.
- Das, B.K. et al. (2009). *An Introduction to professional English and soft skills*. New Delhi : Cambridge University Press
- Dash, N. and Dash, M. (2007). *Teaching English as an Additional Language*: Atlantic Publishers and Distributors (P) Ltd.
- Dodson, C.J. (1963). *The bilingual method*. London : Pitman Publishing. Frisby, A.W. (1970). *Teaching english: notes and comments*. London: ELBS.
- Gokak, V.K. (1963). *English in India: Its present and future*. New Delhi: Asia Publishing House.
- Harish David, P. (1969). *Testing English as second language*. New Jersy : McGraw Hill
- Hornby, A.S. (1962). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
- Jones, Daniel (1967). *An outline of English phonetics*. London : William Heffer and Sons
- Kohli, A.L. (1970). *Techniques of teaching English*. Jalandhar : Dhanpat Rai and Sons.
- Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
- Palmer, H.E. (1980). *Grammar of spoken english*. Cambridge: Heffer.
- Prabhu, N.S. (1989). *Second language pedagogy*. New Delhi : Oxford University Press
- Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
- Saraswati, V. (2004). *English language teaching*. New Delhi : Orient Longman

CPS-605	<u>A- Pedagogy of Mathematics-II</u>	10	40	50
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Learning Outcomes

On completion of this course, the student teacher

- 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 and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level

UNIT-IV. Curricular components

- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities.
- Mathematics outside the classroom. computers, Graphic calculators, Maintaining portfolio in Mathematics.

UNIT-V. 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-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.

Content	Aspects of Pedagogical Treatment
Number System, Ratio and Proportion <ul style="list-style-type: none"> • Set, Relations, and Functions • Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials • Theory of Indices, Logarithm and Anti-logarithm • Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry, • Trigonometric Ratios and Identities Problems on Height and Distance 	Identification of concepts and sub-concepts <ul style="list-style-type: none"> • Expected specific learning outcomes • Methods / approaches of teaching-learning • Teaching-learning materials to be used • Expected teacher and students activities • Assessment strategies

Tasks & Assignments

Each student-teacher is required to complete assignments on **any one** of the following:

- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Develop five activities in Mathematics to be used for enrichment programme.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- Designing pedagogical treatment for any topic of Mathematics and designing learning activities.

Suggested Readings

- Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.

CPS-605	A-Pedagogy of Biological Science-II	10	40	50
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Learning Outcomes

On completion of this course, the student teacher

- plans units’ lessons in biological science using traditional and constructivist approaches for effective classroom transactions
- develops and collects activities and resource materials for their use in enhancing quality of learning of biological science at secondary level
- uses appropriate tools and techniques for continuous and comprehensive assessment of learning biological science.
- states the concepts in Biological science included in secondary school curriculum and make pedagogical analysis of the concepts.

Detailed Course Contents

UNIT-IV. Teaching Learning Materials and Resources

- Teaching-Learning Materials in Science: Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models, ICT materials like Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities – Science laboratory activities; Observing flora and fauna in their natural setting, Science Club, Science Seminar, Preservation of biological specimens for learning and building Biological Museum, Science Exhibition and field Trips
- Preparation of Unit Plan; Preparation of Lesson Plans -Traditional, Activity Approach and constructivist approach(ICON & 5E model).

UNIT-V. 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 Biological Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

UNIT-VI. Pedagogical analysis of Contents

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

Content	Aspects of pedagogical treatment
<ul style="list-style-type: none"> • Improvement of Food production • Cell and its Organization • Nutrition, Respiration, Excretion and Reproduction • Biodiversities • Natural Resources and its Pollution • Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation 	<ul style="list-style-type: none"> • Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods / approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities, and • Assessment strategies

Tasks & Assignments:

Each student-teacher is required to submit *one* assignment from the following(1 x 10 marks = 10 marks):

- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Developing two learning resource for biology(one including ICT)
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

Suggested Readings

- NCERT,National Curriculum Framework-2005
- NCERT,Position Paper of NFG on Teaching of Science-2005
- NCERT,Position Paper of NFG on Examination Reforms-2005
- Buffaloe, Neal. & Throneberry, J. B. (1972). Principles of biology teaching. New Delhi: Prentice Hall of India.
- Herr, Norman (2007) The Sourcebook for teaching science. San Francisco, CA: Jossey-Bass.
- Kulashrestha, S.P. (2009) Teaching of Biology. Meerut: R.Lall Book Depot.
- Mangal, S.K. & Mangal, S. (2007). Teaching of biological science. Meerut: International Publishing House.
- Miller, D.F. & Blayses, G.W.(2011). Methods and materials for teaching biological sciences. New York: McGraw Hill.
- Sharma, R.C. (1998). Modern science teaching. New Delhi: Dhanpat Rai and Sons. TESS India (2015). Key resources. The Open University U.K.([http//creativecommons.org/licenses/](http://creativecommons.org/licenses/) and [http//www.tess-india.edu.in/](http://www.tess-india.edu.in/))
- Vaidya, Narendra (1992). Science teaching for 21st century. New Delhi: Deep and Deep. Zaidi, S.M. (2004). Modern teaching of life sciences. New Delhi:Deep and Deep
- Zaidi,S.M (2004).modern teaching of life sciences. New Delhi: Anmol Publications.

