Central University of Orissa, Koraput

CENTRE FOR TEACHER EDUCATION

(B. Ed. Programme)

Syllabus

CENTRAL UNIVERSITY OF ORISSA, KORAPUT

Centre for Teacher Education

While developing the detailed design of this syllabus, the recommendations as envisaged in the following documents have been taken into consideration:

. National Curriculum Framework-2005

. National Curriculum Framework for Teacher Education 2009

. UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

The Course Structure, Credit System, workload of students, assessment and evaluation procedures and the syllabus are stated in the following.

1. **COURSE STRUCTURE**

Programme structure for the Degree of Bachelor of Education (B.Ed.) Duration: One Year (Semester System)

1. B.Ed. Degree shall be awarded to candidates on successful completion of a two semester programme of study.

2. B.Ed. programme will have courses of 48 credits distributed in two semesters, as given below:

COURSE OUTLINE

Course Code	Course Title	Credits	Max. Marks			
			Internal	External	Total	
SEMESTER – I						
GROUP A Core Courses	**Paper-1:** Basics of Education	3	30	70	**100**	
	Paper-2: Learner and Learning Process	3	30	70	**100**	
	Paper-3: Pedagogy Across Curriculum	2	30	70	**100**	
Paper-4 and Paper-5 (I-VII) GROUP B Pedagogy Courses	**:**Teaching of School Subject – I (Pedagogy of School Subjects)	5	30	70	**100**	
	:Teaching of School Subject – II (Pedagogy of School Subjects)	5	30	70	**100**	

Pedagogy of School Subjects (Any Two)					
Paper-4 and Paper-5 : Pedagogy of Physical Science **Paper-4 and Paper-5 : Pedagogy of Biological Science** **Paper-4 and Paper-5 : Pedagogy of Mathematics** **Paper-4 and Paper-5 : Pedagogy of Social Studies** **Paper-4 and Paper-5 : Pedagogy of English** **Paper-4 and Paper-5 : Pedagogy of Odia** **Paper-4 and Paper-5 : Pedagogy of Hindi** **A student teacher belonging to Science Stream can choose one of the following combinations as his/her method subjects under Pedagogy of School Subjects.** • **Physical Science and Mathematics** • **Physical Science and Bio Science** **A student teacher belonging to Arts Stream has to choose Social studies and English/Hindi/Odia as his/her method subjects under Pedagogy of School Subjects.**					

GROUP C **School Based Experiences**	**Paper-6:** Learning to Function as a Teacher (Process based development of skills including Micro Teaching)	2	50	-	**50**	
	Paper-7: Initiatory School Experiences	2	50	50	**100**	18 days in semester including Evaluation
GROUP D **Add on Courses**	**Paper-8:** Language Proficiency	2	50	-	**50**	
		24	300	400	**700**	

SEMESTER – II

GROUP A **Core Courses**	**Paper-9:** Contemporary Concerns and Issues in School Education	3	30	70	**100**
	Paper-10: Planning and Management of Secondary School	3	30	70	**100**
	Paper-11: Assessment and Evaluation	2	30	70	**100**

GROUP B Practicum: School Based Internship Activities	Paper-12: Practicum : *School Based Internship Activities*		100	100		4 Weeks
	i): Methods of Teaching-I	2			**50**	
	ii): Methods of Teaching-II	2			**50**	
	iii) : Scholastic Achievement Test ,	2			**25**	
	iv) : Observation of Lessons of Peer Teaching	2			**25**	
	v): Action Research Project,	2			**25**	
	vi): Preparation of Teaching Learning materials	2			**25**	
Group-C Field Based Activities	**Paper-13:**Community Study Project	2	50		**50**	
GROUP-D Add on Courses	**Paper-14:** Learning through ICT	2	50		**50**	
		24	**290**	**310**	**600**	

Semester-wise Credits

SEMESTER-I			
Course Category	**No. of Courses**	**Credits**	**Total Credits**
Core Courses	3	3+3+2	8
Pedagogy Courses	2	5+5	10
Practicum	3	2+2+2	6
Total Credits in Semester-I			24
SEMESTER-II			
Course Category	**No. of Courses**	**Credits**	**Total Credits**
Core Courses	3	3+3+2	8
Practicum (School Based Internship Activities)	6	2+2+2+2+2	12
Community Based Activities & Add on Courses	2	2+2	4
Total Credits in Semester-II			24

2.CREDITS

A credit means 90 minutes activities by a teacher per week in a semester.

In case of guided student teacher activities, a credit would mean 180 minutes of activities per week in a semester.

3.WORK LOAD OF STUDENTS

The total credit load of the B.Ed. programme would be 48 credits. The credit load would be equally divided into 2 semesters of six months each. The load on Theory and Practical would be preferably 60:40 percent. Process including development of teaching skills and initiatory school experiences will be essential components of teacher preparation.

4.ASSESSMENT CRITERIA

<table>
<tr><td colspan="3" align="center">SEMESTER – I</td></tr>
<tr><td></td><td colspan="2" align="center">THEORY (CORE & PEDAGOGY COURSES)</td></tr>
<tr>
<td>GROUP-A CORE CORSES</td>
<td>
• The performance of each student-teacher in each core paper (Paper-1, Paper-2, Paper-3) shall be assessed internally out of 30 marks and externally out of 70 marks at semester end examination.
• Sessional work shall be assessed internally on the basis of class tests (10 marks), Written Projects/Assignment (10 marks) and Subject based presentation (10 marks)
</td>
<td>70+30 Marks</td>
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<tr>
<td>GROUP-B PEDAGOGY COURSES</td>
<td>
• The performance of each student-teacher in each pedagogy paper (Paper-4, Paper-5) shall be assessed internally out of 30 marks and externally out of 70 marks.
• Sessional work shall be assessed internally on the basis of practical based pedagogic experiences in simulated situations. Project/ Lab Based/ Field Based/Simulated Teaching (10 Marks), class tests (10 marks), and Subject based presentation through blended technology Approach (10 marks)
</td>
<td>70+30 Marks</td>
</tr>
<tr>
<td>GROUP-C SCHOOL BASED EXPERIENCES</td>
<td>
Learning to Functions as a Teacher (Process based development of skills including Micro Teaching) –
• Each student-student practices minimum five skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each
</td>
<td>50 marks</td>
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	student through the semester. **Fifty Marks** are allotted for developing skill practice that is internally evaluated by faculty members continuously as part of university requirement.	
	Initiatory School Experiences The department will issue a list of activities in each session. The report dully signed by cooperating teacher/mentor* and authenticated by institute supervisors will be submitted to the Department. Each activity will be internally and externally assessed .The marks (50 Internal and 50 External will be submitted separately. Internal evaluation will focus on student teachers involvement, participation , reflection from report. The average marks will be calculated to show the performance of student teachers. *A teacher/mentor would be one who has a degree in teaching and should be nominated by heads of the school.	**50+50 marks**
GROUP D <u>**Add on Courses**</u>	**Language Proficiency** Formative assessment: 50 marks Modes of assessment should include: • Clarity of oral communication • Quality of participation in group activities • Quality of note-making • Quality of presentations to group • Quality of reference project – process and outcome • Writings in different genres (greater focus on clarity of ideas than, say, spelling and grammar) • language Lab Practices for pronunciation/ listening comprehension and note taking	**50 marks**
SEMESTER – II		
GROUP A <u>**CORE**</u> <u>**CORSES**</u>	• The performance of each student-teacher in each core paper (Paper-9, Paper-10, Paper-11) shall be assessed internally out of 30 marks and externally out of 70 marks at semester end examination. • Sessional work shall be assessed internally on the basis of class tests (10 marks), Written Projects/Assignment (10 marks) and Subject based presentation (10 marks)	**70+30 marks**

GROUP B **PRACTICUM:** **School Based** **Internship** **Activities**	PRACTICUM: School Based Internship Activities During Internship activities each trainee-teacher has to deliver 20 lessons in each pedagogical subject. The student-teachers apart from taking regular classes (20) lessons per method as per the time-table of the school, has to perform certain activities/ assignments as prescribed. These teaching lessons and assignments carry some weightages as a part of their University Examination. In addition to their requirement of the university, they participate and perform other activities of the school as and when assigned by head of the school. Also, a Certificate of satisfactory work by the mentor and school Head of the cooperating- school shall be issued to the candidate after completion of Internship. During internship the performance of students will be assessed continuously by internal and at the completion of internship by the external examiner on 50: 50 basis.	

