

SWAMI VIVEKANAND UNIVERSITY, SIRONJA, SAGAR (M.P.)



SYLLABUS

For
Bachelor of Education (B.Ed.)
Course Code : B.ED

Department of Education
Faculty of Education & Physical Education

Duration of Course	:	2 Year
Examination Mode	:	Yearly
Examination System	:	Non Grading

Swami Vivekanand University, Sironja Sagar
(M.P.) 2015-2016



**Basics in Education
(BED-101)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-101	Basics in Education	75	25	25	100	-	-	-	-	100	3 Hours

UNIT-I

Marks:15

EDUCATION NATURE AND PURPOSE

Meaning and Nature of Education: What is education? Whether education is a natural or social process? Intentional or unintentional? What comprises education? Does education occur only in educational institutions? Where else? *Processes and Modes of Education:* Is education an activity/process? Through what modes does education take place? How education in schools is linked with outside school experiences? Why education, in the form of schooling, needs to be provided to all children? *Purpose of Education:* Whether education is organized for: individual development or social transformation? providing knowledge or information? How worthwhile is education? Who decides it? For whom? Who is an educated person?

UNIT- II

Marks : 15

KNOWLEDGE AND KNOWING

Knowledge Meaning: What is knowledge? What is knowing? Can doing, thinking and feeling be discerned separately in knowing? Differentiate between information, knowledge, belief and truth. *Knowing Process:* What are different ways of knowing? How knowledge can be constructed? What is involved in construction of knowledge? What are the relative roles of knower and the known in knowledge transmission and construction? *Facets of Knowledge:* What are the different facets of knowledge and relationship, such as: local and universal? concrete and abstract? theoretical and practical? contextual and textual? school and out of school? (With an emphasis on understanding special attributes of 'school knowledge.) What is the role of culture in knowing? How is knowledge rendered into action? How to reflect on knowledge?

UNIT-III

Marks : 15

FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS: Can we categories knowledge? On what basis? What forms of knowledge are included in school education? On what basis are knowledge categories selected in school education? Who selects, legitimizes, and organizes categories of knowledge in schools? In what form? How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?



UNIT-IV

Marks : 15

AUTONOMY OF TEACHER AND LEARNER

Autonomy of Teacher: What is autonomy? Is autonomy and freedom the same? What is Teacher's autonomy? What is freedom of a teacher? Freedom in what sense? Why? How does teacher's autonomy help in enriching learning situations? Do autonomy and accountability go together?

What are the hindering factors that affect teacher's autonomy? *Autonomy of Learner:* What is autonomy of learner? What are the restraints on learners in schools? Can learners be free from curriculum, textbooks, instruction, and discipline? Does learning take place if the learner is free from all constraints of the school? To what extent do individual autonomy and collective responsibility go together for teacher and learner?

UNIT- V

Marks:15

EDUCATION AND VALUES: What are values? Are they relative or absolute? Who creates values? Can humans be free of values? What are the values prevalent in contemporary society? What does it mean when one says, 'education is a normative Endeavour'? How does this relate to value formation? What kinds of values education perpetuates? Do different school contexts have a differential impact on learners' value formation? Does education have the potential to contribute to transformation of values in society? How do group and social conflicts influence school system? How does the school system nurture a culture of peace?



**Learner and Learning
(BED-102)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-102	Learner & Learning	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LEARNER AS A DEVELOPING INDIVIDUAL

Key cognitive and affective processes: perception, attention, memory, language, thinking, problem solving, emotions and motivation. Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation. Implications for teachers to develop holistic understanding of the learner in context. (The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

UNIT- II

Marks : 15

DEVELOPMENT AND LEARNING: Meaning and principles of development, relationship between development and learning. Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg). Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence (special emphasis on concerns of adolescence). Meaning of 'cognition' and its role in learning. Socio-cultural factors influencing cognition and learning. Facilitating holistic development (for self and society). (The focus is on understanding the key concepts of development and cognition, different stages and dimensions of development and their applications in teaching–learning contexts).

UNIT- III

Marks : 15

THEORETICAL PERSPECTIVES ON LEARNING: Implicit knowledge and beliefs about learning (demystifying misconceptions). Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitive, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).



Concepts and principles of each perspective and their applicability in different learning situations Relevance and applicability of various theories of learning for different kinds of learning situations Role of learner in various learning situations, as seen in different theoretical perspectives Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situation

UNIT- IV

Marks : 15

LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE: Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'. Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching. Understanding processes that facilitate 'construction of knowledge': Experiential learning and reflection Social mediation Cognitive negotiability Situated learning and cognitive apprenticeship Meta-cognition. Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT- V

Marks : 15

INDIVIDUAL DIFFERENCES AMONG LEARNERS: Dimensions of differences in psychological attributes— cognitive abilities, interest, aptitude, creativity, personality, values. Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence. Differences in learners based on predominant 'learning styles'. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners. Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, social cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).



**Schooling, Socialization and Identity
(BED-103)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-103	Schooling, Socialization and Identity	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks: 15

SOCIALISATION AND DEVELOPMENT OF SELF: Understanding the nature and processes of socialization At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values; Socialization and the community: neighborhood, extended family, religious group and their socialization functions; and At school: impact of entry to school; school as a social institution; value-formation in the context of schooling. Various dimensions of self and the impact of socialization on development of self. Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.

UNIT- II

Marks : 15

EMERGENCE OF 'PERSON' AND 'IDENTITY': Understanding 'identity formation'; emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing 'conflicting' identities. Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age. The influence of peer group to media messages, technology and globalization on identity formation.

UNIT- III

Marks : 15

SCHOOLING AND IDENTITY FORMATION: A CRITICAL STUDY: Schooling as a process of identity formation: ascribed, acquired and evolving. School as a site of identity formation in teacher and students: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and 'hidden curriculum' in schools. Role of the school in developing national, secular and humanistic identities.

UNIT- IV

Marks : 15

COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION: Expanding human activities and relations; increasing complexity, homogenization of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts. Assertion of identities, oppression, conflict and violence, hence, relevance of education for peace Constructive role of education and 'critical pedagogy' in moving towards peaceful living.



UNIT- V

Marks : 15

EVOLVING AN 'IDENTITY' AS A TEACHER: The impact of one's own socialization processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher', and influences that have acted/continue to act on oneself. Reflections on one's own aspirations and efforts in becoming a 'teacher'. Evolving an identity as a teacher, which is progressive and open to re-construction. Teacher's 'professional identity': What does it entail?



**Subject Knowledge and the Related
Pedagogic Dimensions (Part I)
Pedagogy of Mathematic
(BED-104(I))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-104(I)	Pedagogy of Mathematic	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

NATURE AND SCOPE OF MATHEMATICS

Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; Open sentences; Truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications - necessary and sufficient conditions; A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

UNIT- II

Marks : 15

EXPLORING LEARNERS

Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer -group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

UNIT-III

Marks : 15

AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.



UNIT-IV

Marks : 15

SCHOOL MATHEMATICS CURRICULUM

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, Some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

UNIT- V

Marks : 15

APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; Difference between teaching of mathematics and teaching of science.



**Pedagogy of Social Sciences
(BED-104(II))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(II)	Pedagogy of Social Sciences	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS: Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools. What is 'social' about various Social Sciences? Uniqueness of disciplines vis-a-vis interdisciplinary Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society. Multiple perspectives/plurality of approaches for constructing explanations and arguments.

UNIT- II

Marks : 15

TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES: People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. Audio-visual aids, CD-Rom, multimedia, internet.

UNIT- III

Marks : 15

SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA: Curriculum development process: National and State levels. Studying the Social Sciences syllabus - aims and objectives, content organization and presentation of any State Board and CBSE for different stages of school education.

UNIT- IV

Marks : 15

TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

Meaning, Nature and Scope of Geography: Current Trends

Teaching and Learning Major Themes and Key Concepts in Geography

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).

PLACE: Distinct physical and human characteristic of places that distinguish one from the other. **HUMAN-**



ENVIRONMENT INTERACTIONS: Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities (one case study each of primary, secondary, tertiary/quaternary activities may be taken up). Environmental degradation and its preservation; disasters and preparedness.

MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centers, pathways and hinterlands. **REGIONS:** Formation and change. The above content may be used to understand teaching, learning strategies And skill development in Geography.

Developing Skills in Geography: Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analyzing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels. **Teaching Strategies in Geography:** Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making. **METHODS:** Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature. **TECHNIQUES:** Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

UNIT-V

Marks : 15

TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT: As a branch of social science, economics is concerned with people. It studies how to provide them with means to realize their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavors to introduce the learners to key economic concepts and issues that affect their everyday lives. **Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics:** Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization. **Classification of Economic System:** Capitalism, Socialism, mixed economy (case study: India) **Developmental Issues in Economics:** Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary; Economic Reforms and Globalization (discuss these developmental issues with reference to India). The above content may be used to understand the teaching, learning strategies and skill development in economics. **Teaching-Learning Methods in Economics:** In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged. **Teaching-Learning Materials:** Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.



**Pedagogy of Biological Science
(BED-104(III))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(III)	Pedagogy of Biological Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

UNIT- II

Marks :15

AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology; Acquire the skills to understand the methods and process that lead to exploration; Generalization and validation of scientific knowledge in biological science; Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; Solving problems of everyday life; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT-III

Marks :15

EXPLORING LEARNERS

Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.



UNIT- IV

Marks :15

SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT- V

Marks :15

APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.



**Pedagogy of Physical Science
(BED-104(IV))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(IV)	Pedagogy of Physical Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Bimolecular, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

UNIT-II

Marks:15

AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.

UNIT-III

Marks:15

EXPLORING LEARNERS

Motivating learners to bring his/her previous knowledge gained in science/ physics and chemistry through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.



UNIT-IV

Marks:15

SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner centered curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non print materials used in various states in the area of physical science.

UNIT-V

Marks:15

APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher educator will illustrate each taking examples from specific contents of science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.



**Pedagogy of Language(English)
(BED-104(V))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(V)	Pedagogy of Language (English)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE- LANGUAGE AND SOCIETY: Language and Gender; Language and Identity; Language and Power; Language and Class (Society). **LANGUAGE IN SCHOOL:** Home language and School language; Medium of understanding (child’s own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education). *Activities:* Discussion on: Position paper on ‘Teaching of English’ Position paper on ‘Teaching of Indian Languages’ ‘Multilingualism as a Resource’ Analysis of advertisements aired on Radio/Television on the basis of language and gender. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyze: How the different registers of language have been introduced? Does the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical? Does it help in language learning? Now write an analysis based on the above issues. *Project:* Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. *Teaching Practice* Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT-II

Marks:15

POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English. *Activities:* Discuss in groups how the role of English language has changed in the twenty-first century. Topic for Debate:



Globalization and English Discussion on the topic 'War Begins When Words Fail' Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'. *Project:* Do a survey of five schools in your neighborhood to find out Level of Introduction of English Materials (textbooks) used in the classroom Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT-III

Marks:15

AN OVERVIEW OF LANGUAGE TEACHING

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.). **A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach (inter-disciplinary). *Activities:* Discussion on the topic 'Mother Tongue and Other Tongue' *Project:* Do a comparative study of positive features and weaknesses of different approaches to language learning. *Teaching Practice:* Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

UNIT-IV

Marks:15

NATURE OF LANGUAGE: ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing. **LINGUISTIC SYSTEM:** The organization of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse. *Activities:* Have a discussion on the topic 'Difference Between Spoken and Written Language'.