Semester-VI						
Sl.No	Course code	Course Title	Marks		Credit	Total
			Internal	External		
17.	CPS-606	<u>B.Pedagogy of School Subject-II</u> <i>Social Science & Physical Science</i>			2	
	CPS-606	<u>Pedagogy of Social Science II</u>	10	40		50

Learning Outcomes

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

- develops skills and pedagogical competencies to formulate specific learning outcomes for different contents of History, Geography, Political sciences and Economics;
- acquires different characteristics to become a professionally competent social science teacher
- constructs appropriate tools and techniques for assessment of the students learning outcomes in social sciences
- critically analyze text book and syllabus of social science subjects at different stages of school education
- develops skill to organize and conduct various activities related to social science areas

Unit-IV Lesson Planning and Instruction in social sciences

- Planning for instruction in social sciences (Planning of different skills, strategies, activities and learning experiences in different social sciences subject areas)
- Development of yearly plan, unit plan and lesson plan(5 E and ICON)
- ICT based lesson planning and transaction in different social sciences

Unit-V Assessment in Social Sciences

- Importance of assessment in social sciences and Continuous comprehensive assessment (CCE) in social sciences
- Indicators for assessment in social sciences
- Quantitative and qualitative tools and techniques in social sciences (checklist, anecdotal records, observation, sociometry, rating-scale, rubrics and portfolio)
- Construction of tests: questions for testing cognitive and co-cognitive areas of learning
- Analysis of social science text books in the light of concepts, pedagogical processes, resources, child perspective, national and state interests (social sciences text books of different school boards may be taken up for discussion and analysis)

Unit-VI Pedagogical Analysis of Content

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

Content	Aspects of Pedagogical Treatment
<p><u>History</u></p> <ul style="list-style-type: none"> • The French Revolution • Peasants and Farmers • Clothing: A social history • Nationalism in India • Work, life and leisure • Art and Culture <p><u>Geography</u></p> <ul style="list-style-type: none"> • India- size and location • Drainage • Climate • Natural vegetation and wild life • Population <p><u>Political Science</u></p> <ul style="list-style-type: none"> • Democracy in the contemporary world • Constitutional Design • Electoral politics • Working of institutions • Democratic rights <p><u>Economics</u></p> <ul style="list-style-type: none"> • People as resource • Poverty as a challenge • Food security in India 	<p>Pedagogical content analysis of the units with reference to:</p> <ul style="list-style-type: none"> ➤ Identification of concepts and sub concepts ➤ Preparation of concept map ➤ Determination of expected specific learning outcomes ➤ Identification of inter-disciplinarity of content ➤ Methods/ Approaches/ Strategies of Teaching learning ➤ Teaching learning materials to be used ➤ Expected teacher and students experiences and activities ➤ Assessment strategies (Formative)

Tasks/Assignment

Each student-teacher is required to submit **one** assignment from the following (1 x 10 marks = 10 marks):

- Visit to the nearest historical sites/monuments/national archives/ state archives/museum
- Visit to local village/town/industrial sites/hydro/power point stations/mining/tourism places/agricultural/production sites
- Status Survey of Unemployment/socio-economic status of family/child labour/raw material/labour/finance and marketing
- Visit to Vidhansabha/municipal council/panchayati raj institutions and village

Suggested Readings

- Arora, K .L. (1976).*The Teaching of Geography*.Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992).*The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.
- Carr, E. H. (1962). *What is History?* London: Knopf.

- Carretero, M., and Voss, J. F. (Eds.) (1994). *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- Dasgupta, P. (2007). *Economics: Avery Short Introduction*. Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- George, A. M. and Amman, M. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghatge, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: RoutledgeFalme.
- Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
- NCERT. (2006). *National Focus Group Position Paper on Teaching Social Sciences*. New Delhi: NCERT.
- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New Delhi: Sage Publications.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- Verma, O. P. (1984). *Geography Teaching*. New Delhi: Sterling Publication.

	CPS-606	<u>Pedagogy of Physical Science-II</u>	10	40		50
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Learning Outcomes

On completion of this course, the student teacher

- uses appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- awares of non formal channels for science education
- states the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts

Unit-IV Curricular Components

- Encouraging learner to non-formal channels such as debate/discussion, project , science exhibition/fair
- children science congress state and national level science exhibition , community participation

Unit-V 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-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

Content	Aspects of pedagogical Treatment
<ul style="list-style-type: none"> • Atomic Structure: Atoms and Molecules, Classification of elements, • Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement, • Energy: Sources and forms of energy, Renewable and non-renewable energy • Electricity and Magnetism: Electric Circuit, Potential Difference, Magnetic Field, Lines of Force, Electro- magnetic induction. Chemical Reactions and Equation, Heat, Light and Sound 	<ul style="list-style-type: none"> • Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods / approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities • Assessment strategies

Tasks & Assignments

Each student-teacher is required to submit *one* assignment from the following(1 x 10 mark=10 marks)

- Preparation of a unit test on any topic by developing the Blue Print and the test items Conforming to the blue print.
- Designing pedagogical treatment for any topic of Physical Science and designing learning activities

Suggested Readings

- NCERT, *National Curriculum Framework-2005*
- NCERT, *Position Paper of NFG on Teaching of Science-2005*
- Das, R.C. (2005). *Science teaching in schools*. New Delhi: Sterling Publishers.