	Methods of Teaching – I Internal=25 marks External= 25 marks	• **Comprehensive Students Teaching in Schools** During Internship each trainee-teacher has to deliver 20 lessons in each pedagogical subject.	**100 (50 + 50 marks)**
	Methods of Teaching – II Internal= 25 marks External+ 25 marks		

	Scholastic Achievement Test Record: Construction , administration and reporting of achievement test in respective method subjects. **Internal:** 12.5 marks **External:** 12.5marks *Observation of Lessons of Peer Teaching :* The student-teachers are to observe **10 lessons, 5 in each method subject** taught by fellow student-teachers. An observation scheduled booklet is developed and supplied to them. Each trainee will have to submit observation diary and discussion and report with peers. **Internal:** 12.5 marks **External:** 12.5 marks *Action Research Project :* Each student-teacher has to develop strategies/ teaching techniques to identify a slow learner/ talented learner/ learning difficulties/ a case/	**100 (each record carries 25 marks)**

	problem for action research at the initial stage of internship programme and conduct the study in detail. A report is to be prepared detailing all the steps of the study. The tools, techniques uses, response sheets/ any other valuable documents in support of the study. **Internal:** 12.5 marks **External:** 12.5 marks ***Preparation & use of Teaching Learning materials:*** Each student teacher is required to prepare and submit teaching learning materials including ICT augmentated learning. **Internal:** 12.5 marks **External:** 12.5 marks	

GROUP C
<u>**Field Based Activities:**</u>
	Community Study Project
	  1. Find out problems of students at home learning
	  2. Role of village panchayat
	  3. conduct interview, environment drive
	  4. RMSA/SSA/RTE related activities
		50 marks

GROUP D <u>**Add on Courses**</u>	**Learning through ICT**	**50 Marks**

5.Examination and Certification

Medium of Instruction - English
Duration of the Course: One Year (in two semesters)

1. To be eligible to appear at the semester End Examination every candidate must fulfill the following:
   i) Complete course of study with 75% attendance in each paper (60% on production of Medical Certificate).
   ii) Successfully completed the required number of practical assignments duly assessed internally. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned Semester, nor will be eligible to get admission to the next semester.

2. Minimum percentage of pass mark in each theory paper shall be 40 percent of the total marks of that paper and for practicum the pass mark for each paper is 50 percent marks. In aggregate, a candidate has to secure 45% marks in order to be declared pass, subject to condition that he/she must have passed in individual theory and practical papers.

3. Evaluation will be done on the basis of Relative Grading System as and when finalized by the university. All other conditions for conduct of examination and declaration of result shall be determined by the Central University of Orissa, Koraput, as per their regulations and statute.

4. Each candidate has to complete internal/sessional/practical activities. If a candidate fails to complete such activities he/she will not be eligible to sit in the term-end final examination.
5. A Candidate who fails to fulfill the conditions would not be promoted to the second semester.

Details of the course are appended.

DETAILED UNIT STRUCTURE OF THE COURSES

<u>Semester-I</u>

Paper-1 : Basics of Education

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Credit-3
Maximum Marks : 100
External: 70
Internal:30

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Objectives : After completion of this course the student-teacher shall be able to

- *Understand the relevance of education in relation to individual, social and national development.*
- *Analyze the relevance of education in Indian socio-cultural context.*
- *Examine the influence of policy decisions on education.*
- *Analyze the philosophical reflections and educational thoughts of the great educational thinkers.*
- *Understand the development of education as a system, and the concerns and issues related to educational system.*

Unit 1 : Understanding Education

- Meaning, Nature and Scope of education.

- Education as a process; shift in the process of education: Transmissionistic Approach to Philosophical Approach.

- Aims of education

    ➢ Factors influencing aims of education

    ➢ Individual and social aims

    ➢ Aims of education according to Secondary Education Commission (1952-1953), Education Commission (1964-1966), National Policy on Education (1986and 1992), and National Curriculum Framework (2005).

- Ideas of educational thinkers: Mahatma Gandhi, Rabindra Nath Tagore, Sri Aurobindo, Rousseau and Jhon Dewey (With Reference to aims and methods)

Unit 2 : Education in Socio-cultural Context of India

- Emerging trends of Indian society and culture

- Role of education in socio-cultural change, social control and development

- Education and Modernization.

- Education as an instrument for strengthening Democracy and promoting National Integration.

- Education in the context of Globalization.

Unit 3 : Education for National Development

- National development- Meaning, Scope and Indicators.

- Education and National development.

- Education as an investment for Human Resource and Economic Development.

- Education for sustainable development

- Education and Quality of life.

Unit 4 : Education Policy Imperatives

- Education policy as a major concern of public policy- relevance and essentiality.

- Constitutional Provisions on Education.

- National Policy on Education, 1986 and its revised version (1992) with historical perspectives.

- Implementation of education policy recommendations – Problems and Strategies

- Right of Children to Free and Compulsory Education Act, 2009.

Unit 5 : System and Structure of Education in India

- Sub-Systems of Social System and their inter-relationship; Significance of Education as a Sub-system.

- National System of Education in India

- System Reforms in School Education – Post-NPE, 1986 reform scenario

- Concerns of the systemic reform – co ordination, quality assurance and feasibility (with special reference to NCF 2005)

- Universalisation of Secondary Education- Need, Dimensions and Implementation in the Context of RMSA

Sessional Work :

Each student-teacher is required to submit two assignments selecting one form each group given below:

Group I :
- Socio-Economic Survey of a nearby habitation (five families only) and presentation of the report.

- Preparation and presentation of the report on activities/ events in the local community relating to improvement of quality of life (taking any one aspect).

Group II :
- Appraisal of Educational aims and methods proposed by any one educational thinker in the present socio-cultural context.

- Analysis of the impact of modernization in the transformation of the local community.

- Analysis of the effect of education in empowering weaker sections of the society.

Suggested Reading :

Anand, C.L.et.al. (1983). *Teacher and education in emerging in Indian society,* New Delhi: NCERT.

Clarke, P.(2001). *Teaching and learning: The Culture of Pedagogy.* New Delhi: Sage Publication.

Cole, Luella (1950). *A history of education : Socrates to Montessori.* New York: Holt, Rinehart & Winston.

Dewey, Jhon (1916/1977). *Democracy and education.* New York: Macmillan.

Dewey, Jhon (1956). *The Child and the curriculum, school and society.* Chicago, Illinois: University of Chicago Press.

Dewey, Jhon (1997). *Experience and education.* New York: Touchstone,

Govt. of India (1986/1992). *National Policy on Education.* New Delhi: Min. of HRD.

Keddie, N.(1971) : *Classroom Knowledge*, in. M.F.D Young.

Krishna Murthy, J. (1947) *On Education*, Orient Longman, New Delhi.

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Peters, R.S. *The Concept of Education*, Routledge, UK, 1967.

Margaret, K.T. *The open Classroom*, Orient Longman: New Delhi, 1999.

Prema Clarke (2001). *Teaching & Learning: The Culture of pedagogy*, Sage Publication, New Delhi.

P.H. Phenix,(1964). *Realms of Meaning.* MacGraw-Hill, New York.

Steven H. Cahn (1970). *The Philosophical Foundation of Education,* Harper & Row Publishers, New York.

Sykes, Marjorie. *The Story of Nai Taleem*, Nai Taleem Samiti: Wardha, 1988

Thapan. M. (1991). *Life at School: An Ethnographic Study*. Oxford University Press, Delhi.

Paper -2 : Learner and Learning process

Credit-3
Maximum Marks : 100
External: 70
Internal:30

Objectives : After completion of this course the student-teacher shall be able to

- *develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context.*

- *understand the stages and processes of human development and plan developmental tasks especially focusing on the adolescents stage.*

- *understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners.*

- *acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks*

- *to understand a range of cognitive capacities in human learners*

- *to reflect on their own implicit understanding of the nature and kinds of learning*

Unit 1 :   Learner - Dimensions and Stages of Development

- Growth and development- General principles of development
- Learner as a developing individual- Stages of development : Development as a resultant of interactions between and among individual potential (innate, inherited, acquired) and external environment (physical, social, cultural, economic and technological)
- Developmental tasks- Specific needs and problems during adolescence
- Role of teacher in facilitating development

Unit 2 :   Understanding Learning Process

. Learning as a process and as an outcome, Factors influencing learning, Maturation

. Theoretical Perspectives on learning: an Overview: Behaviourism (Skinner, Pavlov &   . Throndike)- constructivist (Piaget & Vygotsky)- Gestalt (Kohler)- Observation (Bandura)

. Transfer of Learning: maximizing transfer in classroom teaching.

Unit 3 :   Understanding differences in individual learners

.   Areas of differences- Intelligence, learning Style, Self-Concept, Aptitude, Attitude, Achievement, Creativity
.   Factors influencing individual difference
.   Understanding differently- abled learners- Gifted and backward learners : Characterstics, Identification, Educational provisions
.   Methods of studying learner behavior- Tests (Meaning and types), Observation (Types and process), Rating Scale, self-report, Case Study

Unit 4 : Classroom as a Social Group:
- .Characteristics and dynamics of classroom groups, interaction between teacher and learner group. Effective classroom groups. Group morale, Leadership dynamics. Teacher as leader of group and facilitator of learning.

- .Guiding and Counseling the Learner: Meaning of Guidance and Counseling. - Need and significance of Guidance and counseling, Types of Guidance: Personal, Educational and Vocational, Types of Counseling-Directive and Non-Directive. Guiding Educationally, Socially and Culturally disadvantaged groups of learners.