UNIT-V

Marks:15

ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills. *Activities:* Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion. *Teaching Practice:* Prepare activities for listening, speaking, reading and writing. (5 Each) Prepare three activities to develop the reading skills of Class VI students. *Project:* Keeping in view the needs of the children with special needs prepare two activities for English teachers.



fgUnh Hkk"kk dk f'k{k.k (BED-104(VI))

Table with columns: Course code, Title of the Paper, Distribution of Marks (Theory, MST, Total, Practical, TW, Total), Grand Total, Duration of Exam.

UNIT- I

Marks:15

Hkk"kk dh Hkkfedk
1/2 Ppk tc Ldny vkrk gS rks ml ds ikl Hkk"kk dk , d : lk ekstun gkrk gA d{kk ea cPpka dh Hkk"kk
ds bl : i dks l Eeku nsus ls ml dk vkRefo'okl c<axk ; g l h[kus dh cfu; kn gA 1/2 l ekt ea
Hkk"kk & Hkk"kk vks fyax Hkk"kk vks l Ukk Hkk"kk vks vfLerk Hkk"kk vks oxZ fo|ky; ea Hkk"kk & ?kj
dh Hkk"kk vks Ldny dh Hkk"kk l e> dk ek/; e 1/2 Pps dh Hkk"kk 1/2 l eps ikB; ae ea Hkk"kk Kku l tu
vks Hkk"kk ek/; e Hkk"kk% , d vkykpkRed nf"V fo"K; ds : lk ea Hkk"kk vks ek/; e Hkk"kk ea varj]
fofo/k Hkkf"kd iz; Dr; k cgHkkf"kd d{kk f'k{kd&f'k{kFkhZ l aak ds igyw ds : lk ea Hkk"kk l fo/ku
vks f'k{k l febr; ka ds fjiksZ ea Hkk"kk& Hkk"kkvka dh fLFkr 1/2kkjk 343&351] 3501 1/2 dkBkjh
deh'ku 1/64 ls 66 1/2 jk"Va; f'k{k uhfr && 1986 ih-vks , &1992] jk"Va; ikB; p; kZ & 2005 1/2Hkk"kk
ve; ; u 1/2 xrfof/k@i kS/Oky; k& if'k{k.k ds nks ku& NksVs l eng ea ckV dj Hkkjrh; Hkk"kkvka ds
fy, fufedr iksth'ku isj dk v/; ; u vks ml ij ppkZ foKku l ekt foKku vks xf.kr dh d{kk
VI l s VII dh fdrkka l s dN vak pudj fuEufyf[kr fcnpvks dks /; ku ea j[krs gq fo'ySk.k
dfj, & foHku Hkkf"kd iz; Dr; ka dks dS s iLrr fd; k x; k gA ml vak ea iz; Dr Hkk"kk fo"K;
l aakh Hko Li"V djus es dgk rd l efkZ gA cPps ds Lrj ds vuq i gA D; k bl ea rdudh Hkk"kk
dk cgr blReky fd; k x; k gS \ D; k ; g Hkk"kk l h[kus ea l gk; d gS d{kk&f'k{k.k ds nks ku&
d{kk&f'k{k.k ds nks ku cPpka ds ifjosk vks mudh Hkk"kk ds cks ea tkudkjh iklr dja vks
cgHkkf"kd rks dks okr ds : lk ea blReky djrs gq fgnh f'k{k.k dh , d d{kk&ifof/k rS kj dja
ifj; kstuk dk; & l fo/ku ea Hkkjrh; Hkk"kkvka l aakh vuq akk, rFkk jk"Va; f'k{k uhfr] ih-vks, -
}kj l Lrr Hkk"kk l aakh fl Qkfj'kka ij , d fjiksZ rS kj djuk d{kk Ng l s ckjg rd ds fgnh dh
fdrkka ea fyax vks 'kkfr l aakh fcnpvka dh l uph rS kj dj ml ds fy, d{kk ifof/k rS kj djuk]
vi us vkl & ikl ds ikP Ldnyka dk nks kj dj ; g tkudkjh iklr djrs gq , d fjiksZ rS kj dja fd
f=Hkk"kk l = dh D; k fLFkr gS



UNIT- II

Marks:15

fganh Hkk"kk dh fLFkfr vksj Hkfredk& fganh Hkk"kk dh Hkfredk% Lorærk l s lkgys vksj Lorærk ds ckn fganh] fganh ds fofo/k : lk] vrjzk'Vh; Lrj lkj fganh] Kku dh Hkk"kk ds : lk ea fganh] fganh lk<u&l<kus dh ppkz; KA xfrfof/k@i kV/Qkfy; k& if'k{k.k ds nkjku& Lokræ; kstj Hkkjr ea fganh dh Hkfredk ij lew ea ppkz dja tc 'kCn ugha jgrs rc 'kL= mBrS g& fo"i; ij ifjppkz dk vk; kstu d{k&f'k{k.k ds nkjku& pous gq dN d{k&vka ea cPpka dh Hkk"kk dk tk; tk yrs gq fganh ds fofo/k : ika ij , d fjikM rS kj dja jkstejkz dh ftanxh ea iz; kx gkus okyh de l s de chl fæ; kvka %tS & ugkuk] vkuk] idkuk] tkuk vkfn% dks d{k ea ekstun cPps fdl &fdl rjg l s iz; kx djrs g& & bl vk/kkj ij l ph cuk, A ifj; kstuk dk; & bl bdkbz ea fn, x, fo"i; ka dks /; ku ea j[krs gq , d iz ukoyh rS kj dja nl 0; fDr; ka dk l k{kRdkj dja bl l k{kRdkj ds vk/kkj ij fganh dh fLFkfr ij , d fjikM fy[kaA fganh Hkk"kk ds fodkl ea {k=k; tuinh; fganh dh Hkfredk ij vkys[k ikB dja %gjd fo|kFkhz vi us {k= fo'ksk dks /; ku ea j[krs gq vkys[k rS kj dja%
Hkk"kk f'k{k.k ij , d nf"V& %fganh ea foKku] xf.kr] l ekt foKku vksj dyk l c dN gS ij ; s fo"i; Lo; a fganh ; k Hkk"kk ugha g& Hkk"kk l h[kus fl [kkus dh foHkUu nf"V; k & Hkk"kk vtZu vksj vf/kxe dk nk'kfud] l ektfd vksj eukS&kfud vk/kkj] l exz Hkk"kk nf"V] jpukRed nf"V] Hkk"kk l h[ku&l h[kkus dh cgHkkf'kd nf"V vkfn %tkWUWp] cuj] ts l; ktj , y- ok; xkRLdh] pKLDh vkfn% Hkkjr h; Hkk"kk nf"V %i kf.kuh] dkerk iz kn x#] fd'kjh nkl okti sh vkfn%A Hkk"kk f'k{k.k dh ipfyr fofo/k; k@iz.kkfy; k vksj mudk fo'y'sk.k & 0; kdj.k vuokn iz kkyh] iR; {k iz kkyh] <kpkr iz kkyh] ikdfrd iz kkyh] mis; ; ijd %vUrfoZk; d@vUrVud kkl ukRed% l a s'k. kRed iz kkyh vkfnA xfrfof/k@i kV/Qkfy; k& if'k{k.k ds nkjku ^ekrHkk"kk vksj vU; Hkk"kk* fo"i; ij Nks/s lew ea ppkz dja d{k f'k{k.k ds nkjku& Hkk"kk dh d{k ea jpukRed nf"Vdks k dks /; ku ea j[krs gq pkj xfrfof/k; k rS kj dja ifj; kstuk dk; & fofo/k jktHkk"kk f'k{k iz.kkfy; ka dk v/; ; u djrs gq mudk fo'y'sk.k dhft, A

UNIT- III

Marks:15

Hkk"kk f'k{k.k ij , d nf"V& %fganh ea foKku] xf.kr] l ekt foKku vksj dyk l c dN gS ij ; s fo"i; Lo; a fganh ; k Hkk"kk ugha g& Hkk"kk l h[kus fl [kkus dh foHkUu nf"V; k & Hkk"kk vtZu vksj vf/kxe dk nk'kfud] l ektfd vksj eukS&kfud vk/kkj] l exz Hkk"kk nf"V] jpukRed nf"V] Hkk"kk l h[ku&l h[kkus dh cgHkkf'kd nf"V vkfn %tkWUWp] cuj] ts l; ktj , y- ok; xkRLdh] pKLDh vkfn% Hkkjr h; Hkk"kk nf"V %i kf.kuh] dkerk iz kn x#] fd'kjh nkl okti sh vkfn%A Hkk"kk f'k{k.k dh ipfyr fofo/k; k@iz.kkfy; k vksj mudk fo'y'sk.k & 0; kdj.k vuokn iz kkyh] iR; {k iz kkyh] <kpkr iz kkyh] ikdfrd iz kkyh] mis; ; ijd %vUrfoZk; d@vUrVud kkl ukRed% l a s'k. kRed iz kkyh vkfnA xfrfof/k@i kV/Qkfy; k& if'k{k.k ds nkjku ^ekrHkk"kk vksj vU; Hkk"kk* fo"i; ij Nks/s lew ea ppkz dja d{k f'k{k.k ds nkjku& Hkk"kk dh d{k ea jpukRed nf"Vdks k dks /; ku ea j[krs gq pkj xfrfof/k; k rS kj dja ifj; kstuk dk; & fofo/k jktHkk"kk f'k{k iz.kkfy; ka dk v/; ; u djrs gq mudk fo'y'sk.k dhft, A

UNIT- IV

Marks:15

Hkk"kk dk Lo: lk& %dkbz 0; kdj.k Hkk"kk dh pky dks cny ugha l drkA Hkk"kk ykd 0; ogkj l s ifjpkfyr gsrh g& Hkk"kk; h 0; ogkj ds fofo/k lk{k& fu; ecæ 0; oLFkk ds : lk ea Hkk"kk] Hkk"kk; h ifjorZu'khyrk %mPpkj.k ds l nHkZ ea] fganh dh ckfy; k] okd- rFkk ys[kuA Hkk"kk; h 0; oLFkk, j & l koHkSed 0; kdj.k dh l adYiuk] vFkz dh izdfr rFkk l jpuk] okD; foKku rFkk vFkz foKku dh ewHkr l adYiuk, Lofue foKku vksj : lk foKku] %mi; Or mnkgj.k nsdj lk<k, tk, x% xfrfof/k@i kV/Qkfy; k& if'k{k.k@d{k f'k{k.k ds nkjku& ^fyf[kr vksj ekS[kd Hkk"kk ea varj* fo"i; ij lew ea ppkz dja