Semester-VI												
Sl. No.	Paper Code	Title	Marks		Credit	Total						
			Internal	External								
18.	PR-606	School exposure and Analysis of Text Books	50	-	4	50						
<p>This practicum is divided into two parts:</p> <p>PART:A- School exposure(25 Marks) <i>School Exposure Duration: 1 week</i></p> <p>The School Exposure Programme shall be carried out during the VI semester in local/nearby school or schools. Care must be taken to identify various types of school such as Government, Private, Urban, Rural, and Specified category schools (e.g. KVs, JNVs, Sainik Schools), Ashram Schools, Schools for challenged learners. A group of 10 to 12 student teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.</p> <p>A student teacher (or a group of student teachers) needs to visit at least two types of schools. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, teaching learning materials, functioning, human resources, organisation of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student teachers to the process of school observation as well as to the use of guidelines.</p> <p>After completion of the field exposure programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.</p> <p>Internal Assessment</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Preparation of report -</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Presentation / sharing of the report-</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Total -</td> <td style="text-align: right;">25</td> </tr> </table> <p>PART:-B-Analysis of text Book (25 Marks)</p> <p>Each student-teacher is required to analyses (Quantitative and qualitatively) a text book of their respective pedagogy either State Board or NCERT text book and submit the report.</p>							Preparation of report -	15	Presentation / sharing of the report-	10	Total -	25
Preparation of report -	15											
Presentation / sharing of the report-	10											
Total -	25											
Sub-Total			70	80	8	150						

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
19	PE-707	Knowledge and Curriculum-I	10	40	2	50

Learning Outcomes

On completion of this course, the student- teacher :

- states and explains the nature of knowledge
- describes the process of constructing knowledge
- enumerates the different forms of knowledge and how it is reflected in schools subjects

Detailed Course Content

UNIT-1. Understanding the Nature of Knowledge

- Knowledge: Concept and nature (difference between knowledge and skill, knowledge and information, rational and empirical)
- Types and theories of knowledge
- Knowledge Acquisition: sources and process of acquisition of knowledge

UNIT-II. Construction of knowledge

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
- Process of knowing : dialogue, activity and discovery (views of Socrates, Dewey and Bruner)
- Construction of knowledge : theories of Piaget and Vygotsky; implications for curriculum

UNIT-III. Forms of knowledge and Its organization and Testing

- Different Forms of knowledge as included in schools subjects
- Knowledge acquired through scientific method
- Vertical and Horizontal integration of knowledge
- Testing of knowledge: Correspondence theory, Coherence theory, dialectical theory and pragmatic theory

Tasks and Assignments:

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Prepare a Flow diagram on forms of Knowledge and identify the forms of knowledge reflect in your respective school subjects.
- Organize a group discussion to deliberate the various forms of knowledge in different disciplines and submit the group report

Suggested Readings

- Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago

Press.

- Dewey, John (1997). *Experience and Education*. New York: Touchstone.
- Dewey, John(1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan &Paul.
- Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass. Erickson,
- H.L. (2002). *Concept-based curriculum and instruction*. California: Corwin Press.
- Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT,
- Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT. NCTE (1990). *Policy perspective in teacher education*. New Delhi : NCTE
- Olivia, Peter F. (1988). *Developing the curriculum*. London: Scott and Foresman.
- Sharma, S. (2006). *Constructivist approaches to teaching and learning*.New Delhi: NCERT.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.
- Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
- Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
20	PE-708	Gender, School and Society	10	40	2	50
<p>Learning Outcomes</p> <p>On completion of this course, the student-teacher</p> <ul style="list-style-type: none"> • 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. <p>Detailed Course Content</p> <p>UNIT-1: Gender Related Concepts</p> <ul style="list-style-type: none"> • Key concepts: sex and gender, masculinity vs feminism, patriarchy, gender bias, gender parity, gender asymmetry • Factors influencing gender identity construction: Home, School, Society and Culture • Role of family, school, community and media in removing gender bias <p>UNIT-II: Forms of Gender Inequality and Issues</p> <ul style="list-style-type: none"> • Forms and issues: Mortality inequality, Natalty 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 <p>UNIT-III: Different Programmes for promoting girls education</p> <ul style="list-style-type: none"> • Rights of the Girls child • Policy provisions – NPE (1986/92), NCF (2005), RTE (2009), State Women's Policy (2014) and National policy on women empowerment • Analysis of programmes like NPEGEL, KGBV and SHG's <p>Tasks and Assignments</p> <p>Each student-teacher is required to submit assignments selecting any one of the following (1 x 10 marks = 10 marks):</p> <ul style="list-style-type: none"> • 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 <p>Suggested Readings</p> <ul style="list-style-type: none"> • Chakravarti, Uma. (2003). <i>Gendering cast through a feminist lens</i>. Calcutta, Bhatkal and Sen. • Govt. of India (1992). <i>Programme of action</i>. New Delhi: MHRD, Govt. of India. • Jone, Mary E. (Ed.) (2008). <i>Women's studies in India: A reader</i>. New Delhi : Penguin Books. 						

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
21	CPS-707	Health, Yoga and Physical Education-1 (Theory)	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher :

- acquires the knowledge of Yoga, exercise, health & fitness
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

Detailed Course Content

UNIT-I. Health Education

- Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions.
- Status of Health Education in India from Pre-Natal Education through Higher Education
- Health Observation Programs in schools –Body Mass Index ratio.