Unit 5 : Understanding Higher Mental Processes of Learners

- Intelligence- Characteristics and relation with learning; Multiple Intelligence; Measurement of intelligence- Verbal, Non-Verbal, Performance Tests; Group and Individual Tests
- Creativity- Characteristics and process; relation with intelligence; Role of teacher in promoting creativity
- Mental Health of the learner: Mental Health, Characteristics of Integrated personality and mentally healthy individual, Maladjustment- Defense Mechanism

Sessional Work :

Each student-teacher is required to submit two assignments selecting one form each group given below:

Group I:

- Administration of a Intelligence test (performance non-verbal, verbal)/ Aptitude Test / Creativity Test/ Personality Test/ Attitude Test
- Case Study of a Problem Child/ a slow learner/ a disadvantaged child

Group II:

- Preparation of five activities for promoting creativity among the school students
- Analysis of the common behavioural problems observed in the classroom suggesting the ways to address them

Suggested Reading :

- Ambron, S.R. (1981). *Child Development*, Holt Rinehart & Winston, New York.
- Atkinson, Richard C. et.al. (1983). *Introduction to Psychology.* Harcourt Brace Johanovich Inc. New York,.
- Benjafield, J.G. (1992). *Cognition,* Prentice Hall, Englewood Cliffs.
- Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
- Blackie, J. How Children Learn in J.C. Stone an F.W. Schneider (eds.) *Readings in the Foundations of Education,* Vol, II, Cromwell: New York, 1971
- Brown, J.S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning,* Educational Researcher; 32-42.
- Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
- Flavell, J.H. *The Developmental Psychology of Jean Piaget*, Van Nostrand: New York, 1963
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
- Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
- Gardner, Howard (1991). *The Unschooled Mind*, Basic Books, New York.
- Hurlock, E.B., (1964*). Child Development*, Mcgraw Hill Book Co. New York.
- Jeanne Ellis Ormrod Educational Psychology : Developing Learners. Fourth Edition
- Kolb, D.A. (1984) Experiential Learning. Engelwood Cliffs, NJ: Prentice-Hall Rogers, C.R. (1983) Freedom to Learn (revised edition). Columbus, OH: Merrill

- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Luria, A.R. (1976). *Cognitive Development: Its Cultural and Social Foundations*. Havward University Press, Cambridge, Mass.
- Parhi, R. K. (2003) *Educational psychology.* APH Publishing Corporation, New Delhi.
- Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology
- Phillippe Aives, (1962). *Centuries of Childhood: A Sociology of Family Life*, Knops, New York.
- Rosser, Rosemary A. (1993). *Cognitive Development: Psychological and Biological Perspectives*, Allyn dand Bacon:USA
- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.
- Wolfolk , *Educational Psychology*, Prentice Hall: Eaglewood Cliff,1987
- Srivastava, A.K. (1998) Child Development: The Indian Perspective, NCERT, New Delhi
- Santrok, J.W. (1999) : Life Span Development (7th Edition), Boston: Mc Graw Hill College
- Sibia, A. (2006) : Life at Mirambika, NCERT, New Delhi
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
- Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.
- Thorndike Edward L. (2007) Educational Psychology, Published by READ Books.
- Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall
- Wertsch, J.V. (1985) Vygotsky and the Social Formation of Mind. Harvard University Press

Paper-3: Pedagogy Across Curriculum

Credit-2
Maximum Marks : 100
External: 70
Internal:30

Objectives :

- *To help the prospective teachers in understanding the nature of children and the ways/ approaches the children learn in the school/classroom situations.*
- *To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.*
- *To empower prospective teachers to prepare and use appropriate Teaching-learning materials for improving learning of the children.*
- *To expose the prospective teachers to different modes of assessment of learning and enable them to uses those effectively to promote classroom learning.*

UNITS OF STUDY:

UNIT 1: QUALITY IN CLASSROOM LEARNING
- Indicators of quality learning
- Teaching and learning as interactive process
- Major issues in classroom learning
- Teaching for quality learning – characteristics and process of teaching and issues thereof
- Teacher as facilitator of learning

UNIT 2: APPROACHES TO LEARNING AND TEACHING
- General maxims of teaching
- Teacher-centred, learner-centred and learning-centred approaches
- Activity-based Approach, Project, Cooperative learning
- varieties of activity (curricular and other – curricular)
- Constructivist approach to learning
- Major issues associated with each approach

UNIT 3: TEACHING-LEARNING MATERIALS
- Importance of TLMs in classroom transaction
- No cost and low cost materials
- Contextual and local-specific TLMs
- Collection, preparation, storing and use of TLMs
- Library Management and Use of Library books as learning resources
- Learning beyond textbooks – other sources of learning

UNIT 4:SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT
- Understanding the meanings and nature of Curriculum: need for curriculum in schools
- Differentiating Curriculum Framework, Curriculum and Syllabus; their significance in school education
- Facets of curriculum: core curriculum - significance in Indian context,
- Meaning and concerns of 'hidden' curriculum
- Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood etc)

- Construction of curriculum vis a vis teachers' role and support–in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'

UNIT 5:LESSON PLANNING

- Unit Planning, Lesson planning, steps
- constructivist perspectives in lesson planning: ICON Model and 5 E
- Concept mapping
- preparation of lesson schemes.

References

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- Brown George and E.C. Wragg (1993) *Questioning*, Routledge: UK
- Brown George and E.C.Wragg (1993), *Explaining*, Routledge : UK.
- Elisabeth Dunne and Bennet Neville (1990) *Talking and Learning in Groups.* Routledge .
- Holt, John (1990) Learning All the Time. Addison-Wesley Publishing Co: New York
- Michael Marland (Indian Edition, 2005) *Craft of the Classroom: A Survival Guide*, Heinemann Educational, Chapter 1: Starting Points, Chapter 2: Relationships of the Classroom, Chapter 3: The Classroom Environment, Chapter 7: The Rhythm of Teaching
- Johnson, D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition).* Allyn & Bacom: Boston
- Pollard, Andrew (2002) *Reflective Teaching*. Continuum: London, Chapter 3: Developing an Evidence-informed Classroom, pp 42-69: excerpts on 'Organization: How are we Managing the Classroom? Behaviour: How are we Managing the Class?' Teaching, How are we Developing Our Strategies?'; Assessment: How are Monitoring Learning and Performance?'; and 'Social Inclusion: What are the consequences of classroom practice?'
- Freeman, Richard & Lewis, Roger (Indian reprint, 2005), *Planning and Implementing Assessment*, Routledge Falmer (Part One: Principles of Assessment, 4. and 5, Part Two: The methods toolbox, 9. and 10., Part Three: Sources of Assessment 11. 12. Part Four: Using Assessment Methods 14. 15. 16. 17, 18. 19. 20; Part Six: Assessment Issues 25., 26
- Mukunda Usha (2008) *Inculcating and enhancing the reading habit.* Excerpt from a training manual for librarians in the southern region as part of an NCERT workshop in January 2008.

Paper-4 and Paper-5 : Pedagogy of School Subjects

<u>Paper-4 & Paper-5</u> : Pedagogy of Mathematics

Full Mark-100
Credit- 5
Internal-30
External-70

At the end of the course, the student – teachers will be able to

1. *develop insight into the meaning, nature, scope and objective of mathematics education;*

2. *pose and solve meaningful problems;*

3. *appreciate the importance of mathematics laboratory in learning mathematics;*

4. *explore the various resources in learning mathematics*

5. *understand the curriculum development in mathematics*

6. *expertise on various teaching skills*

7. *acquire competence in teaching mathematics and structuring lesson plans*

8. *construct appropriate assessment tools for evaluating mathematics learning;*

9. *focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.*

UNIT I: Nature and Characteristics of Mathematics and Mathematics Teacher

- Meaning, characteristics and definition of Mathematics - Logical sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification

- Mathematics and its relationship with other disciplines

- Scope of mathematics

- Characteristics and role of a mathematics teacher, Professional growth of a mathematics teacher.

UNIT II: Aims and Objectives of Teaching Mathematics

- The need and significance of teaching Mathematics - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains.

UNIT III: Curriculum and Learning Resources in Mathematics

- Need and importance of curriculum development in mathematics - barriers – principles of curriculum development in mathematics- Objectives of curriculum, principles for designing curriculum -Pedagogical analysis of various topics in mathematics at various level of schooling.

- Classroom conditions for learning mathematics.

- Utilizing Additional Resources for learning Mathematics- organising mathematics laboratory, library and club - its uses.

- Recreational Mathematics - riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

UNIT IV: Approaches and Strategies in Teaching and Learning of Mathematics

- Learning by Discovery : nature and purpose of learning by discovery; Teaching for Understanding Proof : Proof by induction and deduction; proof by analysis and synthesis. Problem Solving in Mathematics: Importance of Problem solving, Steps of problem solving in mathematics.

- Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning mathematical concepts; cooperative learning ensuring equal partnership of learners with special needs.

- Teaching aids in mathematics - projected and non-projected aids - improvised aids - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - ICT applications - learners participation in developing instructional materials, etc.

UNIT V: Lesson Planning and Evaluation

- Micro teaching - need, procedure, cycle of operation and uses.