UNIT-V

Marks:15

Hkk"kk; h n{krk, j & l nHkZ es Hkk"kk & l nHkZ ea 0; kdj.k vksj l nHkZ ea 'kCn] Hkk"kk; h n{krk, j & l quuk] cksyuk] lk<uk vksj fy[kuk] l quuk vksj cksyuk & l quus dk dks ky] cksyus dk ygtk& Hkk"kkbz fofo/krk vksj fganh ij bl dk iHkko] i<u&i<kus ij bl dk iHkko] l quus vksj cksyus ds dks ky fodkl ds l sr vksj l kexh] jksylyj dgkuh l quuk] ifjLFkfr ds vuq kj l okn] Hkk"kk y&



eYVhehfM; k rFkk ekfyd I kexh dh I gk; rk I s I a i s'k. kkRed okrkoj .k dk fuekZ kA I k<us & I k<us ds dks ky] I k<us ds dks ky fodkl ea I e> dk egRo] eksu vks] eq[kj i Bu] xgu&i Bu] foLr' i Bu] vkykpkRed i Bu] I k<us ds dks ky fodkl es I 'tukRed I kfgR; %dgkuh] dfork vkfn% I gk; d] fFkl kly I] 'kCndks'k vks] buI kbDyksi hfM; k dk mi ; ks@egRo fy[kuk & fy[kus ds pj.k] ys[ku&i f; k] I 'tUkkRed ys[ku] vks] pkfjd vks] vuks] pkfjd ys[ku %dgkuh] dfork] I %kn] Mk; jh] I k=] fj i ks% I ekpkj vkfn%

xfrfof/k@i ks%Qksfy; ks& I Hkh Hkk"kk; h dks kyka ds I h[kus I s I a f/kr 4&4 xfrfof/; % r\$ kj dja vks] mudk d{k k f'k{k.k ds nks]ku iz; ksx dja I k<us ds dks ky fodkl dks /; ku ea j [krs gq d{k k Ng fgnh ds fo|kFkhZ ds fy, rhu xfrfof/k; % r\$ kj dja vks] mudk d{k k f'k{k.k ds nks]ku iz; ksx dja I Hkh fo|kFkhZ d{k k Ng I s vkB ds fgnh i kB; i %rdka I s I a nHkZ ea 0; kdj .k ds nl ueus bdVBk dja vks] mu ij I eng ea ppkz dja I i fj; kstuk dk; % I qus vks] cksyus ea vl eFkZ cPpka dks /; ku ea j [krs gq fgnh f'k{k.k dh nks xfrfof/; % r\$ kj dja



**Pedagogy of Language(Urdu)
(BED-104(VII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(VII)	Pedagogy of Language (Urdu)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE- LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society). **LANGUAGE IN SCHOOL:** Home language and the school language; Medium of understanding (child’s own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching . **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE- 1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India. **Activities:** Discussion on Position paper on the Teaching of Indian Languages with special reference to Urdu ‘Multilingualism as a Resource’ Analysis of advertisements aired on Radio/Television on the basis of language and gender Take a few passages from science, social science and maths textbooks of Classes VI to VII and analyze: How the different registers of language have been introduced? Does the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical? Does it help in language learning? Now write an analysis based on the above issues.**Project:** Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992 Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. **Teaching Practice:** Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom. On the basis of the Urdu textbooks (VI to XII), prepare a list of topics and activities given on Language and Gender. Language and Peace. Write a report on their reflection in the textbooks.

UNIT-II

Marks:15

Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom. On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.



UNIT- II

Marks:15

IMPORTANCE OF SANSKRIT LANGUAGE:Sanskrit language and literature. Sanskrit language and Indian languages . Socio-cultural importance of Sanskrit language. Sanskrit as a modern Indian language. Importance of teaching Sanskrit in India. Problems related to Sanskrit teaching at school level. *Activities:* Discussion on- Position of Indian languages and Sanskrit Development of Sanskrit language. Problems of teaching Sanskrit. *Project:* Do a survey of five schools in your neighborhood to find out: Level of introduction of Sanskrit.Textbooks used in the classroom Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT- III

Marks:15

1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING: Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels). Quality of Sanskrit teaching: Pre-class, in-class and after-class **2. CURRICULUM AND SANSKRIT LANGUAGE:** Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels) Place of Sanskrit in three language formula and its objectives .Place of Sanskrit at Sanskrit *paths alas*. Sanskrit Commission and Curriculum. Sanskrit Curriculum and textbooks at school level. *Activities:* Discussion on- Improvement of quality teaching at different levels Status of Sanskrit teaching at school level. Three language formula and Sanskrit. Sanskrit Commission report. *Project:* Prepare a brief report on Sanskrit Commission Prepare a report on textbooks in Sanskrit at school level.

UNIT- IV

Marks:15

LANGUAGE TEACHING-

1. DIFFERENT PROCESS OF LANGUAGE LEARNING: John Dewey (Constructivism). J Piaget. L Vygotsky. Chomsky. Krashen. **2. APPROACHES OF SANSKRIT LANGUAGE LEARNING:** Direct Method,Traditional Method, Textbook Method, Elective Method Communicative Approach, Grammar Translation Method,Inductive and Deductive Method. *Project:* Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.



**Pedagogy of Language(Sanskrit)
(BED-104(VIII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(VIII)	Pedagogy of Language (Sanskrit)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE 1. LANGUAGE AND SOCIETY-Language and gender.Language and identity.Language and power. **2. LANGUAGE IN SCHOOL**- Home language and the school language.Centrality of language in learning. Language across the curriculum. Difference between language as a school subject and language as a means of learning and communication Multilingual classrooms. **3. POSITION OF LANGUAGES IN INDIA**:Constitutional provisions and policies of language education (Articles 343-351, 350A) Kothari Commission (1964-66), NPE-1986; POA-1992, National Curriculum Framework-2005 (language education); Position of Sanskrit. *Activities*: Discussion on- Position paper on the 'Teaching of Indian Languages' Multilingualism as a Resource Analysis of advertisements aired on Radio/Television on the basis of language and gender. Take a few passages from Science, Social-science and Maths textbooks of Classes VI to VIII and analyze: How the different registers of language have been introduced? Does the language clearly convey the meaning of the topic being discussed?Is the language learner-friendly?Is the language too technical?Does it help in language learning? Now write an analysis based on the above issues. *Project*: Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. *Teaching Practice*: Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

UNIT- II

Marks:15

IMPORTANCE OF SANSKRIT LANGUAGE:Sanskrit language and literature.Sanskrit language and Indian languages.Socio-cultural importance of Sanskrit language.Sanskrit as a modern Indian language.Importance of teaching Sanskrit in India Problems related to Sanskrit teaching at school level. *Activities*: Discussion on-Position of Indian languages and Sanskrit Development of Sanskrit language. Problems of teaching Sanskrit. *Project*: Do a survey of five schools in your neighborhood to find out:(i) Level of introduction of Sanskrit(ii) Textbooks used in the classroom Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.



UNIT- III

Marks:15

1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING: Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels).Quality of Sanskrit teaching: Pre-class, in-class and after-class.

2. CURRICULUM AND SANSKRIT LANGUAGE: Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels). Place of Sanskrit in three language formula and its objectives. Place of Sanskrit at Sanskrit *paths alas*,Sanskrit Commission and Curriculum. Sanskrit Curriculum and textbooks at school level. *Activities:* Discussion on- Improvement of quality teaching at different levels Status of Sanskrit teaching at school level. Three language formula and Sanskrit. Sanskrit Commission report. *Project:* Prepare a brief report on Sanskrit Commission Prepare a report on textbooks in Sanskrit at school level

UNIT- IV

Marks:15

LANGUAGE TEACHING- 1. DIFFERENT PROCESS OF LANGUAGE LEARNING John Dewey (Constructivism), J Piaget, L Vygotsky, Chomsky, Krashen. **2. APPROACHES OF SANSKRIT LANGUAGE LEARNING:** Direct Method, Traditional Method Textbook Method, Elective Method, Communicative Approach, Grammar Translation Method Inductive and Deductive Method. *Activities-* Discussion on: Different methods of Sanskrit teaching at school level. *Project:* Do a comparative study of positive features and weaknesses of different approaches to language learning. *Teaching Practice:* Prepare four activities keeping in view 'Constructivism in a Language Classroom'

UNIT- V

Marks:15

LANGUAGE TEACHING SKILLS- 1. ASPECTS OF LINGUISTIC SYSTEM: Language as a rule governed behavior and linguistic variability. **2. LINGUISTIC SYSTEM:** The organization of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and writing; Discourse. **3.GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT;** **4. ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources. Reading: Sub skill of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. Writing: Sub skills of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; Study skills; Higher order skills. **5. UNDERSTANDING OF SKILLS** **6. APPLICATION OF SKILLS** **7. CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS:** Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, storytelling, exhibition, quiz and school magazine *Activities:* Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion. Prepare activities for listening, speaking, reading and writing. (5 Each). Have a discussion on the topic 'difference between spoken and written\ language'. Prepare an outline to conduct District/State level Sanskrit competition for school students.



Subject Knowledge and the related
Pedagogic Dimensions (Part I) including
Understanding Teaching Learning Situations
Pedagogy of Mathematic
(BED-105(I))

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(I)	Pedagogy of Mathematic	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

NATURE AND SCOPE OF MATHEMATICS

Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; Open sentences; Truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications - necessary and sufficient conditions; A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

UNIT- II

Marks : 15

EXPLORING LEARNERS

Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer -group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.)

UNIT- III

Marks : 15

AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.



UNIT- IV

Marks : 15

SCHOOL MATHEMATICS CURRICULUM

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, Some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

UNIT- V

Marks : 15

APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; Difference between teaching of mathematics and teaching of science.



**Pedagogy of Social Sciences
(BED-105(II))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(II)	Pedagogy of Social Sciences	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS: Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools. What is 'social' about various Social Sciences? Uniqueness of disciplines vis-a-vis interdisciplinary. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society. Multiple perspectives/plurality of approaches for constructing explanations and arguments.

UNIT- II

Marks : 15

TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES: People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. Audio-visual aids, CD-Rom, multimedia, internet.

UNIT- III

Marks : 15

SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA: Curriculum development process: National and State levels. Studying the Social Sciences syllabus - aims and objectives, content organization and presentation of any State Board and CBSE for different stages of school education.

UNIT- IV

Marks : 15

TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

Meaning, Nature and Scope of Geography: Current Trends, Teaching and Learning Major Themes and Key Concepts in Geography LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place). PLACE: Distinct physical and human characteristic of places that distinguish one from the other. HUMAN-ENVIRONMENT INTERACTIONS: Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and



political circumstances and technological abilities (one case study each of primary, secondary, tertiary/quaternary activities may be taken up). Environmental degradation and its preservation; disasters and preparedness. MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centers, pathways and hinterlands. REGIONS: Formation and change.

