

SEMESTER-II

| Semester II | | | | |
|----------------------------------------------------------------------------------|---------------------------------------|-----------|------------|--------------|
| Subject Code | Paper Title | Credits | Hours | Marks |
| Paper III | Learning and Teaching | 5 | 100 | 80 +20 marks |
| Paper VII A | Pedagogy of a School Subject – Part-I | 3 | 50 | 40+10 arks |
| Paper VIII A | Knowledge and Curriculum – Part-I | 3 | 50 | 40+10 marks |
| Paper EPC II | Drama and Art in Education | 3 | 50 | 50 marks |
| Paper XII | School Internship (1 Month) | 3 | 50 | 50 marks |
| | Total | 17 | 300 | |
| Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A | | | | |

PAPER III: LEARNING AND TEACHING

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

Objectives

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

Detailed Course Content

Unit I: Understanding learning process

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

Unit II: Theoretical perspectives of learning

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

Unit III: Meaningful learning

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

- 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 IV: 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 - process 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; Teaching for motivating towards learning- types of motivation and teaching strategies
- Modes of teaching-learning – face to face and distance mode, oral-aural and digital, individualized and group-based; Individualizing instruction in regular classroom

Unit V: Teaching as a profession

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

- Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning,
- 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.
- Survey of teachers' classroom activities of at least 10 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

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

COURSE VII (A) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student- teacher shall

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

Detailed Course Content

Unit I :Foundations of Mathematics Education

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

UnitII: Methods of Teaching-learning Mathematics

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

Unit III:Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom.
- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Graphic calculators, Maintaining portfolio in Mathematics
- Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

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

- Preparation of five lesson plans on any topic from the Mathematics texts of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings

1. Aggarwal S M: *The teaching of Mathematics*
2. Mangal S K: *Teaching of Mathematics*
3. Sidhu Kulbir Singh: *The Teaching of Mathematics*
4. Kumar Sudhir;Ratnalikar D N: *Teaching Of mathematics*
5. Saint Binod K: *Teaching of Mathematics*
6. James Anice: *Teaching Of Mathematics*
7. Kulsireshla Arm Kumar *Teaching Of Mathematics*
8. Wadhwa Shalini: *Modern Methods of Teaching mathematics.*

PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

- *Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.*
- *Plan lessons in physical science for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.*

Detailed Course Content

UnitI: Physical Science in School Curriculum

- 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
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

UnitII: Methods of Teaching-learning Science

- Discovery - Nature and purpose; guided discovery strategies in teaching and learning of concepts in science.
- 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.
- Constructivist Approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models

UnitIII: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach)
- 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;
- Learning Activities – Science Laboratory Activities; Field Trip, Science Club, Science Seminar, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

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

- Preparation of five lesson plans on any topic of Physical Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings:

1. *Rajiv Gang (1994): "World Famous Scientists" – Pustak Mahal, Delhi.*
2. *Venugopal Nagasuri (2002): Science Vaitali kulu – Sree Madhulatha Publications, Vijayawada.*
3. *Bloom, Benjamin S., Ed. (1958): Taxonomy of Educational Objectives, Handbook I - Cognitive Domain, Harcourt Brace & World Inc, New York*
4. *Clark Julia V. (1996): Redirecting Science Education. Corwin Press Inc. California.*
5. *Ediger, Marlow and D.B.Rao (2000): Teaching Science Successfully, Discovery Publishing House, New Delhi*
6. *Krathwohl, David R., Ed. (1964): Taxonomy of Educational Objectives, Handbook- Affective Domain, David Mckay, New York*
7. *Mohan, Radha (1995): Innovative Science Teaching, Prentice Hall of India, New Delhi*
8. *New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi*
9. *Sharma, R.C. & Shukla C.S. (2002): Modern Science Teaching, Dhanpat Rai Publishing Company (P) Ltd, Delhi*
10. *Sood, J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh*
11. *Vaidya, N. (1996): Science Teaching for the 21st Century: Deep & Deep Publications, New Delhi*
12. <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
13. <http://www.encyclopedia.com>
14. <http://www.scienceworld.wolfram.com/physics.html>

PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

- Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.

Detailed Course Content

Unit I: Biological Science in School Curriculum

- Nature of Biological Science: Nature and Scope of Science and Biological Science in particular,
- Place of Biological Science in school curriculum, Importance of Biological Science in daily life,
- Objectives of teaching-learning Biological Science at the secondary school level,
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

Unit II: Approaches and Methods of Teaching-learning Biological Science

- 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.
- Use of ICT for self-learning, collaborative learning Concept Mapping.