- Macro teaching - lesson plan, unit plan & year plan – format of a typical lesson plan.

- Various methods of assessment in mathematics to assess creativity, problem-solving and experimentation / activity performance; evaluating overall performance of the child; self and peer evaluation.

- Practising continuous and comprehensive evaluation to test regular programmes and achievements of learner.

Sessional Works : Each student teacher is required to complete assignments on the following :

1. Preparation of five lesson plans on any topic from Mathematics texts of secondary school.
2. Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
3. Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

Suggested Reading :

1. Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.

2. Ballard, P. B. (1959). Teaching the essentials of arithmetic. London: University of London Press Limited.

3. Bishop, G. D. (1965). Teaching mathematics in the secondary school. London: Collins Publication.

4. Butter, C. H., & Wren, F. L. (1965). The teaching of secondary mathematics. London: Mc Graw Hill Book Company.

5. ICFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.

6. Iyengar, K. N. (1964). The teaching of mathematics. New Delhi: A Universal Publication.

7. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot

8. Land, F. W. (1966). New approaches to mathematics teaching. New Delhi: Mac Millan, St. Martin's press.

9. Mangal, S. K., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.

10. Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.

11. Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.

12. Siddizui, M. H. (2005). Teaching of mathematics. New Delhi: A.P.H. Publishing Corporation.

13. Sidhu, K. S. (2006). The teaching of mathematics. New Delhi: Sterling Publishers private ltd.

14. Singh, M. (2006). Modern teaching of mathematics. New Delhi: Anmol Publications Pvt. Ltd.

Paper-4 & Paper-5 : Pedagogy of Science (Physical Science)

Full Mark-100
Credit- 5
Internal-30
External-70

At the end of the course, the student – teachers will be able to

1. *understand the nature of science and the aims and objectives of teaching of Physical Science.*

2. *understand the microteaching skills*

3. *acquiring skills relating to planning the lessons and presenting them effectively.*

4. *develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.*

5. *understand the criteria in selecting a good textbook and to evaluate a Science textbook.*

6. *understand the importance of educational technology for teaching Physical Science*

7. *understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.*

8. *estimate the facilities required for the organization and maintenance of Science laboratory.*

9. *understand the special qualities of a Science teacher and to acquire those qualities.*

10. *acquire a favourable scientific temper towards science teaching and values.*

UNIT I: Aims and Objectives of Teaching Physical Science
- Nature of Science - Implications.
- Aims of teaching Physical Science at Primary, Secondary and Higher Secondary levels.
- Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)
- General and Specific Objectives of teaching Physical Sciences- Instructional Objectives - Objectives in terms of learning outcomes

UNIT II: Micro Teaching and Lesson Planning
- Microteaching -microteaching cycle- Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration and Skill of using Blackboard.
- Lesson Planning - Essential features of Lesson Planning -Steps in Lesson Planning - Preparing Lesson Plans- Unit Plan-steps in Unit Planning-Characteristics of a good Unit Plan-Distinguishing Lesson Plan and unit Plan

UNIT III: Methods of Teaching Physical Science
- General methods of Teaching Physical Science- Lecture method, Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical

and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

UNIT VII: Resources for Learning Physical Science

- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids.
- E-teaching of science- using technology for self-learning and collaborative learning of science.
- Qualities of a good science textbook- Evaluation of Science textbooks.
- Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory -Improvisation of Apparatus.
- Professional competencies of a science teacher.

UNIT V: Evaluating outcomes of Science Teaching

- Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science.
- Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
- Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode–Measures of Variability- Standard Deviation- Correlation co-efficient, Rank Order -Graphical representation of Data: Histogram, Frequency Polygon.

Sessional Work : Each student teacher is required to complete assignments on the following :

1. Preparation of five lesson plans on any topic of Physical Science included in the Science text book of secondary school.
2. Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
3. Preparation of a modal / tool / device based on any principle of physical science.

Suggested Reading :

1. Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merill Publishing Co.
2. Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138)
3. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
4. Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
5. Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.

6. Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhaba Centre for Science Education.

7. Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.

8. Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.

9. Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.

10. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.

11. Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)

12. Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.

13. Thurber, Walter, A., and Collettee, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.

14. UNESCO. (1979). The UNESCO Source Book for Science Teaching. Paris: UNESCO.

15. Vanaja, M. (2010). Educational technology. New Delhi: Neelkamal Publishers.

Paper-4 & Paper-5 : Pedagogy of Science (Biological Science)

Objectives: At the end of the course, the student – teachers will be able to

1. *understand the nature of science and the aims and objectives of teaching Biological Science.*
2. *understand the microteaching skills*
3. *acquiring skills relating to planning the lessons and presenting them effectively.*
4. *develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.*
5. *understand the criteria in selecting a good textbook and to evaluate a Science textbook.*
6. *understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.*
7. *estimate the facilities required for the organization and maintenance of Science laboratory.*
8. *understand the special qualities of a Science teacher and to acquire those qualities.*
9. *understand the basic concepts in science for science teaching.*
10. *acquire a favourable scientific temper towards science teaching and values.*

UNIT I : Aims and Objectives of Teaching Biological Science
- Objectives of teaching biological science -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels - Primary, Secondary and Higher Secondary.

UNIT II: Science Teacher and Curriculum Development in Biology
- Academic and Professional Qualification- Competencies of a Science Teacher.
- Principles of Curriculum Development -Selection of Content and Organization of Subject matter.

UNIT III : Methods of Teaching Biological Science
- Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method –Project Method-Heuristic Method- -Programmed Instruction-Computer Assisted Instruction.

UNIT IV : Micro Teaching and Lesson Planning
- Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction- Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement- Skill of Stimulus Variation.

- Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning – Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan.

UNIT V : Learning Resources in Biological Science

- **Biological Science Laboratory**: Structure and Design-Organization and Maintenance of Various Register - Accidents and First Aid –Safety.
- **Museum**: Importance of Museum - Preparation of Museum Material -Maintenance of Aquarium-Vivarium -Terrarium.
- **Educational Technology**: Planning ICT applications in learning biology - Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids.

Sessional Work : Each student teacher is required to complete assignments on the following :

1. Preparation of five lesson plans on any topic of Biological Science included in the Science text book of secondary school.
2. Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
3. Developing five activities / experiments in Biological Science and prepare a brief report.

Suggested Reading :

1. Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
2. Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
3. Buffaloe, Neal., Throneberry, J.B. (1972) Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
4. Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.
5. Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
6. Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
7. Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
8. Heiss, Obourn., & Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
9. Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
10. Pandey ,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
11. Passi, B.K. (1976). Becoming a Better Teacher : Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya.
12. Patton, M.Q. (1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
13. Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
14. Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi : Doba's House.
15. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

Paper-4 & Paper-5 : Pedagogy of Social Studies

Objectives : After completion of this course the student-teacher shall be able to

1. understand the nature and structure of Social Studies.
2. know the importance of teaching Social Studies at the secondary School level.
3. know the methods, and approaches for organizing Social Studies curriculum.
4. develop in the student trainees skills to organize Social Studies curriculum.
4. develop in the student trainees skills to teach and evaluate Social Studies.
5. equip the student trainees with the skills of diagnostic and remedial teaching.
5. equip the student trainees with the skills for teaching gifted and under average students.
6.enable the student trainees to critically examine the Social Studies syllabus and develop skills to periodically modify and update the text books.

Unit I: Social Studies as an Area of Study
1. Meaning and Nature of Social Studies
- Interdisciplinary/Integrated life perspectives
- Study of human life in time and space dimension.
2. Objectives of Teaching Social Studies in the curriculum of 10 year schooling.
- Long range developmental and higher cognitive objectives
- Short range cognitive objectives
- Affective objectives Skills.

Unit II: Content Organization and Curricular Organization in Social Studies Instruction
1. Content Structure - different views
2. Identifying and defining concepts, facts, principles and generalisations in Social Studies instruction.
3. Content analysis and sequencing in terms of
- delineating what to be taught
- arranging them into meaningful Gestalts
4. Writing Objectives in Social Studies Content
- General Objectives
- Specific Objectives

Unit III: Approaches, Methods, Skills and Planning for Social Studies Instruction
. 1. Approaches for curricula organization
- Inductive
- Deductive
- Problem solving/project
2. Methods for social studies instruction
- Teacher Centred methods
- Learner centred methods
3. Special skills necessary for Social Studies instruction in terms of questioning, narrating and explaining.
Lesson Planning
- Meaning, significance and components
- Planning single lesson
- Unit Planning
- Annual Planning.
- Other Planning's.

Unit IV: Issues and Problems in Social Studies Instruction

1. Time Table
2. Facilities
3. Professional Preparation of Teachers
4. Communities" apathy towards the subject
5. Recent developments and obsoleteness of curriculum
6. Transmission of values and needed interpersonal representation

Critical Evaluation of Syllabus and Text Books of Standard IX and *X*

1. Need
2. Methodology.

Media in Social Studies Instruction

1. Learning experiences and Media
2. Selecting the most appropriate learning experience
3. Potential of each medium with reference to objectives and other criteria.
4. Needed combination and alternatives.