The above content may be used to understand teaching, learning strategies And skill development in Geography.

Developing Skills in Geography: Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analyzing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels. *Teaching Strategies in Geography* Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making. METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature. TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

UNIT-V

Marks : 15

TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT

As a branch of social science, economics is concerned with people. It studies how to provide them with means to realize their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavors to introduce the learners to key economic concepts and issues that affect their everyday lives. *Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics:* Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization. *Classification of Economic System* Capitalism, Socialism, mixed economy (case study: India) *Developmental Issues in Economics* Sustainable Development— economic growth and economic development— indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary; Economic Reforms and Globalization (discuss these developmental issues with reference to India).

The above content may be used to understand the teaching, learning strategies and skill development in economics. *Teaching-Learning Methods in Economics* In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged. *Teaching-Learning Materials* Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.



**Pedagogy of Biological Science
(BED-105(III))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(III)	Pedagogy of Biological Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks :15

NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

UNIT- II

Marks :15

AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology; Acquire the skills to understand the methods and process that lead to exploration; Generalization and validation of scientific knowledge in biological science; Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; Solving problems of everyday life; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT- III

Marks :15

EXPLORING LEARNERS

Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.



UNIT- IV

Marks :15

SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT- V

Marks :15

APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.



**Pedagogy of Physical Science
(BED-105(IV))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(IV)	Pedagogy of Physical Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Bimolecular, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

UNIT-II

Marks:15

AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.

UNIT-III

Marks:15

EXPLORING LEARNERS

Motivating learners to bring his/her previous knowledge gained in science/ physics and chemistry through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil,



water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

UNIT-IV

Marks:15

SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner centered curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non print materials used in various states in the area of physical science.

UNIT-V

Marks:15

APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher educator will illustrate each taking examples from specific contents of science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.



**Pedagogy of Language(English)
(BED-105(V))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(V)	Pedagogy of Language (English)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE- 1. LANGUAGE AND SOCIETY: Language and Gender; Language and Identity; Language and Power; Language and Class (Society). **2. LANGUAGE IN SCHOOL:** Home language and School language; Medium of understanding (child’s own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching. **3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education). *Activities:* Discussion on- Position paper on ‘Teaching of English’ Position paper on ‘Teaching of Indian Languages’ ‘Multilingualism as a Resource’ Analysis of advertisements aired on Radio/Television on the basis of language and gender. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyze: (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? Now write an analysis based on the above issues. *Project :* Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. *Teaching Practice:* Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT- II

Marks:15

POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English. *Activities:* Discuss in groups how the role of English language has changed in the twenty-first century. Topic for Debate: Globalization and English Discussion on the topic ‘War Begins When Words Fail’ Keeping in view the



topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'. *Project:* Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT- III

Marks:15

AN OVERVIEW OF LANGUAGE TEACHING 1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL) Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.). **2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach (inter-disciplinary). *Activities:* Discussion on the topic 'Mother Tongue and Other Tongue' *Project:* Do a comparative study of positive features and weaknesses of different approaches to language learning. *Teaching Practice:* Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

UNIT- IV

Marks:15

NATURE OF LANGUAGE- 1. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing. **2. LINGUISTIC SYSTEM:** The organization of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse. *Activities-* Have a discussion on the topic 'Difference Between Spoken and Written Language'.

UNIT- V

Marks:15

ACQUISITION OF LANGUAGE SKILLS- 1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT 2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing. **Listening and Speaking:** Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources **Reading:** Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. **Writing:** Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills. *Activities-* Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion. *Teaching Practice-* Prepare activities for listening, speaking, reading and writing. (5 Each) Prepare three activities to develop the reading skills of Class VI students. *Project-* Keeping in view the needs of the children with special needs prepare two activities for English teachers.



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Table with columns: Course code, Title of the Paper, Distribution of Marks (Theory, MST, Total, Practical, TW, Total), Grand Total, Duration of Exam.

UNIT- I

Marks:15

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UNIT- II

Marks:15

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UNIT- III

Marks:15

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UNIT- IV

Marks:15

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UNIT- V

Marks:15

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**Pedagogy of Language(Urdu)
(BED-105(VII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(VII)	Pedagogy of Language (Urdu)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE- 1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society). **2. LANGUAGE IN SCHOOL:** Home language and the school language; Medium of understanding (child’s own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching **3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE- 1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India. *Activities:* Discussion on- Position paper on the Teaching of Indian Languages with special reference to Urdu. ‘Multilingualism as a Resource’. Analysis of advertisements aired on Radio/Television on the basis of language and gender. Take a few passages from science, social science and maths textbooks of Classes VI to VII and analyze:(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? Now write an analysis based on the above issues. *Project:* Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. *Teaching Practice:* Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom. On the basis of the Urdu textbooks (VI to XII), prepare a list of topics and activities given on (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT- II

Marks:15

POSITION OF URDU LANGUAGE IN INDIA

ROLE OF URDU LANGUAGE IN INDIA: Pre-and post-partition; Different forms of Urdu; Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu. *Activities:* Discuss in group on the role of Urdu language and its importance in free India. Discussion on the topic ‘war begins when words fail’ Keeping in view the children’s language, prepare a report



on different forms of Urdu. Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people and write a report on 'Position of Urdu language in India'. Prepare a list of at least ten verbs used by classroom in different ways. *Project:* Do a survey of five schools in your neighborhood to find out: (i) Level of introduction of Urdu (ii) Materials (Textbooks) used in the classroom. Prepare a report on the challenges of Urdu as a medium of instruction. Prepare a report on the challenges of teaching-learning process.

UNIT- III

Marks:15

AN OVERVIEW OF LANGUAGE TEACHING

1. **DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL):** Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.). 2. **A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary). *Activities:* Discussion on the topic 'Mother Tongue and Other Tongue' *Project:* Do a comparative study of positive features and weaknesses of different approaches to language learning. *Teaching Practice:* Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

UNIT- IV

Marks:15

NATURE OF LANGUAGE: 1. **ASPECTS OF LINGUISTIC BEHAVIOUR:** Language as a rule-governed behavior and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing. 2. **LINGUISTIC SYSTEM:** The organization of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse. *Activities:* Have a discussion on the topic 'difference between spoken and written language'.

UNIT- V

Marks:15

ACQUISITION OF LANGUAGE SKILLS: 1. **GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.** 2. **ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources. Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higher order skills. *Activities:* Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion. *Teaching Practice:* Prepare activities for listening, speaking, reading and writing. (5 Each). Prepare three activities to develop the reading skills of Class VI students. *Project:* Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.



**Pedagogy of Language(Sanskrit)
(BED-105(VIII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-105(VIII)	Pedagogy of Language (Sanskrit)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

ROLE OF LANGUAGE: 1. LANGUAGE AND SOCIETY- Language and gender. Language and identity. Language and power. **2. LANGUAGE IN SCHOOL-** Home language and the school language. Centrality of language in learning. Language across the curriculum. Difference between language as a school subject and language as a means of learning and communication Multilingual classrooms. **3. POSITION OF LANGUAGES IN INDIA-** Constitutional provisions and policies of language education (Articles 343-351, 350A), Kothari Commission (1964-66), NPE-1986; POA-1992, National Curriculum Framework-2005 (language education); Position of Sanskrit. *Activities-* Discussion on: Position paper on the ‘Teaching of Indian Languages’ Multilingualism as a Resource Analysis of advertisements aired on Radio/Television on the basis of language and gender Take a few passages from Science, Social-science and Maths textbooks of Classes VI to VIII and analyze: (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? Now write an analysis based on the above issues. *Project:* Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools. *Teaching Practice:* Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom. On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

UNIT- II

Marks:15

IMPORTANCE OF SANSKRIT LANGUAGE-Sanskrit language and literature.Sanskrit language and Indian languages.Socio-cultural importance of Sanskrit language.Sanskrit as a modern Indian language.Importance of teaching Sanskrit in India. Problems related to Sanskrit teaching at school level. *Activities-*Discussion on: Position of Indian languages and Sanskrit. Development of Sanskrit language. Problems of teaching Sanskrit. *Project:* Do a survey of five schools in your neighborhood to find out: (i) Level of introduction of Sanskrit (ii) Textbooks used in the classroom. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.



UNIT- III

Marks:15

1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING- Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels). Quality of Sanskrit teaching: Pre-class, in-class and after-class **2. CURRICULUM AND SANSKRIT LANGUAGE-** Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels) Place of Sanskrit in three language formula and its objectives. Place of Sanskrit at Sanskrit *paths alas*, Sanskrit Commission and Curriculum, Sanskrit Curriculum and textbooks at school level. *Activities:* Discussion on- Improvement of quality teaching at different levels. Status of Sanskrit teaching at school level. Three language formula and Sanskrit. Sanskrit Commission report. *Project:* Prepare a brief report on Sanskrit Commission. Prepare a report on textbooks in Sanskrit at school level

UNIT- IV

Marks:15

LANGUAGE TEACHING - 1. DIFFERENT PROCESS OF LANGUAGE LEARNING: John Dewey (Constructivism), J Piaget, L Vygotsky, Chomsky, Krashen. **2. APPROACHES OF SANSKRIT LANGUAGE LEARNING:** Direct Method, Traditional Method, Textbook Method, Elective Method, Communicative Approach, Grammar Translation Method, Inductive and Deductive Method. *Activities-* Discussion on: Different methods of Sanskrit teaching at school level. *Project:* Do a comparative study of positive features and weaknesses of different approaches to language learning. *Teaching Practice:* Prepare four activities keeping in view 'Constructivism in a Language Classroom'

UNIT- V

Marks:15

LANGUAGE TEACHING SKILLS- **1. ASPECTS OF LINGUISTIC SYSTEM:** Language as a rule governed behavior and linguistic variability. **2. LINGUISTIC SYSTEM:** The organization of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and writing; Discourse. **3. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT;** **4. ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources. Reading: Sub skill of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. Writing: Sub skills of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; Study skills; Higher order skills. **5. UNDERSTANDING OF SKILLS** **6. APPLICATION OF SKILLS** **7. CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS:** Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, storytelling, exhibition, quiz and school magazine *Activities:* Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion. Prepare activities for listening, speaking, reading and writing. (5 Each). Have a discussion on the topic 'difference between spoken and written\ language'. Prepare an outline to conduct District/State level Sanskrit competition for school students.



**Assessment for Learning
(BED-106)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-106	Assessment of Learning	60	20	15	75	-	-	-	-	75	3 Hours

UNIT- I

Marks:12

OVERVIEW OF ASSESSMENT AND EVALUATION- Perspective on assessment and evaluation of learning in a constructivist paradigm. Distinction between 'Assessment of Learning' and 'Assessment for Learning'. Purposes of assessment in a 'constructivist' paradigm: (i) To engage with learners' minds in order to further learning in various dimensions. (ii) To promote development in cognitive, social and emotional aspects. Critical review of current evaluation practices and their assumptions about learning and development. Clarifying the terms(i) assessment, evaluation, test, examination, measurement (ii) formative and summative evaluation (iii) continuous and comprehensive assessment (iv) grading.