Unit III: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans -Traditional, Activity Approach and constructivist approach,(ICON & 5E model).
- 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
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

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

- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings:

1. Narendra Vaidya: *Impact of Science Teaching*.
2. Bremmer: *Teaching Biology*
3. UNESCO: *Modern Trends in Teaching Biological Sciences Vols III*.
4. Washton: *Teaching Science Creativity*.
5. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
6. Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
7. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
8. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
9. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
10. Rawat M. S.: *Biology teaching*, Agra: Sahitya Prakashan, 1996.
11. Sharma R. C.: *Modern Science Teaching*, Delhi : Dhanpat Rai and Sons, 1995.
12. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.

PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Geography in School Curriculum

- Meaning, nature and scope of Geography
- Importance of Geography in school curriculum at elementary and secondary levels
- Correlation of Geography with other school subjects
- Objectives of teaching- learning Geography at the secondary school level

UnitII: Methods and Approaches to Teaching-learning Geography

- Emerging Curricular trends in Geography as per NCF-2005
- Constructivist approach to Teaching – Learning Geography
- Methods of teaching – learning Geography:
 - Lecture-cum-discussion
 - Observation
 - Discovery
 - Problem-solving
 - Project Method

(To be discussed in terms of meaning, process, merits and limitations)

Unit III: Learning Resources in Geography

- Preparation, collection, procurement and use of teaching-learning materials like Maps, Globe, Charts, Graphs, Bulletin board, Models
- ICT in Learning of Geography – Film strips, Slides, transparencies T.V., Video, computer, internet
- Map reading and map preparation
- Geography Laboratory and Resource Room
- Use of community resources

Tasks & Assignments

Each student-teacher is required to submit assignments on **any two** of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching-learning materials on any two topics.

Suggested Readings:

1. *Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.*
2. *Balkrishna: Principles of Civics Kitab Mahal, Allahabad.*
3. *General Geography : NCERT, New Delhi*
4. *O. P. Verma : Teaching of Geography*
5. *B.D. Shaida : Teaching of Social Studies (Hindi)*

PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS)

Objectives

On completion of this course, the student-teacher shall

- *State the meaning, scope and importance of History and Political Science*
- *Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons*
- *Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.*
- *Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History*

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching History and Political Science

- Meaning, Nature and Scope of History and Political Science
- Values of teaching History and Political Science
- Recommendations of NCF – 2005 on teaching of History and Political Science
- Correlation of History and Political Science with other school subjects
- Objectives of teaching History and Political Science at elementary and secondary levels
- Formulation of specific learning outcomes in History and Political Science Lessons

Unit II: Methods and Approaches to Teaching-Learning History and Political Science

- Story-telling
- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Teaching History using monuments
- Field Trips

(To be discussed in terms of meaning, process, merits and limitations)

Unit III: Development of Resource Materials

- Curriculum as resource material
- Approaches to curriculum in History – Bio-graphical, Chronological and Concentric

- Development of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
- Timeline – Concept, Aspects, Type and Use

Tasks & Assignments

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

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.

Suggested Readings

1. Burton W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
3. Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
4. Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi : NCERT
5. Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.
6. Ghate, V.D. (1956). *Teaching of history*. Bombay: Oxford University Press.
7. Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London,
8. James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.
9. Kochhar, S.K.(1970). *Teaching of political science*. New Delhi: Sterling Publishers

PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: English in School Curriculum

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

Unit II: Acquisition of Second Language (English) : Methods, Approaches and Strategies

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

Unit III: Transaction of Contents and Learning Assessment in English

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in English : word formation skill and spelling
- Teaching-learning materials in English : Types and Uses : preparation of low cost no-cost teaching-learning materials in English
- Assessment in English : assessing skills in English; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in English, Continuous Assessment of Learners performance in English within and beyond classroom situations
- Key Learning Resources in English: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (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:

1. *Teaching of English - P.K. Gupta, anil Gandhi, & S.S. Bhatnagar*
2. *Teaching of English - A Morden Approach, Bose F.L*
3. *The technique of Language teaching, Bose F.L*
4. *Teaching of English as second Language - Allen H.B.*
5. *Language Testing - Labo Robert*
6. *The essentials of English Teaching - R.K. Jain*

PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Hindi in School Curriculum

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

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

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

Unit III: Transaction of Contents and Learning Assessment in Hindi

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in Hindi : word formation skill and spelling
- Teaching-learning materials in Hindi : Types and Uses : preparation of low cost no-cost teaching-learning materials in Hindi
- Assessment in Hindi : assessing skills in Hindi; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Hindi, Continuous Assessment of Learners performance in Hindi within and beyond classroom situations
- Key Learning Resources in Hindi: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (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:

1. Pandey, R.S. (1992) Hindi Shikshan, Vinod Pustak Mandir, Agra
2. Singh, Niranjan Kumar (1983) Madhyamik Vidyalayon Mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
3. Singh, Savitri (1992) Hindi Shikshan, R. Lall Book Depot, Meerut
4. Shukla, Bhagwati Charan (1974) Hindi Ucharan Aur Vartani, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) :Hindi Dhwanian Aur Unka Shikshan , Rannaryan Lal, Allahabad

PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objective:

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Urdu in School Curriculum

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

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

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

UNIT III: Transaction of Contents and Learning Assessment in Urdu

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

- Strategies for enrichment of vocabulary in Urdu : word formation skill and spelling
- Teaching-learning materials in Urdu : Types and Uses : preparation of low cost no-cost teaching-learning materials in Urdu
- Assessment in Urdu : assessing skills in Urdu; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Urdu, Continuous Assessment of Learners performance in Urdu within and beyond classroom situations
- Key Learning Resources in Urdu: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all .

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (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:

1. Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
2. Ansari Akhtar Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.
3. Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
4. Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
5. Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
6. Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
7. Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
8. Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
9. Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
10. Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
11. Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
12. Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
13. Moinuddin (1988) Urdu Zaban Ki Tadres, New Delhi Taraqqi Urdu Bureau.

PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Sanskrit in School Curriculum

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

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

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

UNIT III: Transaction of Contents and Learning Assessment in Sanskrit

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

- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in Sanskrit : word formation skill and spelling
- Teaching-learning materials in Sanskrit : Types and Uses : preparation of low cost no-cost teaching-learning materials in Sanskrit
- Assessment in Sanskrit: assessing skills in Sanskrit; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Sanskrit, Continuous Assessment of Learners performance in Sanskrit within and beyond classroom situations
- Key Learning Resources in Sanskrit: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all .

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (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:

1. Apte, D. G. and Dongre, P. K.: *Teaching of Sanskrit in Secondary School*, Acharya Book Depot, Baroda, 1980.
2. Bokil, V. P. and Parasnik, N. K.: *A New Approach to Sanskrit*, Loka Sangraha Press, Poona.
3. Chaturvedi, R. S.: *Sanskrit Shikshan Padhati*.
4. Govt. of India: *Report of Sanskrit Commission*.
5. Joyce, B. & Weil, M: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
6. Pal, H.R and Pal, R.: *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi, 2006.

Course VIII (A) Knowledge And Curriculum

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

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

- Elaborate the transaction, evaluation and renewal processes of curriculum

Detailed Course Content

1. Understanding the Nature of Knowledge

- Knowledge: Concept (difference between knowledge and skill, knowledge and information, teaching and training, reason and belief) and Nature
- Types and theories of knowledge
- Knowledge Acquisition: source of knowledge and process of acquisition

2. Construction of knowledge

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

3. Understanding curriculum

- Concept (difference between curriculum and syllabus), types (subject-centered, teacher-centered, learner-centered, learning-centered, experience-centered, activity-centered, hidden–manifest) and components (core-elective)
- Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)

Tasks and Assignments:

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

- 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:

1. *Collin J Marsh (2004): Key Concepts for understanding Curriculum, Routledge Fuller, London.*
2. *Denial Tanner, Lawel N.Tannor (1975): Curriculum Development Theory into Practice, Mac Milan publishing Co.Inc. New York.*
3. *Lawell Keith, Paul Blare, Sidney Tied (1968): Contemporary curriculum in the elementary School.*
4. *Ornstein Allen C and Hunkins Francis (1993): Curriculum Foundations, Principles and Issues, Allyn & Bacon, Boston*

COURSE EPC 2: DRAMA AND ART IN EDUCATION

Total Marks: 50

Aim of the Course

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans

UNIT I: Visual Arts And Crafts (Practical)

10 marks

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.

Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modelling, paper cutting and folding, etc.

Paper framing and display of Art works.

UNIT II: Performing Arts: Dance, Music, Theatre And Puppetry (Practical) 20 marks

Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.

Viewing/listening to live and recorded performances of Classical and Regional Art forms

Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT III: Appreciation Of Arts (Theory)

10 Marks (Viva Voce)

Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education

What is the difference between Education in Arts and Arts in Education

Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)

Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

10

MarksTheme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical

instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms *Workshop*, Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its

pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. *Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals.*

The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

Suggested Readings

1. *Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.*
2. *Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.*
3. *Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.*
4. *Mc Caslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.*
5. *Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.*
6. *Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.*
7. *NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi:*
8. *Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.*
9. *Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.*
10. *Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.*

School Internship (1 Month)