UNIT-II. Yoga and Healthy life

- Concept, need and importance of Yoga in life
- Branches of Yoga: Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga
- Asthanga Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi and Different postures / asanas
- yoga in present life with its benefits for well being and role of India in yoga and global awareness

UNIT-III. Physical Education and sports

- Concept, need, scope, objectives of physical education
- Organization of various Physical Education Activities
- Need for organizing different physical fitness exercise, game and sports in school
- Physical education in the context of NCF 2005

Tasks and Assignments

Each student-teacher is required to submit assignments selecting *any one* of the following(1 x 10 marks = 10 marks):

- Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
- Demonstration of Yogic exercises

- Write a report based on visit and interview with the personals in yoga and health centres

Suggested Readings

- Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
- Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
- Raja Yoga – Methods and practices – Dalmite
- Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
- Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers
- Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
- Health Education for school age children – A frame work central Health education Burean& NCERT, New Delhi – 16.
- Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra
- Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.
- Agarwal, Satya P. (1998), The social role of the Gītā: how and why, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010
- Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.
- Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
- Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers,

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
22	CPS-708	Action Research	10	40	2	50

Learning Outcomes

After completion of this course the student teachers:

- Explains the concept, need and importance of action research and its difference from pure and applied research in education.
- Conducts action research by selecting and using appropriate methods
- Follows the approved format and style in reporting the action research.
- Evaluates an action research project in terms of its objectives, processes and implication.

Detailed Course Content:

UNIT -I: Understanding Action Research

- Need for research in improving educational practices
- Meaning, Importance, characteristics and objectives of action research
- Comparison between pure, applied and action research

UNIT -II: Conducting Action Research

- Designing action research project
- Procedures and steps in conducting Action research
- Tools and Techniques used for collection of data
- Techniques of data analysis
- Strength and weakness of Action research

UNIT III : Reporting Action Research

- Format and style
- Evaluating an action research project
- Sharing and reflecting on the process of research and implications of the outcomes

Tasks and Assignments

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Conduct an action research on any school/classroom problem and prepare a report

Suggested Reading

- Atkins, L & Wallace, S. (2012). *Qualitative research in education*. London: Sage Publications.
- Best, J.W., & Kahn, J.V. (1998). *Research in education* (8th ed.). Needham Heights, MA: Allyn and Bacon.
- Borg, W. (1981). *Applying educational research: A practical guide for teachers*. New York: Longman.
- Ferrance, Eileen (2000). *Action research*. Providence, RI: Laboratory at Brown University (LAB).
- Johnson, A.P. (2005). *A short guide to action research* (2nd ed.). Boston: Allyn & Bacon.
- Mertler, C.A. (2006). *Action research: Teachers as researchers in the classroom*.

- Schmuck, R.A.(1997). *Practical action research for change*. Arlington Heights, Illinois: SkyLight Professional Development.

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
23	EPC-701	Understanding the self	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- *Explains that any Self is a human resource to exercise all the resources cognitive, affective and psychomotor.*
- *Realizes that the Self does not have independent existence but related to nature, other selves and the 'Unknown' causing it and this great design of the Universe.*
- *Performs one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.*
- *Realizes that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.*
- *Realizes the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.*

Detailed Course Content

UNIT1. Self-Concept

- What is self:
- Dimensions of self: real, ideal and social
- Self-identity, self-esteem and self efficacy
- Johari window for self exploration and Margaret Mead "Looking Glass self"
- SWOT analysis for self understanding and self acceptance

(Activity: Critical Thinking Practices: Organization of brainstorming sessions to develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components Purpose of this activity is to help student teachers in understanding their cognitive skills using their cognitive resources of their self)

UNIT-II. Development of Self-Actualization

- Self-awareness and Self-motivation
- Self-actualization: Concept of Self-actualization and Characteristic of a self actualize person
- Strategies for developing self actualisation

(Activity: Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences)

UNIT-III: Development of Professional Identity

- Professional Identity of Teacher: Variations(gender, relational, cultural); implicit beliefs, stereotypes and prejudices resulting from variations
- Problems related to professional identity of a teacher: Lack of self-esteem, social status,
- Addressing problems related to professional identity

(Activity: Self-critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values).

Tasks and Assignments

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Identification and documentation of one's assets and limitations as well as one's Opportunities and difficulties in the participated context.
- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
- Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

Suggested Readings

- Dalal A.S. (Ed.) (2001). *A greater psychology: An Introduction to the psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram Pub.
- Delors, Jaquis et al. (1996). *Learning the treasure within –Twenty first century education: Report of the UNESCO Education Commission*. Paris:UNESCO .
- Goel, D.R. (2006). *Quality concerns in education*. Vadodara: CASE, M. S. University.
- Krishnamurti J. (2000). *Education and significance of life*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (1998). *On self- knowledge*. Chennai, Krishnamurti Foundation India.
- UNICEF (2006): *Life skills modules-Adolescence education program*. New Delhi: UNICEF House.