.Unit V: Evaluation in Social Studies

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminate Type Item, Development and Standardization of Achievement Test in Social Science.

Sessional Work: Each student teacher is required to complete assignments on any two of the following :

1. Analysis of the syllabus: A Critical Study.
2. Analysis of a relevant textbook.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test for Class X.
5. Preparation of low cost teaching Aids.
6. Development of self-instructional material on any one topic of Social Science

Suggested Reading :

1. Agrawal, J. C. *Teaching of Social Studies*. New Delhi: Vikas Publishing House.
2. Bhattacharya, S., and Darji, D. R. (1966). *Teaching of Social Studies in India Schools.* Baroda: Acharya Book Depot.
3. Binning, A. C. *Teaching Social Studies in Secondary Schools.* New York: McGraw Hill and Co.
4. Desai, D. B. *Samaj Vidyana Shikhan*. Ahmedabad: Balgovind Prakashan.
5. George, A. M., and Madan, A. *Teaching Social Science in School*. *NCERT's new textbook initiative.* New Delhi: Sage Publications India Pvt. Ltd.
6. Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School.* New York: Mongmans, Green and Co.
7. Konli, A. S. (1996). *Teaching of Social Studies.* New Delhi: Anmol Publications   Pvt. Ltd.
8. Marlow, E., and Rao, D. B. *Teaching Social Studies successfully.* New Delhi: Discovery Publishing House.
9. Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.
10. Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*.   London: Gareem Helm, UNESCO.
11. The Association of Teachers of Social Studies. (1967). *Handbook for Social Studies Teaching.* New York: Holt, Rinchart and Winston, INC

Paper-4 & Paper-5 : Pedagogy of Language (English)

Objectives: After completion of this course the student-teacher shall be able to

1. *Understand what a natural language is and its various characteristics (properties).*
2. *Gain insight into general theories of language acquisition and language learning.*
3. *Know how to plan different types of lessons in English with the help of the given guidelines and execute the same in a classroom situation.*
4. *Understand the traditional as well as modern techniques and methods of teaching English and find ways as to how they could effectively be used in the classroom.*
5. *Develop thorough familiarity with the various textual items like prose, poetry, short stories, etc. and how they can be used as a springboard for launching various learning activities with a view to developing various linguistic competencies of the learners.*
6. *Gain awareness into as well as skills as to how to make use of various audio visual aids in the classroom.*
7. *Gain insight as to how to develop the various receptive as well as productive skills in English.*
8. *Develop skills to evaluate learner performance through written as well as other types of tests.*
9. *Pick up awareness as to the role that English plays in national, social and personal development.*
10. *Develop study skills in English.*

Unit 1: Nature, Need and Objectives of Teaching English

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Elementary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Conion of Etribution of Linguistics and Psychology to the teaching of English.
5. Planning for Instruction - Designing unit plans and lesson plans.

Unit 2: Acquisition of language skills

1. Psychology of Language acquisition and learning.
2. Language context- Significance and Acquisition rich environment for acquisit

Basic competencies for language acquisition
Teaching English as a skill rather than a knowledge subject.
a. Listening – Significance of the competence for language acquisition; Any **five** activities to develop listening skills
b. Speaking – Significance of the competence for language acquisition; Any **five** activities to develop speaking skills
c. Reading – Mechanics of Reading; Types of reading (Loud, Silent, Intensive and Extensive)
d. Writing – Teaching Composition (controlled, guided, and creative); evaluating composition.

Unit 3: Different methods and approaches/theories to language learning and teaching (MT&SL)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning;

- Maxims of teaching English

Approaches –

1. Structural Approach -
2. Communicative approach
3. Eclectic approach
4. Recent trends in the teaching of English

Critical analysis of the evaluation of language teaching methodologies

1. Method - Approach - Technique – Design.

2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.

3 Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits

UNIT 4: Teaching Skills

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching.

Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader

Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry

Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

UNIT V: Resources and Tools of Evaluation in Teaching English

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation – formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests – Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice – Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.

10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency
polygon - Cumulative frequency curve - OGIVE.

Sessional Work: Each student teacher is required to complete assignments on any two of the following :

• Prepare four activities keeping in view 'Constructivism in a Language Classroom'

• Analysis of advertisements aired on Radio/Television on the basis of language and gender.

• Development of CAI programme for a teaching item.

• On the basis of the English Textbooks (VI to XII) prepare a list oftopics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

•Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
(i) How the different registers of language have been introduced?
(ii) Does the language clearly convey the meaning of the topic being discussed?
(iii) Is the language learner-friendly?
(iv) Is the language too technical?
(v) Does it help in language learning?

TEACHING PRACTICE (PRACTICUM)

1.Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension
passages, poetry and composition.
2. Preparation of aids.
i. An album of black board sketches.
ii. An album of collected pictures
iii. Picture set and
iv. Composite scene
3. Preparation of blue prints
4. Construction of test paper containing the different types of test items including objective type items.
5. Preparation of remedial material for one unit.
<u>**Mode of Transaction:**</u>
Lecture, Lecture cum Discussion, Practical, Assignments.

Suggested Reading :

 1. Bond, L G et al (1980): Reading Difficulties – Their Diagnosis and Correction, New York, Appleton – Century Crafts.
2. Valdmen., (1987) "Trends in Language Teaching, New York, London Mac Graw Hill.
3. Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press
4. Widdowson, HG (1979): Teaching language as Communication, London, OUP.
5. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.

6. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.

7. Grillett, M (1983): Developing Reading Comprehension, London, CUP.

8. Byrne, D (1975): Teaching Writing, London, Longman.

9. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.

10. Mukalel, J. C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.

11. Palmer, H. E.: The Principles of Language Study.

12. Sharma, K. L.: Methods of 'Teaching English in India.

13. Thomson & Wyatt HG: Teaching of English in India, University of London.

14. Varghese, Paul: Teaching of English as Second Language

15. Kohli, A. L.: Techniques of Teaching English

16. Jain, R. K.: Essentials English Teaching

17. Bhatia K. K: New Techniques of Teaching English as a Foreign Language

18. Venkateshwaran, S: Principles of Teaching English

19. Yoakum G.A. & Simpson R.G.: Modern Methods and Techniques of Teaching

20. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as a Second Language, Himalaya Publish House, Mumbai

21. Halbe Malati, (2005): Methodology of English Teaching, Himalaya Publish House, Mumbai

22. Choudhary, N.R. (2002): English Language Teaching, Himalaya Publish House. Mumbai

23. Sachdeva, M.L.: A New Approach to Teaching of English in India

24. Sunwani, V. K. (2005): The English Language and Indian Culture

25. Adams, M. J, (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.

Paper-4 & Paper-5 : Pedagogy of Language (Odia)

Objectives:

On completion of the course, the student teachers will be able to:

- *Understand the concept, importance and objectives   of mother tongue at secondary stage;*
- *Know different skills and strategies of language teaching learning;*
- *Know different elements in language;*
- *Decide appropriate pedagogic approaches of language teaching and apply in teaching Odia;*
- *demonstrate a critically reflective attitude towards text books and resource materials in teaching Odia;*
- *Prepare subject specific lesson plan for improvement of language skills;*
- *Plan and construct test to assess language skills and content areas ;*
- *Use the pedagogical tools like concept map for language learning*
- *Use the modern technology for effective language teaching and*
- *Reflect on the practical issues of language teaching and deal with these issues effectively.*

TRANSACTION MODE

Panel discussion, symposia, lecture cum discussion, interactive sessions, field practices, group work presentations and problem solving sessions

COURSE CONTENT

Unit-I Odia as Mother Tongue in School Curriculum

- Importance of Mother Tongue in the life and education of an Individual
- Place Of mother tongue in school curriculum in Odisha in the context of NPE(1986) and NCF-2005
- Aims and objectives of teaching Oriya in secondary schools.