UNIT- II

Marks:12

WHAT IS TO BE ASSESSED? Dimensions and levels of learning. Retention/recall of facts and concepts; Application of specific skills. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations. Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection. Originality and initiative; Collaborative participation; Creativity; Flexibility Contexts of assessment. Subject-related. Person-related

UNIT- III

Marks:12

ASSESSMENT OF SUBJECT-BASED LEARNING- Enlarging notions of 'Subject-based Learning' in a constructivist perspective. Assessment tools. Kinds of tasks: projects, assignments, performances. Kinds of tests and their constructions Observation of learning processes by self, by peers, by teacher. Self-assessment and peer assessment. Constructing portfolios Quantitative and qualitative aspects of assessment: Appropriate tools for each.

UNIT- IV

Marks:12

TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS- Visualizing appropriate assessment tools for specific contexts, content, and student. Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses. Evolving suitable criteria for assessment. Organizing and planning for student portfolios and developing rubrics for portfolio assessment. Using assessment feedback for furthering learning.



UNIT- V

Marks:12

DATA ANALYSIS, FEEDBACK AND REPORTING -Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation. Feedback as an essential component of formative assessment. Use of assessment for feedback; For taking pedagogic decisions Types of teacher feedback (written comments, oral); Peer feedback. Place of marks, grades and qualitative descriptions Developing and maintaining a comprehensive learner profile. Purposes of reporting: To communicate. Progress and profile of learner. Basis for further pedagogic decisions. Reporting a consolidated learner profile.



**Learning to Function as a Teacher
(BED-107)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-107	Learning to Function as a Teacher	-	-	50	50	-	-	-	-	50	3 Hours



**Strengthening Language Proficiency
(BED-108)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-108	Strengthening Language Proficiency	-	-	50	50	-	-	-	-	50	3 Hours

UNIT- I

Marks:10

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 plus 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- II

Marks:10

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 the 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- III

Marks:10

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 '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- IV

Marks:10

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 subheadings. Planning a presentation – with display and oral components. Making presentations to whole subject group, fielding questions.

UNIT- V

Marks:10

ENGAGING WITH EDUCATIONAL WRITING

Selected texts 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 aspects 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 point(s) of view (small group discussion). Writing a response paper (individually or in pairs). Presentations of selected papers, questions and answers (large group).



Health & Physical Education (BED-109)

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-109	Health & Physical Education	-	-	25	25	-	-	-	-	25	3 Hours

Theory

Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.



**Exploring Library & Other Learning Resources
(BED-110)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-110	Exploring Library & Other Learning	-	-	50	50	-	-	-	-	50	3 Hours

UNIT- I

Marks:12.5

Knowing your library, Layout of the library, Library policies, Library procedures – cataloguing, locating a book/material in the library. *Library Management*

UNIT- II

Marks:12.5

Library as a resource of learning, pleasure and concentration. School library as an intellectual space for students and teachers.

UNIT- III

Marks:12.5

Types of books and other material used by different readers. Techniques of keeping these books and materials. Dimensions of setting up of a school library.

UNIT- IV

Marks:12.5

Locating information and using it for one's own career development. Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides, members of local community, resource persons.



**Education for Peace
(BED-111)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-111	Education for Peace	30	10	20	50	-	-	-	-	50	3 Hours

UNIT- I

Marks:10

UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY: Awareness of relevance of peace, Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life. Peace contexts; underlying assumptions, processes and imperatives Peace is a dynamic reality. It involves acknowledgement and redressed of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society. Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society. Foundations of peace: Pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development. Approaches to peace education . Highlights of various philosophies of peace, Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheka, The Dalai Lama, initiatives at National and International levels.

UNIT-I I

Marks:10

UNDERSTANDING CONFLICTS, UNDERLYING PERSONAL-SOCIAL

PROCESSES AND MEDIATION, AND TRANSFORMATION OF CONFLICT: Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organizational, interstate and global. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc. Developing capabilities for mediation and conflict transformation (i) Skills and strategies needed for conflict resolution. (ii) Listening to the conflicting parties (iii) Awareness of own identity, cultural underpinning, and communication skills (iv) Awareness of context of the conflict (v) Commitment to mediate (vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.



UNIT-III

Marks:10

EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION: Awareness of the influence of social milieu on self (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighborhood, etc. which promote healthy discipline, shunning violence (ii) Negative experiences generate stress, anger aggression (iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes. Nurturing capabilities for critical self reflection; transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting. Increasing awareness of role of self in (i) discipline, self management; (ii) reducing prejudices, biases and stereotypes and building multicultural orientation; (iii) nurturing ethical behavior, positivity, non-violence, love and caring, compassion; and (iv) habitual self reflection by using daily journal on experiences.

UNIT-IV

Marks:10

ORIENTING EDUCATION FOR PEACE BUILDING: Critical reflection on the curricular processes Awareness of opportunities inherent in curriculum for introducing (i) healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive; (ii) symbols, activities and other structures in the school that reflect a multi-cultural ambience; and (iii) experiences of different cultural identities, issues, challenges, conflicts in the neighborhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc. Critical pedagogy of peace education (i) Challenging the traditional models of learning to constructivist approaches in teaching (ii) Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making (iii) Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels (iv) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level (v) Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems (vi) Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills. Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; Skills of questioning, paraphrasing and providing feedback that is, non judgmental, sensitivity to socioeconomic, cultural, gender, caste differences; Skills of giving emotional support for encouraging, genuine appreciation and cooperation; Understanding importance of confidentiality of students' personal issues and problems that invite embarrassment or ridicule . Pedagogical skills for orientation of subject content and teaching learning experience in classroom for promoting peace (i) Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Maths (precision) (ii) Using textbook contents for highlighting values of peace, particularly anti-peace messages indirect or hidden. Humanistic approach to evaluation (i) Belief in worth of all pupils irrespective of academic talents (ii) Adopt broad-based assessment taking in multiple talents, emphasize success rather than failure, enable enemy pupil to experience success in some area. Becoming agency for peace in the school organization and surrounding local community (i) Awareness of cultural characteristics of the local community around school and quality of its linkages–parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc. (ii) Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school (iii) Awareness and orientation of students' attitudes towards balanced media exposure.



UNIT-V

Marks:10

EVALUATION OF THE PEACE-BUILDING PROCESSES

Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies. Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment. Developing commitment and willingness for receiving feedback, and review of strategies. Visible and objection indicators of peace process inherent in the cultural ethos of organizations, individuals, and ambience. Identification of visible indicators inherent in the cultural ethos of the organization could be non-authoritarian work culture marked by meetings, frequent discussions, analogue and reconciliation/ non-exclusion of any group of students or teachers on the basis of opinions, caste, gender, education, socio-economic-cultural background etc. indicators, conflicts reconciled, divergent groups involved in dialogue, heterogeneity of members on various boards, etc. Individual level indicator includes behaviors expressing inner peace and positive relationship, e.g. access and interaction of principal with teachers, access of teachers to students, perception of teachers/ principal as fair, etc. *Practical Activities to be Taken-up in 20 Hours:* Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony. Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups. Few suggested topics for assignments are as follows: (i) Conflicts experienced at home/in family/ in society/ in school, etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job. Approaches to peace education – case studies of local and International. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life. Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like - Doha Debates, Sadako, etc. Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them. Developing an action plan for peace in school and local community. Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.



**Issues of conservation & Environmental
Regeneration
(BED-112)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-112	Issues of Conservation & Environmental Regeneration	30	10	20	50	-	-	-	-	50	3 Hours

UNIT- I

Marks:10

Importance of need and scope of environmental conservation and regeneration. Structure and functions of different ecosystems. India as a mega biodiversity Nation. Role of individual in conservation of natural resources: water, energy and food. Role of individual in prevention of pollution: air and water. Equitable uses of resources for sustainable livelihoods. Environmental legislation: awareness and issues involved in enforcement. Role of information technology and media in environment and human health. *Suggested Practicum:* The students on completion of each topic of Unit 1 will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club. The activity has to be on some local specific issue pertaining to the place of residence of the student.

UNIT- II

Marks:10

Community participation in natural resource management – water, forests, etc. Deforestation in the context of tribal life Sustainable land use management. Traditional knowledge and biodiversity conservation. Developmental projects, including Government initiatives and their impact on biodiversity conservation. Issues involved in enforcement of environment legislations. Role of media and ecotourism in creating environmental awareness. Role of local bodies in environmental management. Shifting cultivation and its impact on environment. Change in forest cover over time.

UNIT- III

Marks:10

Consumerism and waste generation and its management. Genetically-modified crops and food security. Water consumption pattern in rural and urban settlement. Ethno-botany and its role in the present day world. Environmental degradation and its impact on the health of people. Economic growth and sustainable consumption. Organic farming. Agricultural waste: Their impact and management. Rain water harvesting and water resource management. Biomedical waste management. Changing patterns of energy and water consumption.



UNIT- IV

Marks:10

Environmental conservation in the globalised world. Alternative sources of energy. Impact of natural-disaster/man-made disaster on environment. Biological control for sustainable agriculture. Heat production and green house gas emission. Impact of industry/mining/transport on environment. Sustainable use of forest produces.

UNIT- V

Marks:10

Role of women in conservation. Female feticide/infanticide and skewed sex ratio. Development of slum area and their inhabitants. Child mortality and maternal health. HIV/AIDS, malaria-status, measures undertaken for their control/ eradication.



**Curriculum & School
(BED-201)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-201	Curriculum & School	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

CONCEPT OF CURRICULUM - Understanding the meaning and nature of curriculum: Need for curriculum in schools. Differentiating curriculum framework, curriculum and syllabus; their significance in school education. Notion of the textbook. Facets of curriculum: Core curriculum—significance in Indian context. Meaning and concerns of 'hidden' curriculum. Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences).

UNIT- II

Marks:15

CURRICULUM DETERMINANTS AND CONSIDERATIONS- Broad determinants of curriculum making: (At the nation or state-wide level) (i) social-political-cultural-geographical-economic diversity; (ii) socio-political aspirations, including ideologies and educational vision; (iii) economic necessities; (iv) technological possibilities; (v) cultural orientations; (vi) national priorities; (vii) system of governance and power relations; and (viii) International contexts. Considerations in curriculum development: (At the level of the school) (i) Forms of knowledge and its characterisation in different school subjects (ii) Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students – multi-cultural, multilingual aspects (iv) Learner characteristics (v) Teachers' experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT- III

Marks:15

CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist. Process of curriculum making



(i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organisation of learning situations.