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
24	EPC-702	Visual and Performing Art-I (Theory)	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher:

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

Detailed Course Content

UNIT-1. Drama and its Fundamentals

- Drama as a tool of learning, Different Forms of Drama: Role play and Simulation
- Use of Drama for Educational and social change (Street play, Dramatization of a lesson)
- Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

UNIT-II. The Art of Dance and Music

- Sur, Taal and Laya (Sargam) – Vocal - Folk songs, Poems, Prayers, composition of songs, poems and prayers
- Integration of Gayan and Vadan in Educational practices.
- Various Dance Forms: Odissi, Bharat natyam, and others
- Integration of Dance in educational practices

UNIT-III. Drawing and Painting

- Colours, Strokes and Sketching - understanding of various means and perspectives – **story telling:** comics, cartoon **non-story telling:** illustration, figure, gesture, line art, portrait, scratchboard, silverpoint
- Different forms of painting- chau art, Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting- Chart making, Poster making, match-stick drawing and other forms.
- Use of Drawing and Painting in Education and Creative writing -Story writing, Poetry writing

Mode of Assessment

Written test and Tasks and assignments

Reference

- Theory of Drama by A.Nicoll
- Natya Kala by DhirubhaiThakar
- Natyalekhan by DhananjayThakar
- Bharat aurBhartiyaNatya Kala by Surendranath Dixit

- Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.

Semester-VII

Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
25	SI-701	School Internship-Part-I	200	-	12	200

Learning Outcomes

On the completion of programme student teachers to -

- Develop realistic idea about nature of school, learners and teaching learning process
- Teach effectively and confidently in different school settings
- Develop skills of classroom as well as school management
- Creating authentic learning situations in school setting
- Use local resources, including material and local knowledge in teaching learning process;
- Integrate ICT in teaching learning process;

The mode of engagement of internship will depend on the stage of teacher preparation in different semesters. It may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration.

School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which help in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.

The School Internship shall be organized in two semesters in the manner described below:

Duration of 20 weeks

1 week of school exposure and 9 weeks of Internship in VII Semester

1 week school engagement and 9 weeks of Internship in VIII Semester

Maximum Marks: 200+200=400

20 weeks i.e. 10 weeks each of internship shall be carried out during the seven and eight semester. Out of which one week of school exposure in VII semester and one week for school engagement in VIII semester. Here, the student teachers are required to be placed in the schools selected by the Institute. The number of student teachers to be allotted to a particular school shall be 10-15. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools.

Identification of supervisors

The faculty members of the institute, on the basis of their availability, would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator. The coordinator shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching in two school subjects
- Lesson observation of mentor teacher and peers
- Developing and Using Teaching Learning Resources
- Integrating ICT in regular teaching

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Conducting action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

V. Community and school

- Survey of households in local community
- Interaction with SDMC/SMC/PTA members
- Interacting with parents

The 09 weeks school internship will be organized in three phases: (i) pre internship; (ii) internship

Phase-1: Pre internship

The pre internship will be necessary orientation programmes for Mentor Teachers and Heads of the selected schools and student teacher will be organized in the institute. The following activities shall be organized during pre internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal
- Discussion on process involved in unit planning/ lesson planning
- Discussion on process of developing achievement test and its administration and uses
- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers
- Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion

- Observation of at least 2 lessons, by the student teachers, of their peers in each pedagogy subject followed by discussion

Phase-2: Internship

Every student teacher shall undergo an internship of 9 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 60 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from Department. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc) and familiarity with school system.

Practicum During Internship

Student teachers shall perform the following during internship:

- Prepare 60 lesson plans/unit plan in two school subjects and deliver at least 30 lessons in each Pedagogy
- Integrate student assessment activities with teaching learning process
- Development and use learning resources related to pedagogy courses
- Observation of peer teaching: 10 in each school subject
- Observation of teachers' lessons: 5 in each school subject
- Develop, administer, score and analyze at least 2 unit tests: one in each school subject
- Conducting action research based on real classroom problems
- Prepare student portfolios
- Involved in preparation of time table
- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Record of observation of class of regular teacher/mentor teacher
- Report of action research
- Assessment record (CCE)
- Reflective Journal

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

Semester-VII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
26	PR-707	Critical Understanding of ICT	50	-	4	50
<p>Tasks and Assignments</p> <p>Each student-teacher is required to prepare and develop a report by selecting various ICT tools:</p> <ol style="list-style-type: none"> 1. Developing concept map on any topic to be transacted at secondary level using one offline and online concept map software(C Map, Free mind, Bubl.us,) 2. Developing a database using MS Access 3. Creating a datasheet and analyzing data using Spreadsheet 4. Developing multimedia file using PowerPoint tool. 5. Creating online classroom using Google Classroom 6. Developing questions using online and offline assessment tool. 7. Scripting and recording video tutorial on any topic to be transacted at secondary level. 8. Prepare a E-portfolio (Using Mahara, RCampus) 9. Prepare a rubrics using Rubistar 						
Sub-Total			310	240	28	550

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
27	PE-809	Knowledge and Curriculum-II	10	40	2	50

Learning Outcomes

On completion of this course, the student- teachers:

- Differentiates different types of curriculum
- Explains the processes and principles of curriculum planning and development
- Elaborates the transaction, evaluation and renewal processes of curriculum

Detailed course content

UNIT-I. Understanding curriculum

- Curriculum: Meaning (framework, curriculum and syllabus), Types (Core Curriculum, null curriculum and Hidden Curriculum) ,Bases of Curriculum Construction (Philosophical, Psychological , Sociological)
- Components of Curriculum designs, dimensions and considerations: scope, sequence, continuity and balance
- Historical Perspective of Curriculum framework –Guiding Principles and Coverage; NCF 1975, 1988, 2000 and 2005.