Unit-II: Skills and Strategies of Language Learning

- Basic language skills and interrelation between skills;
- Reading – mechanics of reading, type of reading, silent reading. Loud reading, intensive reading, extensive reading, qualities of good reading, importance of pronunciation, pause, punctuation and recitation;
- Writing – organization of the writing skill, thinking and expression, creative writing, styles of writing;

- Linguisics in Odia Language;Elements of language(Sound,Vocabulary and structure

Unit-III Curriculum and Pedagogic Approaches to Language Teaching and   Learning

- Methods for developing text-book supplementary instructional materials and teachers handbook in Odia
- Nature and characteristics of a good textbook in MIL (Odia)

  - Different methods and approaches of teaching Odia;Prose,poetry,grammar and composition: reading and composition method, recitation and narration method and interactive-communicative approach
  - Constructive learning situation.Pedagogiocal analysis for creating different learning situations

Unit-IV Planning for Teaching Mother Tongue and Assessment (Odia)

- Preparation of unit plan,
- Preparation of lesson plan on Odia from constructivist point of view
- Learning materials and learning activities
- Assessment of objective based learning process
- Assessment of specific language skills
- Types of evaluation: Formative and summative
- Preparation of test items-Essay type,, short answer and objective type
- Diagnosis of learning difficulties and organization of remedial teaching and portfolio assessment

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

Suggested Activities for Practicum
Suggested Activities

- review of Oriya articles published in Journal and newspaper
- preparation of unit plan,lesson plan(using constructivist approaches),concept map
- preparing a dictionary of Oriya words from text books of class IX and X
- development of objective based test items
- evaluation of Oriya text books/work books
- preparation of a model question paper
- identification of common errors in pronunciation and remedial teaching
- preparation of teaching aids and learning material
- critical appraisal of language curriculum at secondary level
- identification of competencies/skills to be developed in students unit/sub-unit wise and evolving methodology of developing the competencies identified
- identification of teacher competencies to be required to transact contents of Oriya in Classes IX and X

Reference

Gurrey,P(1956).The teaching of Mother tongue in secondary schools, Longman and Greenco

Kochhar,K (1990).Teaching of Mother Tongue,Sterlinhg ,New Delhi

Mohanty,B(1970).OdiaBhasaraUtpati o Amara Bikas,FriendsPublication,Cuttack

Mohanty,J et al(1983).OdiaSikshyadanaPadahti,Nalanda,Cuttack

Pattnaik,D.P(1996).Mother tongue and Destiny

Ryburn,W.M.(1954).Teaching of Mother Tongue,OUP

Paper-4 & Paper-5 : Pedagogy of Language (Hindi)

Objectives : After completion of this course the student-teacher shall be able to

1. *acquaint with the fundamental principles governing the teaching of Hindi.*
2. *attain efficiency and effectiveness in teaching and learning Hindi Language.*
3. *have a critical study of learning Hindi as a first language in the multilingual Indian society.*
4. *understand the role of Hindi in India and decide its place in the school curriculum so as to improve Hindi Language Attainment and Cognitive Skills.*
5. *teach with skill using interaction mode.*
6. *inculcate right language habits in students.*
7. *acquire accurate knowledge of the Devanagri Script and correct pronunciation.*
8. *develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.*

Unit I: Importance of Hindi as National Language
1. Reasons for selecting Hindi as National language
2. Responsibilities of Hindi, being National language.
3. Efforts needed to spread Hindi in entire nation.
4. Objectives of Teaching Hindi.
5. Main Principles of Teaching Hindi
6. Teaching of Hindi in non-Hindi speaking states.

Unit II: Planning for Teaching Hindi
1. Yearly course planning: Sequencing the units, month-wise division of units, periodical tests and annual tests, and other curricular activities like drama, story writing, debates and other competitions.
2. Main considerations in course planning -
3. Monthly planning of the course
4. Unit planning
5. Lesson planning

Unit - III: Methods of Teaching Hindi and Development of Skills.
Methods of Teaching Prose, Poetry, Grammar, Composition.
1. Indirect Methods
2. Direct Method
3. West's Method or New Method
4. Structure Method
5. Communicative Approach

Jerk Technology: Meaning, Tools and its use in Teaching Hindi.

Concept Attainment Model for Teaching Hindi Concepts.

Development of Skills
Listening Comprehension; Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension
Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups
Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical

Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books.

Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation, Use of parentheses, Use of abbreviation. Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing

Unit IV: Text Books and other Materials
1. Need of Text Books
2. Books for intensive reading & extensive reading
3. Criteria for selection of text-books.
4. Different teaching aids for teaching Hindi.
5. Qualities of a good Hindi Teacher

Unit V: Evaluation Procedures in Hindi
1. Different aspects to be evaluated in Hindi
2. Deciding and developing appropriate evaluation devices according to the objectives under different aspects. Activity: Development of rating scales (i) reading (ii) Writing.

Sessional Work: Each student teacher is required to complete assignments on any two of the following :

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic

Practical Activities:
1. Annual Planning
2. Preparation of Blue Print
3. Conducting co-curricular activities like, debate, story writing, antyakshari, kavi sammelan etc.
4. Life-skill and multiple intelligence based lesson plan preparation.
5. Identifying mistakes related to language learning and providing remedies.
Transactional Mode:
1. Lecture Method
2. Discussion
3. Seminar
4. Group Activities
5. Language Laboratory visit

Suggested Reading :

1.   Lahree, R. (1966). *Hindi Shikshan.* Agra: Raghunath Printing Press.
2.   Mukerjee, S. N. (1965). *Rashtra Bhasha Ki Shiksha*. Baroda: Acharya Book Depot.
3.   Patel, P. A. (1965). *Hindi Bhasha, Abhinava Adhyapan.* Ahmedabad: Bharat Prakashan.
4.   Rastogi, G. K. et al. (1998). *Matru Bhasha Hindi Shikshan. New Delhi:* NCERT.
5.   Sharma, B. N. (1968). *Hindi Shikshan*. Agra: Harihar Press.
6.   Srivastava, V. (1967). *Bhasha Shikshan Vidhi. Varanasi:* Hindi Pracharak Pustakalaya.

PAPER-6: Learning to Functions as a Teacher (Process based development of skills including Micro Teaching)

Each student-student practices minimum five skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each student through the semester. **Fifty Marks** are allotted for developing skill practice that is internally evaluated by faculty members continuously as part of university requirement.

Objective-To develop in pupil teachers' mastery in class room teaching skills

Transaction Mode: The theoretical input and practice of following classroom teaching skills will take place in the specified hours through discussion, demonstration and micro teaching session. At the closure of the practice of individual skills a lesson to be delivered
By linking all skills together (For obtaining feedback of each lesson tools will be provided)

- Introducing a lesson/topic: the importance of motivation in teaching, techniques of introducing a lesson to provide motivation, meeting the motivational needs of the disadvantaged learners, movement from familiar to unfamiliar, introduction of dramatic element, strategies for sustaining attention and interest.

- Questioning : its various forms : thought provoking, interpretative questions, questions to measure analytical ability, application ability, rephrasing, question to test judgment ability, synthesis ability, probing questions distribution and delivery of instruction, suggestions for handling pupil's questions and promoting pupil-pupil interaction in diverse context

- Explaining : Clarity, continuity, relevance to the content, using beginning and concluding statements, covering essential points Illustrating with Examples - simple, interesting and relevant to the points being explained

- Reinforcing : principles of reinforcement, varieties of reinforces and their uses-positive and negative, verbal and non-verbal : guidelines for use of reinforcement

- Stimulus Variation : Meaning, components-movement, gesture, change in voice, stress, focusing change in interaction pattern, pause, pupil participation and aural and visual aids

- Use of Blackboard: techniques of using blackboard in different ways.

- Apart from these practice of communication skills, management of diversity and process based thinking skills will be practiced.

PAPER-7: INITIATORY SCHOOL EXPERIENCE

Objectives
The pupil teachers would be exposed to different innovative centres of pedagogy and learning and observe lessons of regular school teachers, interact with children, community and report. The objectives of the activities are to:

- *Develop understanding about good practices in teaching learning in innovative centers of pedagogy/schools*
- *Develop understanding about the school activities*
- *Develop the process of engaging students in classrooms through observing the process adopted by regular teachers*
- *Experience of interacting with students to learn their background and their interest in learning and socio-cultural environment.*

The purpose of Initiatory School Experience is to provide student teachers an opportunity to have hands on experiences related to the functioning of the school. During first semester as a guided activity the student teachers in group with university mentor/supervisor will visit school to be acquainted with the school environment and the day-to- day functions. Each pupil teacher performs the following activities under the guidance of institute supervisor, operating teachers and prepare separate reports on all the activities. The report will be evaluated as indicated below.

Sl.No	Activities
1	**Visit to innovative centres of Pedagogy and learning.** *During the semester exposure visit will be arranged to visit innovative centres of Pedagogy and learning i.e schools for differently bled children, Navodaya School,Ekalavya,KGVB,KV,innovative schools run by other organisations .One day feedback session will be organised in the university after the visit and the student teachers have to share their reflections in plenary as well as in small groups sessions.*
2	*Observation of lessons engaged by school teachers (student teachers observe lessons individually or in small groups). To observe means to watch keenly and note down what happens. For observation of classes prior planning must be done. Reflective Diary will be maintained on observation.*
3	*Meeting students in an informal setting to learn their background and their interest in learning and socio-cultural environment.*
4	*Observation of School Process and Reporting. To take a stock of the learning facilities, prepare a check list of essential learning facilities needed and take the list of available facilities.*

In addition to above relevant activities can be added by the department. The department will issue a list of activities in each session.

The report dully signed by cooperating teacher/mentor* and authenticated by institute supervisors will be submitted to the Department.

Each activity will be internally and externally assessed .The marks (50 Internal and 50 External will be submitted separately. Internal evaluation will focus on student teachers involvement, participation , reflection from report. The average marks will be calculated to show the performance of student teachers.

*A teacher/mentor would be one who has a degree in teaching and should be nominated by heads of the school.

Add on Courses

Paper-8 : Language Proficiency

Full Marks-50
Credit- 2
Internal-50

Objectives

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Unit 1: Engaging with narrative and descriptive accounts

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip, stories.