UNIT- IV

Marks:15

SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT- Role of school philosophy, administration (and organisation) in creating a context for development of curriculum Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood, etc.) School culture, climate and environment as the context for teachers' work. Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'. Space for teacher as a critical pedagogue. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

UNIT- V

Marks:15

CURRICULUM IMPLEMENTATION AND RENEWAL - Operationalising curriculum into learning situations. Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims; and (ii) contextualisation of learning; (iii) varied learning experiences. Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.) Evolving assessment modes. Appropriate reviewing and renewal of aims and processes. Process of curriculum evaluation and revision. (i) Need for a model of continual evaluation (ii) Feedback from learners, teachers, community, and administrators (iii) Observable incongruencies and correspondence between expectations and actual achievements



**Vision of Education in India
Concerns and Issues
(BED-202)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-202	Vision of Education in India Concerns and Issues	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

NORMATIVE VISION OF INDIAN EDUCATION- Normative orientation of Indian education: A historical enquiry. Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism, and social justice. India as an evolving Nation, State: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system. Aims and purposes of education drawn from the normative vision.

UNIT- II

Marks:15

VISION OF EDUCATION: FOUR INDIAN THINKERS - An overview of salient features of the 'philosophy and practice' of education advocated by the following thinkers . Rabindranath Tagore: Liberationist pedagogy. M.K.Gandhi: Basic education or education for self-sufficiency. Aurobindo Ghosh: Integral education. J.Krishnamurthi: Education for individual and social transformation.

UNIT- III

Marks:15

CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES - Universalisation of School Education Right to Education and Universal Access: (i) Issues of a) Universal enrollment b) Universal retention c) Universal success (ii) Issues of quality and equity. The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children. Equality of Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues (iii) Inequality in schooling: Public-private schools, rural-urban schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities (iv) Differential quality in schooling: Variations in school quality. Idea of 'common school' system. Right to Education Bill and its provisions.



UNIT- IV

Marks:15

EDUCATION AND DEVELOPMENT: AN INTERFACE - Education for National development: Education Commission (1964-66) . Emerging trends in the interface between. (i) political process and education; (ii) economic developments and education; and (iii) socio-cultural changes and education.

UNIT- V

Marks:15

EMERGING GLOBAL CONCERNS AND EDUCATION - Education for Peace (i) Issues of National and International conflicts, social injustice, communal conflict, individual alienation: A critical understanding (ii) Pro-active role of individuals in making peace: A way of life. Education for Environmental Conservation (i) Global environmental crises and local environmental issues: A coherent understanding (ii) Urgency of action for environmental conservation and regeneration.



Subject Knowledge and the Related
Pedagogic Dimensions(Part II)
Pedagogy of Mathematics
(BED-203(I))

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(I)	Pedagogy of Mathematic	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

PLANNING FOR TEACHING-LEARNING MATHEMATICS -

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.); Organization of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

UNIT- II

Marks:15

LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

UNIT- III

Marks:15

ASSESSMENT AND EVALUATION-

Informal Creative Evaluation: Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation. *Formal Ways of Evaluation:* Variety of assessment techniques and practices Assessing Product Vs Process, Knowing Vs Doing In practice of midterm/terminal examination, practicing continuous and comprehensive evaluation to test regular



programmes/achievements of learner. *Assessment Framework:* Identifying and organizing components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.

UNIT- IV

Marks:15

MATHEMATICS FOR ALL

Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

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



**Pedagogy of Social Sciences
(BED-203(II))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(II)	Pedagogy of Social Sciences	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction: This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History. *Historical Methods:* Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History. Thinking in terms of problems for analysis in History. *Social Formations in History:* Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies. State-formation and different types of states in History. Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution). The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba). Fascism and dictatorships (Case Study: Germany or Italy of the inter-war period). *Select Issues of Social Change in Indian History:* Culture, social stratification and social change in India; Caste and class in Indian society. Shared religious cultures and conflicts between religious communities in India. Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India) The above content may be used to understand the teaching, learning strategies and skill development in History. *Pedagogical Concerns Regarding School History:* Interactive, constructivist and critical pedagogies in History. Going beyond the textbook; Getting children to craft little nuggets of History from primary sources. Encouraging children to think from first principle in History. *The Lateral Development of Different Skills:* Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal. Learning to analyze critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences. Helping children to develop oral and written expression.



UNIT- II

Marks:15

TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY

The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines. What is Politics? Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty Forms of Government: Democratic (Liberal and Social), non-democratic Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers Organs of Government: Legislature, Executive, and Judiciary. Constitutional Vision for a Democratic India The making of the Constitution of India Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism Secularism (Relationship between State and Religion): Western and Indian Versions Fundamental Rights (Prohibition of discrimination; Rights of *Dalits*, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties. The Working of the Government Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (*Panchayats* and Municipalities) Relationship among the three organs of the Government Relationship between the three levels of the Government Democratic decentralization, citizen participation. Society and Political Processes Elections, political parties, pressure groups Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI The above content may be used to understand the teaching-learning strategies and skill development in Political Science. Teaching-learning Strategies The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom. Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts. Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

UNIT- III

Marks:15

ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES - Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions. Open-book tests: Strengths and limitations. Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

UNIT- IV

Marks:15

ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS - Analyzing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences). Analyzing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.



UNIT- V

Marks:15

INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualized as follows: Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs. History and Political Science: Socio-political systems; Women's rights in society. Economics and History: Agrarian change in India; Industrialization in India. History and Geography: Migration of people in a particular region— nature of migration, past and present trends. Political Science and Geography: Sharing resources between regions/states and nations (e.g. water). Economics and Political Science: Family budget and impact of change in prices of essential commodities. These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues.



**Pedagogy of Biological Science
(BED-203(III))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(III)	Pedagogy of Biological Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organization of concepts for teaching-learning of biology; Determining acceptable evidences that show learners, understanding; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organizing activities, laboratory experiences, making groups, planning ICT applications in learning biology.

UNIT- II

Marks:15

LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organizing field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

UNIT- III

Marks:15

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

UNIT- IV

Marks:15



BIOLOGICAL SCIENCE – LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.



**Pedagogy of Physical Science
(BED-203(IV))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(IV)	Pedagogy of Physical Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LEARNING RESOURCES IN PHYSICAL SCIENCE

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Interco version of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), exploring alternative sources; Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia–selection and designing; Use of ICT experiences in learning science/physics and chemistry; Using community resources for learning science/physics and chemistry; Pooling of learning resources in school complex/block/district level, handling hurdles in utilization of resources.

UNIT- II

Marks:15

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, developing indicators for performance based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and administration of tests; Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry; Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine variety of methods of assessments in science/physical science; Continuous and comprehensive evaluation–appreciating evaluation as ongoing teaching-learning process and through overall performance of child.

UNIT- III

Marks:15

PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Identification and organization of concepts for teaching-learning of science/ physics and chemistry (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic



Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) Determining acceptable evidences that show learners understanding; Instructional materials required for planning teaching learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organizing activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

UNIT- IV

Marks:15

PHYSICAL SCIENCE–LIFELONG LEARNING

Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organizing events on specific day, such as Science Day, Environment Day, etc.; Planning and organizing field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organizations; Teachers as a community of learners, collaboration of schools with universities; Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers; Field visit to industries, mines, refineries; National Laboratories, power stations, science centers; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.



**Pedagogy of Language (English)
(BED-203(V))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(V)	Pedagogy of Language (English)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS–I

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages. *Activities:* Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself. Take any creative writing related to history, e.g. *Discovery of India* and prepare a flow chart on the main events. Review any story and have a discussion in groups. Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water. *Teaching Practice:* Take any topic of your choice and write about it in any form of creative writing.

UNIT- II

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS–II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children’s literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels. *Activities:* Review any two stories of your choice. Interview any local artist/poet/writer. Collect Indian folktales in English (translated) for your portfolio. Prepare a newsletter on the basis of your school experience programme (hand written). *Teaching Practice:* Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs. *Action Research:* Identify and list language (English) related errors common among students. Prepare a list of idioms, proverb in English. Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective. Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.



UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.) *Activities:* Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states. Prepare an outline for the development of the textbook for the same class for your state. *Project:* Prepare a collection of poems and stories of your choice.

UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS

Print media; Other reading materials. such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. *Activities:* Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic ‘Language of Children’ or any other related topic. *Project:* Prepare an outline for a school magazine. Develop the material for the school magazine based on your experiences during school experience practice (Handwritten). Review contemporary children’s literature. Review any two magazines for women.

UNIT- V

Marks:15

ASSESSMENT—ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of English language (Previous-3 Years)— Classes X and XII (any board) in the light of new approach of assessment. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. Analyze answers given by the learners for one particular question. Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners. (i) Study the key points of the Ist Term assessment of any student of Class VI (ii) Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.



fglunh Hkk"kk dk f'k{k.k (BED-203(VI))

Table with columns: Course code, Title of the Paper, Distribution of Marks (Theory, Practical, TW, Total), Grand Total, Duration of Exam. Row 1: BED-203(VI), fglunh Hkk"kk dk f'k{k.k, 75, 25, 25, 100, -, -, -, -, 100, 3 Hours.

UNIT- I

Marks:15

Hkk"kk&l kfgR; vksj l ksn; Z & 1 %fofHkuu vfHkO; fDr; k Hkk"kk dh ckjhfd; ka dks tkuus dk l cl s vPNk ek/; e gsa 1- l 'tukRed Hkk"kk ds fofo/k : lk & l kfgR; ds fofo/k : lk dks tkuuk l dnyh i kB; ae ea l kfgR; dks lk<uk&lk<kuk] vupkn dyk vksj l ksn; Z ea Hkk"kk] Ldnyh i kB; p; kz es ehfM; k dh Hkfedk] mls; ikl fxdrk] vupkn dk egRo vksj t: jr] l 'tukRed vfHkO; fDr ds : lk ea fgnh vupkn %vaxsth vksj vU; Hkkjrh; Hkk"kkvka ds l nllZ ea pus gq mnggj.k ds vk/kkj ij crk; k tk, xkA xfrfof/k@i kVQkfy; kj if'k{k.k ds nsgku& , d gh fo"k; ij fdUgha rhu v[kckjka ds l akndh; dh Hkk"kk ij ckrphr dj mudh fo"k; iLrfR dks js[kkfr djsA , d gh vak ds rhu vupkn dks lk<a vksj viuh Hkk"kk ea u; k vupkn iLrfR djsA l eg ea cV dj ehfM; k ys[ku ds rhu vyx&vyx ueuka %Qhpj] fj ikV] ys[k vkfn% dks bdVBk dj ml ea l ekurk vksj varj dks /; ku ea j[krs gq ppkZ djsA v[kckj dh fdl h [kcj ds vk/kkj ij l okn fy[kuka d{k{k f'k{k.k ds nsgku& ikuh l s l af/kr i kB lk<kus ds ckn typae dh tkudkjh nuk] ikuh dh cpr ij ckrphr] ty dh rjy voLFkk l s Bkd voLFkk dk gYdk gkus ds dkj.k dk i rk yxkus dk dk; Z djokuka