UNIT-II. Curriculum planning and development

- Determinants of curriculum development: Content, Learning experiences, educational environment, socio-political environment
- Principles of curriculum development: Integration, flexibility, contextuality, utility
- Approaches to Curriculum Planning: Top-down, bottom-up and contextual
- Approaches to Curriculum Designs (subject-centered, learner-centered, and Problem centered)
- Processes / stages of curriculum development (preparation, tryout and finalization)

UNIT-III. Curriculum transaction, evaluation and renewal

- 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
- Evaluation: Mode (internal and external), periodicity (continuous, periodic), Mechanism (on-site observation, FGD, feedback)
- Renewal: Use of evaluation feedback / inputs for Immediate / long-term revision

Tasks and Assignments:

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.

Suggested Readings

- Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and Education*. New York: Touchstone.
- Dewey, John(1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan &Paul.
- Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass. Erickson,
- H.L.(2002). Concept-based curriculum and instruction. California: Corwin Press.
- Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT,
- Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- NCERT (2005). National curriculum framework 2005. New Delhi: NCERT. NCTE (1990). *Policy perspective in teacher education*. New Delhi : NCTE
- Olivia, Peter F. (1988). Developing the curriculum. London: Scott and Foresman.
- Sharma, S. (2006). *Constructivist approaches to teaching and learning*.New Delhi: NCERT.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.
- Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*.
- Washington D.C.: Falmer Press.
- Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
28	PE-810	Inclusive Education	10	40	2	50

Learning Outcomes

On completion of this course, the student– teacher

- Explains the changing concepts related to inclusive education.
- Elaborates the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- States the barriers of inclusion in the existing schools.
- states the characteristics and dimensions of an inclusive school
- describes the process of developing an inclusive school

Detailed Course Content

Unit-I Inclusive Education:

- Changing concept of inclusion (Shifting from Separation to Integration to Inclusion); Inclusion as ‘Education for all’
- Inclusion in Education- a human right (Right to Access, Equality and Quality Education
- Inclusive Education: Definition, rationale, characteristics and principles

Unit-II Children With Special Needs

- Concept and Types of Children With Special Needs (physical, social and/or emotional) and their needs
- Problems in schooling the CWSN: Physical, Cognitive, Emotional
- Strategies for addressing their educational needs in inclusive set up: Early identification of Special needs children, provision of adequate staff, specific attention to their needs in classroom, removal of architectural barriers, provision of facilities, aids and equipments, interpersonal relation and support etc, Adapting the curriculum, Innovative practices in inclusive setting(peer tutoring, cooperative learning, team teaching, collaboration and consultation)

Unit III Inclusive School:

- Barriers for inclusion in school: Psycho-social, Infrastructural resource, Whole class-based instruction, Lack of participation
- Concept, dimensions and features of an inclusive school
- Developing an inclusive school: Creating inclusive cultures, building communities, establishing inclusive values, Producing inclusive policies (Developing the school for all, organizing support for diversity), and Evolving inclusive practices (Orchestrating learning, mobilizing resources)

Tasks and Assignments

Each student-teacher is required to submit assignments selecting **any one** of the following(1 x 10 marks = 10 marks):

- Observation of an inclusive classroom set up and reporting
- Preparation of a report on classroom problems faced by any category of CWSN and the strategies adopted by the teacher.
- Preparation of a report on various types of interventions provided for any category of CWSN in school.

Suggested Readings

- Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.
- Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.
- Dash, N. (2006). *Inclusive Education for Children with Special Needs*. Atlantic Publishers and Distributors (P) Ltd.
- Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.
- Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.
- Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts*. London: Fulton.
- Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd Edn.). Maidenhead: Open University Press.
- Tomasevski, K. (2004). *Manual on rights based education*. Bangkok: UNESCO.
- UNESCO (1985). *Helping handicapped pupils in ordinary schools: Strategies for teacher training*. Paris: UNESCO.
- UNESCO (1990). *World declaration on education for all and framework for action to meet basic learning needs*. International Consultative Forum on Education for All. Paris: UNESCO
- UNESCO (1994). *The Salamanca world conference on special needs education: Access and quality*. UNESCO and the Ministry of Education, Spain. Paris: UNESCO
- UNESCO (1996). *Learning: the treasure within. report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
- UNESCO (1998). *Wasted opportunities: When schools fail. Education for all. Status and trends*. Paris: UNESCO.
- UNESCO (1999). *From special needs education to education for all: A discussion document*. Tenth Steering Committee Meeting UNESCO, Paris 30 September - 1 October 1998.
- UNESCO (1999) *Welcoming schools: Students with disabilities in regular schools*. Paris: UNESCO
- UNESCO (2005). *Guidelines for inclusion: Ensuring access to education for all*. Paris: UNESCO.
- United Nations (1989). *Convention on the rights of the child*. New York: United Nations.

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
29	CPS-809	Language across Curriculum	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher :

- identifies the language backgrounds of students and facilitate their transition from home / regional language to standard language.
- analyzes the nature of classroom discourse and devise strategies to improve communication skills of students.
- develops the appropriate skills of reading and writing among the learners and facilitate reading writing connection.
- Defines his/her role as facilitators of learners’ language enrichment irrespective of the subjects they teach.