Suggested Activities:

- Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text – e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Unit 2: Engaging with popular subject-based expository writing

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities:

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)

- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)

- Explaining the gist of the text/topic to others (in the larger subject group)

- Attending to writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)

- Writing a review or a summary of the text, with comments and opinions (individual task)

Unit 3: Engaging with journalistic writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Suggested Activities:

- Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)

- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc (guided working in pairs)

- Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)

- Researching and writing articles on topics of local interest (working to produce a local interest magazine)

Unit 4: Engaging with subject-related reference books:
For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of activities:

- Selecting the topic for research and articulating some guiding questions

- Searching and locating relevant reference books (could be from a school library or the Institute library)

- Scanning, skimming and extracting relevant information from the books by making notes

- Collating notes and organizing information under various sub-headings

- Planning a presentation – with display and oral components

- Making presentations to whole subject group, fielding questions.

Unit 5: Engaging with educational writing

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling,

teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

Suggested activities:

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)

- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)

- Discussion of the theme, sharing responses and points of view (small group discussion)

- Writing a response paper (individually or in pairs)

- Presentations of selected papers, questions and answers (large group)

Modes of Learning Engagement

These are already indicated above for each activity, which are best conducted in a 'workshop' mode

Since this is a very new kind of course – without the traditional topic-wise outline within each unit - the nature of activities and the modes of engagement are described in somewhat greater detail, in order to orient the course faculty. It is recommended that the texts chosen for initiating each unit be linked in some manner to the field of teaching and education (though this is not absolutely necessary for the purposes of the course).

Modes of Assessment

Formative assessment: 50 marks

Modes of assessment should include:
- Clarity of oral communication
- Quality of participation in group activities
- Quality of note-making
- Quality of presentations to group
- Quality of reference project – process and outcome
- Writings in different genres (greater focus on clarity of ideas than, say, spelling and grammar)
- language Lab Practices for pronunciation/ listening comprehension and note taking

Semester-II

Paper-9 : Contemporary Concerns and Issues in School Education

Credit-3
Maximum Marks : 100
External: 70
Internal:30

Objectives : After completion of this course the student-teacher shall be able to

- *Understand different forms and issues of inequality and inequity in education, and the ways to address them in the school and classroom situations.*

- *Realize the importance of the right to education and the provisions in the RTE Act 2009.*

- *Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.*

- *Understand the domains of human rights and role of education to safeguard the rights.*

- *Realize the need for integration of environmental concerns in school education.*

- *Understand the strategies for development of life skills and the role of teachers in developing the life skills.*

- *State relation between population growth and environmental population*

Unit 1 : Equality and Equity in Education

- Equality and equity: Meaning, need and importance; Equality of educational opportunities-Related Constitutional provisions.

- Nature and forms of inequality with reference to Gender, Socio-Economic Status, socio-cultural status, Minority (Linguistic & Religious), Locality (Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity

- RTE, SSA, and RMSA; Provisions for addressing inequality

Unit 2 : Quality in Education

- Concept of quality in Education; Indicators of Quality Education-Academic and Organizational

- Quality improvement in education – setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and momitoring

- Organizational strategies for enhancement of quality in school education

- Resource support institutions for quality enhancement: NCERT,NUEPA,NCTE, NIOS, SCERT, IASE, CTE, DIET/DRC – Structure, functions, and ongoing programmes

- Role of teacher for enhancing quality in education

Unit 3:   Human Rights and Peace Education

- Human rights: Concept, Constitutional and Institutional safeguards

- Domain of Human Rights: RTI, Poverty, Child Labour, Child Rights, Rights of Woman; Role of Education in safeguarding Human Rights

- Peace Education: Concept and relevance in National and International contexts; Peace and Quality of life

- Threats to peace in regional, national and global contexts and their impact on quality of life

- Role of education in promoting peace

Unit 4   :   Education for conservation of environment

- Protection and conservation of environment – need , issues and importance in global and local contexts

- Policies for protecting and conserving environment

- Measures for environmental conservation : Management of Natural Resources, Bio-diversity

- Environmental Education: Integration of environmental concerns in school curriculum

- Strategies for sensitizing learners towards protection of environment and its conservation

- Relation between population growth and Environmental Polution

Unit 5:   Life-Skill Education

- Meaning, concept and Importance

- Ten core life-skills recommended by WHO

- Strategies for developing individual life-skills at different levels (elementary and secondary)

- Role of teacher in facilitating the developing of life-skills

- Role of community in promoting learners life-skills

- Yoga and Health Education

Sessional Work   : Each student-teacher is required to submit two assignments selecting one form each group given below:

Group I :

- Observation and reporting on fulfillment of RTE provisions in any school.

- Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.

- Assessment of quality of education in any school as per the organizational /academic indicators

Group II :

- Analysis of any one textbook with regard to incorporation of environmental concerns.

- Preparation of a report on community action and practices in promoting life-skill among the young mass.

- Observation and reporting on violation of child rights in any locality.

Suggested Reading :

Glasser, W.(1990). *The quality school: Managing students without coercion.* New York: Perennial Library.

Government of India (1992). *Report of core group on value orientation to education.* New Delhi: Planning Commission, Government of India.

Kaur, B. (2006). *Teaching peace, conflict and pride*. New Delhi: Penguin Books.

Kumar,Arvind (2003). *Environmental challenges of the 21st century.* New Delhi: APH Publishing Corporation.

Kumar,Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.

Ministry of Law and Justice (2009) *Right to education.* New Delhi: Govt. of Inida.

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.

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 educators.* Bangkok: UNESCO Principal Regional Office for Asia Pacific

UNESCO (1997). *Trends in environmental education. Paris* : UNESCO

UNESCO (1998). *Educating for a sustainable future : A transdisciplinary vision for concerted action.* Paris : UNESCO

UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education.* Paris : UNSECO.

UNESCO (2004). *Education for all : the quality imperative.* EFA Global Monitoring Report. Paris : UNSECO.

UNESCO (2012). *Shaping the education of tomorrow : 2012 report on the Un decade of education for sustainable development.* Paris : UNSECO

UNICEF (2000). *Defining quality in education*. New York : Programme Division (Education),Unicef.

WHO (1991) *Comprehensive school health programme.* New Delhi: World Health Organisation Regional Office.

WHO (1997). *Life skills education for children and adolescents in schools : Introduction and guidelines to facilitate the development and implementation of life skills programmes.* Geneva :Division of Mental Health and Prevention of substance abuse, World Health Organization.

WHO(1999). *Partners in lie skills training : conclusions form a united nations inter-agency meeting*. Geneva : WHO.

WHO (2004). *Skills for health : An important entry-point for health promoting/child friendly schools.* Geneva : WHO

William, J,F, (1997) *The principles of physical education.* Philadelphia: Sunders Co.

Paper- 10 : Planning and Management of Secondary School

Objectives : After completion of this course the student-teacher shall be liable to

- *Understand the importance of educational planning and school management.*

- *Prepare a list of resources in school for effective school management.*

- *Conduct action research and prepare plan for improvement of classroom learning.*

- *Understand the ways of resolving problems in classroom management.*

- *Analyze different learning resources for effective classroom management.*

Unit 1:   Educational Planning and School Management

- Educational Planning - Concept, Types(National, State and District; Short Term and long term; Macro and Micro)

- School Management - Meaning, Importance and Process

- School Development Plan – Meaning, Nature, Importance and Steps

- State Policies in School Development Plan and School Management (RCFCE Act, 2009 and State Rules, 2010)

- Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Unit 2:   Resource Management

- Infrastructural Resources : physical space-building and open space, Furniture, Water and Sanitation facilities(separate toilet, garbage disposal, safe drinking water) Barrier-free Environment

- Material resources : Equipments and Teaching-Learning Materials

- Financial Resources : Grants, Funds generation, Donations, Other sources

- Human Resources : Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship

- Role of teacher in resource management in schools

Unit 3 :   Monitoring and Action Research

- Monitoring – Meaning, Importance and scope

- Objectives of monitoring at the elementary and secondary levels

- Mechanisms of monitoring: Structure, personnel and functions; Ongoing, monitoring practices and related issues

- Action Research : Concepts, Importance and Objectives

- Conducting and reporting an action research and its follow up

Unit 4 :   Classroom Management

- Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning

- Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline

- Management of learning situations : Management of group and Individualized learning

- Management of space and time : Seating arrangement and Time allocation

- Management of Motivation and Discipline

Unit 5 :   Learning Resources in Classroom Management

Types of learning resources

  - Print Resources : Textbooks, Workbooks, Self-instructional materials and Supplementary reading material

  - Audio Resources : Educational Radio Broadcast and Audio Programmes, Audio CD

  - Visual Resources—non projected visual resources (Graph, map, chart, poster, models and materials): Projected visual resources (Still Visuals such as Slide, Transparency and Film Strip; Moving Visuals such as Film, Video and Animation)

- ICT and Multimedia : Media selection, utilization and integration in classroom teaching and learning ; Smart Classroom

- Student involvement in the development, collection/procurement, use and management of learning resources.

- Sessional Work: Each student-teacher is required to submit two assignments selecting one from each group given below:

Group I :
- Case study of a child with behavioural problems
- Survey of resources available in a school and the manner of their utilization.