Detailed Course Content

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 Vs School Language, written vs spoken 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

Tasks and Assignments

Each student-teacher is required to submit assignments selecting *any one* of the following (1 x 10 marks = 10 marks):

- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram

Suggested Readings

- Daniel, Larsen–Freeman (2010). *Techniques and principles of language teaching (2nd Edn.)*. Landon: Oxford University Press.
- Kumar, Krishna (2008). *The child's language and the teacher – A handbook*. New Delhi: National Book Trust.
- Lightbown, P.M. and Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
30	CPS-810	Guidance and Counselling	10	40	2	50

Learning Outcomes

On completion of this course, the student-teacher

- States the concept, need and principles of guidance.
- Explains the role of school in organizing different guidance programmes.
- Uses various tools and techniques of guidance in appropriate contexts.
- Narrates the process, tools and techniques of counselling.
- explains the qualities and role of a school counsellor

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 of guidance at Secondary levels)
- Guidance Services in Schools – Counselling, Occupational Information Service, Pupil Inventory Services, placement and follow up
- Organizing guidance programmes in schools

Unit-II Understanding School Counselling Programme:

- Meaning, principles and purposes of counselling
- Types of Counselling: Directive, Non –directive and Eclectic counselling
- Skills involved in counselling process
- Qualities and role of a school counsellor

Unit-III Tools and techniques of Guidance and Counselling:

- Guidance and counselling for Individual and group
- Tools in guidance and Counselling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires, Psychological Tests and Inventories
- Techniques of Guidance (Observation, Interview and Sociometry) and Counselling
- Case study procedures in guidance

Task and Assignment

Each student-teacher is required to submit assignments selecting *any one* of the following(1 x 10 marks = 10 marks):

- Preparation of a comprehensive guidance programme for a school on the basis of need survey
- Preparation of a vocational / educational counselling programme for class– X students

- Preparation of a questionnaire for socio -economic survey of secondary school students for providing career counselling
- Preparation of guidance and counselling for CWSN(mentally challenged, learning disability or physically challenged children)

Suggested Readings

- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and counseling: A theoretical perspective*(Vol.I). New Delhi: Vikas
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and counseling: A practical approach* (Vol.II). New Delhi: Vikas.
- Dave, Indu (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd. Gazda George R.M.(1989). *Group counseling: A development approach*. London: Allyn and Bacon
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
- Nugent, Frank A. (1990). *An Introduction to the profession of Counseling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J., Bernstein, B.,and Stanford,S.(1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counsellors*. New Delhi: NCERT

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
31	EPC-803	Reflective Reading- Study of Classics in Education on Text	10	40	2	50

Learning Outcomes

On completion of this course student-teacher;

- develops proficiency in reading and responding to written texts.
- examines and appreciates authentic literary and non-literary texts.
- develops study and reference skills
- reflects on the ideas expressed in the texts.
- plans, draft, edit and present a piece of writing related to their understanding of a text.

Unit 1: Essays /Excerpts from stories and classic Books

One or more stories from the following collection:

- *How I Taught My Grandmother to Read and other Stories*- Sudha Murthy-Puffin. Books, 2004
- *Tales from the Indian Jungle*-Kenneth Anderson- Rupa & Co. 2001
- *Tales of the Open Road*- Ruskin Bond- Penguin UK-2006
- *Encounters with Animals*- Gerald Durrel-Penguin-2012

Excerpts from the following:

- *The Diary of a Young Girl : Anne Frank*, Random House.
- *The man who planted trees*- Jean Giono, Chelsea Green Pub.
- *I have a Dream* "Texts of speech delivered on Aug 28, 1963-Martin Luther King

(Text and You tube version available.)

Suggested activities: Reading the stories, Narrating the story in their own words, writing the summary of the story, extrapolation of the story and Converting situation into dialogue followed by role-playing.

Unit II: Essays /Excerpts from literary texts

- *The Elephant, the Tiger and the Cellphone*-ShashiTharoor, Penguin, India.
- *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.
- *Running in the Family*- Michael Ontage, Bloomsbury, London.
- *Interpreter of Maladies* – (Title Story) – Jhumpa Lahari, Mariner Books.

Suggested activities: Interpretation of the text, reflecting on the key ideas exposed in the text and

Preparing a write up based on their understanding

Unit III: Essays /Excerpts from Educational and Scientific Texts (Choose any three)

- *Medium of education* (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- *Education and world peace. In Social responsibility*, (Krishnamurti, J.) Krishnamurti Foundation.
- Pedagogy of oppressed by Paulo Ferrie
- De-schooling society by Ivan Illich
- *National curriculum framework – 2005. NCERT(Document)*
- RTE Act, 2009(Document)

Suggested activities: Reflection on the ideas expressed in text followed by Seminar and open forum for discussion and preparing a write up based on their understanding.

Task and Assignment:

A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers in and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts. Each student-teacher is required to submit their write up based on above unit. (1 x 10 marks = 10 marks)

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
32	EPC-804	Health, yoga and physical education-(Practical)	50	-	4	50

Each student-teacher is required to submit assignments selecting *any five* of the following(10 x 5 marks = 50 marks):

Practicum: Task and Assignment

1. Prepare month wise self-reports based on the development of your physical fitness – height,weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running,Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position*, Select yoga practices for persons of average health for practical yoga sessions: *Supine position*,

Mode of Assessment:

Report presentation, viva voce and Yoga practice and filed visit report

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
33	SI-802	School Internship-Part-II	200	-	12	200

Learning Outcomes

On the completion of programme student teachers to -

- Respect diversity among learners and seek to promote learning of all;
- Develop and use different assessment tools for assessing different curricular subjects
- Develop skills and competencies in using school setting
- Adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs;
- Develop skills for organizing SMC/SMDC meetings in school
- Promote holistic approach to student assessment and organization of learning environments; and
- Identify and resolve classroom problems through action research

School Attachment Programme

Duration: 1 week

One week School Attachment Programme shall be carried out during the VIII semester in local/nearby school. Care must be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, Special Schools (KVs, JNVs, Sainik Schools, Ashram Schools, Schools for challenged learners). Approximately 10 to 12 student teachers may be attached in one school for the purpose.

During this programme, the student teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules. At the end of the programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

Internal Assessment

Involvement in school attachment programme	10
Presentation / sharing of the report-	10

Total 20

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching in two school subjects
- Lesson observation of mentor teacher and peers
- Developing and Using Teaching Learning Resources

- Integrating ICT in regular teaching

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Conducting action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

V. Community and school

- Survey of households in local community
- Interaction with SDMC/SMC/PTA members
- Interacting with parents

The 09 weeks school internship will be organized in three phases: (i) internship (ii) and post internship.

Phase-1: Internship

Every student teacher shall undergo an internship of 9 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 60 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc) and familiarity with school system.

Practicum During Internship

Student teachers shall perform the following during internship:

- Prepare 60 lesson plans/unit plan in two school subjects and deliver at least 30 lessons in each pedagogy
- Integrate student assessment activities with teaching learning process
- Development and use learning resources related to pedagogy courses
- Observation of peer teaching: 10 in each school subject
- Observation of teachers' lessons: 5 in each school subject
- Develop, administer, score and analyse at least 2 unit tests: one in each school subject
- Conducting action research based on real classroom problems
- Prepare student portfolios
- Involved in preparation of time table
- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings

- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Record of observation of class of regular teacher/mentor teacher
- Report of action research
- Assessment record (CCE)
- Reflective Journal

Phase – II: Post Internship

The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

The weight age to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	Internal	External
School exposure		20	20	
School attachment		20	20	
Demonstration and criticism classes (Pre internship)	2 criticism lesson (1 in each pedagogy course)	20(10+10)	20	
Lesson Plan/Unit Plan for Upper Primary and Secondary Level (Gr A-1)	60 Lesson	20	20	
Lesson Plan/Unit Plan for Upper Primary and Secondary level (Gr B-2)	60 Lesson	20	20	
Classroom observation record of peers	20 Lesson (10 in GR.A-1 and	20(10+10)	20	

Syllabus for B.A.B.Ed.& B.Sc. B.Ed. 2021-2025

	10 in GR.B-2)			
Observation record of classes taught by teachers	10(05 in GR.A-1 and 05 in GR.B-2)	20(10+10)	20	
Records of participation/organization in curricular activities	1	10	10	
Records of school observations/ survey	1	10	10	
Action Research	1	20	20	
Student Assessment Records, including CCE	2 (one for each subject)	40(20+20)	40	
Teaching Learning Materials	All	40 (20+20)	40	
Reflective Diary	1	10	10	
Assessment by mentor teacher(s)/HM/Principal based on overall performance in school including teaching and participation other school activities	60 lesson in Gr.A-1 and 60 lesson in Gr.B-2	40(20+20)		40
Assessment by supervisor(s)/Coordinator based on overall performance	Gr.A-1 and Gr.B-2	80	80	
Post Internship Viva-Voce by group of internal faculty		20	20	
Total for Semester VII & VIII -School Intership-I &II(200+200)		400	360	40

Semester-VIII						
Sl. No.	Paper Code	Title	Marks		Credit	Total
			Internal	External		
34	PR-808	Visual and Performing Arts (Practical)	50	-	4	50

Each student-teacher is required to submit assignments selecting *any five* of the following(10 x 5 marks = 50 marks):

Practicum: Task and Assignment

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a script of Nukkad on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dance of Odisha”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of odia / English language.
8. Prepare some useful, productive and decorative models out of the waste materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 702 course content
15. Group visits (two) and writing perception and reflective report based on class review
16. Individual Expression (presentation) of any two art, drama and music items
17. Group expression (presentation) of any two items
18. Model making - Clay modeling, Origami, Puppet making
19. Decorative Art - Rangoli, Ekebana, Wall painting (Mural)
20. Designing -Computer graphics, CD Cover, Book cover, Collage work

Mode of Assessment: Report presentation, Viva voce

Syllabus for B.A.B.Ed.& B.Sc. B.Ed. 2021-2025

Sub-Total	350	200	30	550

Semester	Total mark	Internal	External	Credits
Semester I	150	70	80	8
Semester II	150	70	80	8
Semester III	150	70	80	8
Semester IV	150	70	80	8
Semester V	150	70	80	8
Semester VI	150	70	80	8
Semester VII	550	310	240	28
Semester VIII	550	350	200	30
Grand Total	2000	1080	920	106