Group II :

- Appraisal of a School Development Plan.

- Preparation of a plan for ensuring quality learning in a class/ subject using ICT

- Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Suggested Reading :

Emmer, E.T. & Everson, C.M.(2008). *Classroom management for middle and high school teachers* (8th ed.). New York : Allyn and Bacon.

Glasser, William (1993). *The Quality school Teacher*. New York, NY: Harper Collins Publishers, Inc.

Glasser, William (1990). *The Quality School.* New York, NY: Harper Collins Publishers, Inc.

Govt. of India (1992). *Programme of Action 1992*. New Delhi : Departmmetn of Educaiton.

Govt. of India (1986/1992). *National Policy of Education*. New Delhi : Departmmetn of Educaiton.

Marsh, C.(2000). *Handbook for beginning teachers* (2nd ed.) Melbourne : Pearson Education.

MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan : A scheme for universalization 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.

Paper- 11: Assessment and Evaluation

Credit-2
Maximum Marks : 100
External: 70
Internal:30

Objectives: After completion of this course the student-teacher shall be able to

- *Understand the nature, purpose and types of educational assessment and evaluation.*

- *Develop and use different types of tools and techniques to assess learning in the school situation.*

- *Analyze the trends and issues in learning and learner assessment.*

- *Analyze and interpret results of the assessment.*

Unit 1:   Perspectives on Assessment and Evaluation

- Test, Measurement, Assessment and Evaluation: Meaning and concept; Interrelationship between assessment and evaluation in Education.

- Purpose of Evaluation: Placement, diagnosis of learning difficulties, Monitoring Learning, Providing feedback, Grading, Promotion, Certification.

- Classification of Assessment based on: Purpose (Placement, Formative, Diagnostic, Summative), Scope (Teacher-made, Standardized), Attribute Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-Reference vs Criterion-referenced), and the Context (Internal, External) (the terms to be explained in brief with suitable examples)

- Continuous and Comprehensive Assessment: Concept, nature, process, implementation strategy.

Unit 2:   Learning Assessment

- Assessment and learning: Assessment of learning; Assessment for learning; Assessment as learning.

- Assessing cognitive, affective and psychomotor dimensions of leaning

- Tools and Techniques of assessment of learning: Test and Rating

- Tools and Techniques of assessment for learning: Portfoloi, Rubric, self, Peer,

- Tools and Techniques of assessment as learning: Peer and Self assessment in collaborative and cooperative learning situations

Unit 3:   Test Construction and Its Use

- Steps of test construction: Planning (focusing on blue print), Preparing, Trying-out and Evaluation.

- Principles of Constructing Different types of Test-items (Extended and Restricted response types, Objective types), Objective type and objective based type.

- Characteristics of a good test: Reliability, Validity, Usability(only concept and use)

- Administration of the test and analysis of student performance

- Preparation of report and its further use in enhancing learning

Unit 4: Trends and Issues in assessment

- Existing practices: Over emphasis on Summative Assessment (Periodic and common examinations) and marking.

- Issues and Problems: Marking vs. Grading, objectivity vs subjectivity of test items, Close-ended vs. Open-ended test items

- Policy perspectives and assessment: online examination, computer-based examination and open-book examination

Unit 5: Elementary Statistics

- Measures of Central Tendency: Mean, Median and Mode – their uses and Limitations

- Measures of Variability : Range, Average Deviation, Quartile Deviation, Standard Deviation – their uses and limitations

- Correlation : Meaning and uses; calculation of correlation coefficients by Rank difference and Product moment methods

- Characteristics of normal curve and its uses

- Standard Scores : Z-score, T-score and Percentile

Sessional Work: Each student-teacher is required to submit two assignments selecting one from each group given below :

Group I   :

- Preparation of 5 objective-based items form each type of test item in any school subject

- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.

- Development of a two dimensional rubric for assessment of learner performance

Group II :

- Preparation of a plan for CCA activities for any class during an academic session.

- Appraisal of current evaluation practices in the secondary schools

- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Suggested Reading :

Agarwal, Y.P. (1990). *Statistical methods : concepts, applications and computations*. New Delhi: Sterling Publishers.

Burke,K. (2005), *How to assess authentic learning (4th ed.) Thousand Oaks*, CA: Corwin.

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). *Educational evaluation.* Boston :Allyn and Bacon.

Popham, W.J. (1993). *Modern educational measurement* : Englewood Cliffs, NJ. : Prentice Hall.

Popham, W.J. (2010). *Classroom assessment : What teachers need to know* (6th ed.) New York: Prentice Hall.

Paper- 12: Practicum: School Based Internship Activities

Credit-12
Maximum Marks: 200
Internal: 100
External: 100

Objectives

The student teachers have to be involved in school based internship activities for a period of one month. The programme aims at developing competence and skills required for class management, evaluation of learning outcome, organization of co-curricular activities. The programme will help in developing professionalism and positive attitude to teaching and help them understand the facilitating role of a teacher. The specific objectives are as follows:

- To help the student-teachers in acquiring different types of knowledge and performance competencies through preparation of lesson plans and teaching slow learners, talented learners, large-size classes and self learning strategies with planned scheme of lessons and activities.
- To acquaint the student-teachers with the methodologies of action research.
- To offer the student-teachers opportunities to critically observe peer teaching to improve the teaching-learning process and achievement of the learners.
- To help the student-teachers to plan, design and conduct Scholastic Achievement tests appropriate to the level of the students.
- To offer the student-teachers to examine critically the secondary school curriculum and text-books and developed teaching learning materials/ teaching aids.
- To offer opportunities to utilize/ integrate the theory studied with the practice in the real classroom situations.
- To help them to understand the facilitating role of a teacher in the school plant.

Details of Academic Work of the Student-Teachers during the Internship in Teaching Programme:

Planning, Preparation and Teaching:

During Internship activities each trainee-teacher has to deliver 20 lessons in each pedagogical subject. The student-teachers apart from taking regular classes (20) lessons per method as per the time-table of the school, has to perform certain activities/ assignments as prescribed. These teaching lessons and assignments carry some weightages as a part of their University Examination. In addition to the requirement of the university, they participate and perform other activities of the school as and when assigned by head of the school. Also, a Certificate of satisfactory work by the mentor and school Head of the cooperating- school shall be issued to the candidate after completion of Internship. During internship the performance of students will be assessed continuously by internal and at the completion of internship by the external examiner on 50: 50 basis.

Scholastic Achievement Test Record:

Each student-teacher has to construct, administer and report achievement test in respective method subjects. Every student-teacher shall independently plan, develop and administer the Scholastic Achievement Test. The student teacher shall select the units taught by him/her in consultation with the mentor/ faculty member and workout the modalities of planning, conducting tests and interpretation etc. The detailed format may be worked out at department level.

Observation of Lessons of Peer Teaching:

The student-teachers are to observe **10 lessons, 5 in each method subject** taught by fellow student-teachers. An observation scheduled booklet is developed and supplied to them. Each trainee will have to submit observation diary and discussion and report with peers.

Action Research Project :

Each student-teacher has to develop strategies/ teaching techniques to identify a slow learner/ talented learner/ learning difficulties/ a case/ problem for action research at the initial stage of internship programme and conduct the study in detail. A report is to be prepared detailing all the steps of the study. The tools, techniques uses, response sheets/ any other valuable documents in support of the study.

Preparation & use of Teaching Learning materials: Each student teacher is required to prepare and submit teaching learning materials including ICT augmented learning.

After conduction of internship in schools a post conference will be organised in the institute to share experiences and feedback of student teachers and institute mentors.

Paper-13 : Community Study Project

a. Observe the documents related to involvement of village panchayat and other organisations in running institutions . Role of Village Education Committee, School Management Development Committee in the light of RTE-2009 and Environmental Awareness and submit a report.
b. Survey parental attitude towards education of their children. Submit report on social custom, traditions, belief and child rearing practices/ exploiting the community resources and finding means and ways for using them in schools.

NB : Reports under Field Based Activities (i.e. Community Study Project) should be computer typed (Double spaced, A4 sized bond paper) duly signed by the Supervisor (Two copies each) and be submitted to the Centre for Teacher Education, Central University of Orissa, Koraput. The report should be approximately 3000 words and be at least in spiral binding form containing the context, strategies adopted and reflections etc. of the scholar.

Add on Courses

Paper-14 : Learning Through ICT

The objective of learning through ICT is to test the preparedness of students to employ information and communication technologies in Teaching-Learning process. This would be tested through the following:

1. Ability to search the World Wide Web for required information and use **Open Education Resources** for 'Blended learning'
2. Able to adopt/ adapt material on World Wide Web for self study and teaching.
3. Use power point for classroom lecture and Incorporate material available in Word and Excel files in Power Point Presentations, and also include Graphics, photographs, Animations, Audio & Video file in power point Presentations.
4. Creating Website and hosting lessons on free hosting sites
5. Join and communicate through social networking sites

Out Put: Students would develop at least 10 power point presentations in both Method papers, appropriate for teaching the identified topics.