UNIT- II

Marks:15

Hkk"kk l kfgR; vksj l ksn; Z & 2 l kfgR; d vfHkO; fDr ds fofo/k : lk & dfork dks lk<uk&lk<kuk] x| dh fofo/k fo/kvka dks lk<uk&lk<kuk] ukVd dks lk<uk&lk<kuk] l edkyhu l kfgR; dh lk<kbZ %cky l kfgR;] nfyR l kfgR;] oh l kfgR; % fgnh ds fofo/k fo/kvka oQ vk/kj lkj xfrfof/; ka dk fuekZ.k] dfork] dgkuh] ukVd] fucak] miU; kl dh i kB fofo/k r\$ kj djuka xfrfof/k@i kVQkfy; ks if'k{k.k ds nsgku& , d dgkuh dk pkj vyx&vyx l eg }kjk fo'y\$ k.k vksj ml dh iLrfRA l Hkh fo|kFkhZ fdl h , d jpuk dh l eh{k{k djsA rFkk , d&nll js dh l ehf{kr fcanyka ij d{k{k ea ppkZ djsA l eg ea , d gh fo"k; ij vyx&vyx fo/kkva dh jpukvka dk l adyu vksj mudk ryukRed fo'y\$ k.kA orZeku cky l kfgR; dh l eh{k{kA viuh euilan rhu dgkfu; ka dh l eh{k{kA



d{k{k f'k{k.k ds nkj ku& cPpka l s , d gh fo" k; t9 s ^ckny* ij Loræ : lk l s dñ fy[kus dks dga ¼dkbz fo/kku l p;k,¼ jpuK dks tkua vksj d{k{k fo'ksk dks /; ku ea j [krs gq d{k{k ifof/k rš kj dja ¼fdl h , d jpuK dks l udj¼A ¼d½ , d jpuK vusd Lrj ¼vyx&vyx d{k{k vka ea , d gh jpuK dks lk<kus l s l æf/kr½ ¼[k½ , d jpuK vusd vFkz ¼vyx&vyx utfj; s l s , d gh jpuK dks lk<uk½ ¼x½ , d jpuK fofHku cPps ¼l anHk% puks'hi w k l cPp½ dkbz ukVd ; k mi U; kl lk<okus ds ckn ml ds ik=ka ds jgu&l gu] ckyh vkfn dh ppkz dj l ekt ea buea vk, cnyko ij ppkz djuk] fofHku 0; ol k; rFkk 0; ol k; l s tM; ykxk] muds dk; k] l eL; kva ij ckrphrA d{k{k Ng fgnh dh i qrd ea l s >ka h dh jkuh dfork] ukdj ¼fucak½ ikB ds ckn & 1857 ds igy] nkj ku vksj ckn ea ?kVh ?kVukva dk Vkbe ykbu ¼pkV½ cukuk] xkakh th ds thou dh egroi w k l ?kVukva dk Vkbe ykbu ¼pkV½ xkakh th }kjk pyk, x, vkansyuka dk Vkbe ykbu ¼pkV½ ifj; kst uk dk; & ¼d½ fo | ky; h vuñko dk; æe ds nkj ku Hkk"kk f'k{k.k dks ysdj vkus okyh dfBukbz ij æe; kRed'kks'ka ¼[k½ Hkk"kk dh d{k{k ea mu vuñkoka dks fijksr gq f'k{k.k ; kst uk cukuk LFkkuh; dykdj@dfo@ys[kd l s l k{kRdkj] d{k{k 6 l s 12 rd dh fgnh dh ikB; i qrdka ea l s fdl h , d dfork dks pudj ij os k l s tkM;rs gq ml ds f'k{k.k fcng rš kj djuka

UNIT- III

Marks:15

ikB; Øe vksj ikB; &l kexh dk fuekZk vksj fo'y'sk.k& ¼i kB; i qrd f'k{k.k dk , d l k/ku gš , dek= l k/ku ugh½ ikB; p; k l vksj ikB; Øe , d ikB; &l kexh vusd & ikB; p; k] ikB; æe rFkk ikB; i qrdka dk l æk] ikB; æe dks cPpka ds vuq lk <kyuk ¼f'k{k.k dks Ldny ds ckgjh thou l s tkM;rs gq rFkk jVar&iz.kkyh dk fu"sk djrs gq l kexh p; u] xfrfof/k vksj vH; kl l kexh dk fuekZk k½ 'kks'kdrkZ ds : lk ea f'k{k.k ¼vyx&vyx cPpka dh vko' ; drkvka dks /; ku ea j [krs gq ¼ xfrfof/k@i kVQkfy; k] if'k{k.k ds nkj ku& uohu ikB; p; k l dh l eh{k k vksj i Lrghd.j.k ¼ eug dk; ½ ¼d½ uohu ikB; p; k l ea Hkk"kk f'k{k.k l s l æf/kr v/; k; ij ppkz ¼[k½ uohu ikB; p; k l ea Hkk"kk f'k{k.k l s l æf/kr v/; k; dk fo'y'sk.k vksj i Lrghd.j.k ¼ eug½ ^cPps dh Hkk"kk* ; k , s s vU; fdl h fo" k; ij , d l æk'S'bh vk; kftr dja ifj; kst uk dk; & fofHku jkT; ka ds fgnh ds ikB; æe dk fo'y'sk.k vksj i Lrghd.j.k ¼ eug dk; ¼A viuh euil n dgkfu; ka dk l adyu rFkk mul s l æf/kr ys[kA fdugh nks jkT; ka }kjk fodfl r fdl h Hkh , d ¼6 l s 12½ d{k{k dh fgnh dh ikB; i qrd dk rnyukRed v/; ; uA

UNIT- IV

Marks:15

l gk; d f'k{k.k l kexh& fiæ/ ehfM; k rFkk vU; ikB; l kexh t9 s cPps }kjk puh xb l kexh] if=dk,] v[kckj] d{k{k&i qrdky; vkfn] vkbZl h-Vh- & n"; & J0; l kexh] jfM; k] Vsyhfotu fi QYe] Hkk"kk iz; ks'kkyk] l gl ækukRed xfrfof/k; ka dh : ijs[kk ¼ppk] oknfookn] [ksy] dk; Z kkyk,] xk'S'bhvkfn½ xfrfof/k@i kVQkfy; k] if'k{k.k ds nkj ku& viuh euil n dforkvka dk l adyu rFkk mu ij , d ys[kA fgnh dh fdugh nks efgyk@cky if=dkvka dh l eh{k kA l hfer l d k/kuka ea vktM; ka@ohfM; ka dk; æe ds d{k{k ea blræky dh ; kst uk cukukA vi us {ks= ea ipfyr ykcdFkk] ykcdxhka dk l eug ea çVdj l adyu rš kj djuka d{k{k f'k{k.k ds nkj ku& puks'hi w k l cPpka dks /; ku ea j [krs gq nks l gk; d f'k{k.k l kexh rš kj djuka fo | ky; h vuñko dk; æe ds nkj ku fo | kfFkz; ka l s glrfyf[kr if=dk dk fodkl ; k glrfyf[kr if=dk dh : ijs[kk rš kj djokuka fo | ky; h vuñko dk; æe ds nkj ku fo | kfFkz; ka }kjk glrfyf[kr l ekpkj&lk= dk fodkl djokuka



UNIT- V

Marks:15

vkdyu dh Hkkfedk vksj egRo& %eW; kadu dh Hkkfedk cPpka dh ekfydrk vksj Hkk"kk iz; ksx ea mudh l'tukRedrk dks iSuk cukuk gA% 1- Hkk"kk fodkl dh izfr dk vkdyu& lrr- vksj lexz eW; kadu] LoelW; kadu] vki l h eW; kadu] l eng eW; kadu] i kS/Dkfy; ks 2- izuka dk Lo: lk] izuka ds vk/kkj fcgq & l eL; k l ek/kku l a/kh izu] l'tukRed fpru okys izu] l ekykpukRed fpru okys izu] dYiuk'khyrk dks thfor djus okys izu] ifjos kh; l txrk okys izu] xfrfof/k vksj VKLd %[kys izu] cgfodYih izu% 3- OhMcSd %fo|kFkh] vfHkHkkod vksj v/; ki d% vksj fjiksVZ xfrfof/k@i kS/Dkfy; ks if'k{k.k ds nksj ku& nl oha vksj ckjgoh d{kk ds fd l h Hkh ckMz dh ijh{kkvka ds fgnh ds izui =ka %i Nys rhu o"kk% dh l eh{kk dja , d gh l oky ij cPpka }kjk vyx&vyx vk, tokka ij l eng ea ppsz dja d{kk 6 l s 12 rd dh fgnh dh ikB; i l rdk ea l s , d s nl izu Nka/s ftuea Hkk"kk eW; kadu dk l'tukRed jos k ifjyf{kr gsrk gS %l eng dk; % d{kk f'k{k.k ds nksj ku& %d% d{kk Ng ds fd l h cPps dh i fke =ekfl d vkdyu fjiksVZ ea fn, x, l p-koka dk v/; ; u djuka %k% bu l p-koka dk cPps ds Hkk"kk; h fodkl ea bLrky djus ds fy, ; fDr; % l p-koka ifj; kstuk dk; & mPp i kFked Lrj ij vkdyu , oa eW; kadu dh ekStink i fkr; k ij fjiksVZ rS kj dja , u l h bl vkj Vh }kjk izdkf'kr vkdyu l ks i l rdk Hkk"kk fgnh lk<a rFkk bl ea vk, vkdyu l a/kh fkr; kdyki ka dks d{kk 6 l s 12 ds vuq lk fodfl r djrs gq , d l f{klr ys[k

fy[kA



**Pedagogy of Language (Urdu)
(BED-203(VII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(VII)	Pedagogy of Language (Urdu)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS-I

Different Creative Forms of Urdu Language: Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Urdu from different Indian languages. *Activities:* Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself. Take any creative writing related to History, e.g. *Tahzeeb Kya Hai* and prepare a flow chart on the main events Review any story and have a discussion in groups. Take any piece on Geography and prepare a teaching strategy for teaching any geographical phenomena, e.g. climate change, water. *Teaching Practice:* Take any topic of your choice and write about it in any form of creative writing.

UNIT- II

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama. Introduction of various literary forms of Urdu language. Classical Urdu literature and modern Urdu literature. Planning lessons in prose. Planning lessons in poetry. Drama at various school levels. *Activities:* Review any two stories of your choice. Interview any local artist/poet/writer. Collect Indian folktales in English (translated) Prepare a newsletter on the basis of your school experience programme (hand written). *Teaching Practice:* Take any creative writing, e.g. poem or story and develop teaching strategy to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; (c) teaching the same piece to children with special needs. *Action Research:* Identify and list language (Urdu) related errors common among students. Prepare a list of idioms and proverbs in Urdu Handling any creative piece in the classroom on the basis of (a) level of the students; (b) perspective. Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.



UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Keeping in view the needs of the learners to develop meaningful strategies). *Activities:* Do a comparative study of one textbook of Urdu from any class (VI to VII) developed by any two states Prepare an outline for the development of the textbook for the same class for your state.

Project: Prepare a collection of poems and stories of your choice.

UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, news-papers, class libraries, etc., ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. *Activities:* Prepare a list of audio-visual aids related to teaching of Urdu and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic 'Language of Children' or any other related topic. *Project:* Prepare an outline of a school magazine. Develop the material for school magazine based on your experiences during school experience practice. Review contemporary children's literature. Review any two magazines for women.

UNIT- V

Marks:15

ASSESSMENT—ITS ROLE AND IMPORTANCE - 1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. 2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness. 3. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of Urdu language (Previous 3 Years)- Classes X and XII (any board) in the light of new approach of assessment. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. Analyze answers given by the learner for one particular question. Select any ten questions from the Class VI Urdu textbook which lends scope to the creativity of the learners. Study the key points of the Ist term assessment of any student of Class VI. Devise a strategy to incorporate the suggestions given in the Ist term report for the progress of the learner.



**Pedagogy of Language (Sanskrit)
(BED-203(VIII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(VIII)	Pedagogy of Language (Sanskrit)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE - Teaching of prose, Teaching of poetry, Teaching of pronunciation, Teaching of grammar, Teaching of fables, Teaching of drama, *Activities:* Discussion on the different presentations of teaching. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself in Sanskrit. Collect interesting folktales in Sanskrit. Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation. *Action Research:* Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme. Prepare the list of common errors in Sanskrit among students. Interview any Sanskrit expert regarding Sanskrit teaching. Prepare a newsletter in Sanskrit on the basis of your school experience programme.

UNIT- II

Marks:15

IMPORTANCE OF LESSON PLAN- Lesson plan – Nature, objectives and needs. Lesson plan of prose, poetry, drama, story, and grammar. Types of lesson plans. Micro Teaching – Nature, objectives, needs, merits, demerits. Micro Teaching Skills – Introduction, questioning and blackboard writing. *Activities:* Discussion on the different types of lesson plans. Prepare a lesson plan on one lesson and have a discussion on that.

UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Keeping in view the needs of the learners to develop meaningful strategies.) *Activities:* Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states. Prepare an outline for the development of the textbook for the same class for your state. Interview any member of the textbook development committee of Sanskrit textbooks. (NCERT/SCERTs/Rashtriya Sanskrit Sans than/ Sanskrit Universities/State Boards). *Project:* Prepare a collection of poems and stories in Sanskrit of your choice.



UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audiovisual aids, films, language labs etc; Psychological perspectives of audiovisual aids
Activities: Prepare a list of audio-visual aids related to teaching of Sanskrit and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic— 'Improvement of Sanskrit Teaching at School Level' or any other related topic. *Project:* Prepare an outline of a school magazine in Sanskrit. Develop the material for school magazine based on your experiences during school experience practice. Review contemporary children's literature in Sanskrit. Review any two Sanskrit magazines for women.

UNIT- V

Marks:15

ASSESSMENT – ITS ROLE AND IMPORTANCE

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation– oral, written, portfolio; Cloze test, self evaluation; Peer evaluation; Group evaluation. 2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting – Problem solving, creative and critical thinking, enhancing imagination and environmental awareness. 3. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of Sanskrit language (previous 3 years)– Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment. Develop question paper for upper primary and secondary stage to assess all the aspects of teaching Sanskrit. Analyze answers given by the learner for one particular question. Select any ten questions from Class VI Sanskrit textbook which lend a scope to the creativity of the learners. Study the key points of the Ist Term assessment of any student of Class VI. Devise a strategy to incorporate the suggestions given in the Ist Term report for the progress of the learner.



Subject Knowledge and the Related
Pedagogic Dimensions(Part II)
Pedagogy of Mathematics
(BED-204(I))

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(I)	Pedagogy of Mathematic	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

PLANNING FOR TEACHING-LEARNING MATHEMATICS

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.); Organization of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

UNIT- II

Marks:15

LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

UNIT- III

Marks:15

ASSESSMENT AND EVALUATION

Informal Creative Evaluation: Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation. *Formal Ways of Evaluation:* Variety of assessment techniques and practices Assessing Product Vs Process, Knowing Vs Doing In practice of midterm/terminal examination, practicing continuous and comprehensive evaluation to test regular programmes/achievements of learner. *Assessment Framework:* Identifying and organizing components for



developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.

UNIT- IV

Marks:15

MATHEMATICS FOR ALL

Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

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



**Pedagogy of Social Sciences
(BED-204(II))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(II)	Pedagogy of Social Sciences	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction: This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History. *Historical Methods:* Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History. Thinking in terms of problems for analysis in History. *Social Formations in History:* Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies. State-formation and different types of states in History. Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution). The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba). Fascism and dictatorships (Case Study: Germany or Italy of the inter-war period). *Select Issues of Social Change in Indian History:* Culture, social stratification and social change in India; Caste and class in Indian society. Shared religious cultures and conflicts between religious communities in India. Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India) The above content may be used to understand the teaching, learning strategies and skill development in History. *Pedagogical Concerns Regarding School History:* Interactive, constructivist and critical pedagogies in History. Going beyond the textbook; Getting children to craft little nuggets of History from primary sources. Encouraging children to think from first principle in History. *The Lateral Development of Different Skills:* Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal. Learning to analyze critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences. Helping children to develop oral and written expression.



UNIT- II

Marks:15

TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY

The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines. What is Politics? Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty Forms of Government: Democratic (Liberal and Social), non democratic Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers Organs of Government: Legislature, Executive, and Judiciary. Constitutional Vision for a Democratic India The making of the Constitution of India Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism Secularism (Relationship between State and Religion): Western and Indian Versions Fundamental Rights (Prohibition of discrimination; Rights of *Dalits*, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties. The Working of the Government Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (*Panchayats* and Municipalities) Relationship among the three organs of the Government Relationship between the three levels of the Government Democratic decentralization, citizen participation. Society and Political Processes Elections, political parties, pressure groups Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI The above content may be used to understand the teaching-learning strategies and skill development in Political Science. Teaching-learning Strategies The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom. Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts. Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

UNIT- III

Marks:15

ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES - Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions. Open-book tests: Strengths and limitations. Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

UNIT- IV

Marks:15

ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

Analyzing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences). Analyzing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.



UNIT- V

Marks:15

INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualized as follows: Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs. History and Political Science: Socio-political systems; Women's rights in society. Economics and History: Agrarian change in India; Industrialization in India. History and Geography: Migration of people in a particular region— nature of migration, past and present trends. Political Science and Geography: Sharing resources between regions/states and nations (e.g. water). Economics and Political Science: Family budget and impact of change in prices of essential commodities These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues.



**Pedagogy of Biological Science
(BED-204(III))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(III)	Pedagogy of Biological Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organization of concepts for teaching-learning of biology; Determining acceptable evidences that show learners, understanding; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organizing activities, laboratory experiences, making groups, planning ICT applications in learning biology.

UNIT- II

Marks:15

LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organizing field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

UNIT- III

Marks:15

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.



UNIT- IV

Marks:15

BIOLOGICAL SCIENCE – LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.



**Pedagogy of Physical Science
(BED-204(IV))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(IV)	Pedagogy of Physical Science	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LEARNING RESOURCES IN PHYSICAL SCIENCE

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Interco version of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), exploring alternative sources; Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia–selection and designing; Use of ICT experiences in learning science/physics and chemistry; Using community resources for learning science/physics and chemistry; Pooling of learning resources in school complex/block/district level, handling hurdles in utilization of resources.

UNIT- II

Marks:15

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, developing indicators for performance based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and administration of tests; Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry; Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation–appreciating evaluation as ongoing teaching-learning process and through overall performance of child.

UNIT- III

Marks:15

PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Identification and organization of concepts for teaching-learning of science/ physics and chemistry (on different



topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.)

Determining acceptable evidences that show learners understanding; Instructional materials required for planning teaching learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organizing activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

UNIT- IV

Marks:15

PHYSICAL SCIENCE–LIFELONG LEARNING

Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organizing events on specific day, such as Science Day, Environment Day, etc.; Planning and organizing field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT- V

Marks:15

PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organizations; Teachers as a community of learners, collaboration of schools with universities; Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers; Field visit to industries, mines, refineries; National Laboratories, power stations, science centers; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.



**Pedagogy of Language (English)
(BED-204(V))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(V)	Pedagogy of Language (English)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS–I

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages. *Activities:* Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself. Take any creative writing related to history, e.g. *Discovery of India* and prepare a flow chart on the main events Review any story and have a discussion in groups. Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water. *Teaching Practice:* Take any topic of your choice and write about it in any form of creative writing.

UNIT- II

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS–II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children’s literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels. *Activities:* Review any two stories of your choice. Interview any local artist/poet/writer. Collect Indian folktales in English (translated) for your portfolio. Prepare a newsletter on the basis of your school experience programme (hand written). *Teaching Practice:* Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs. *Action Research:* Identify and list language (English) related errors common among students. Prepare a list of idioms, proverb in English. Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective. Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.



UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.) *Activities:* Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states. Prepare an outline for the development of the textbook for the same class for your state.

Project: Prepare a collection of poems and stories of your choice.

UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS

Print media; Other reading materials. such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. *Activities:* Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic 'Language of Children' or any other related topic. *Project:* Prepare an outline for a school magazine. Develop the material for the school magazine based on your experiences during school experience practice (Handwritten) Review contemporary children's literature. Review any two magazines for women.

UNIT- V

Marks:15

ASSESSMENT—ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of English language (Previous-3 Years)— Classes X and XII (any board) in the light of new approach of assessment. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. Analyze answers given by the learners for one particular question. Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners. (i) Study the key points of the Ist Term assessment of any student of Class VI. (ii) Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.



fglunh Hkk"kk dk f'k{k.k (BED-204(VI))

Table with columns: Course code, Title of the Paper, Distribution of Marks (Theory, Practical, TW, Total), Grand Total, Duration of Exam. Row 1: BED-203(VI), fglunh Hkk"kk dk f'k{k.k, 75, 25, 25, 100, -, -, -, -, 100, 3 Hours.

UNIT- I

Marks:15

Hkk"kk&l kfgR; vksj l kan; l & 1 fofHkuu vfHko; fDr; k Hkk"kk dh ckjhfd; ka dks tkuus dk l cl s vPNk ek/; e gA 1- l 'tukRed Hkk"kk ds fofo/k : lk & l kfgR; ds fofo/k : lk dks tkuuk] Ldwyh i kB; ae ea l kfgR; dks lk<uk&lk<kuk] vuqkn dyk vksj l kan; l ea Hkk"kk] Ldwyh i kB; p; kz es ehfM; k dh Hkfedk] mls; ; ikl fxdrk] vuqkn dk egRo vksj t: jr] l 'tukRed vfHko; fDr ds : lk ea fganh vuqkn vaxsth vksj vU; Hkjr;h; Hkk"kkvka ds l nklZ ea pus gq mngj.k ds vk/kj ij crk; k tk, xkA xrfrof/k@i kVQkfy; kj if'k{k.k ds njsku& , d gh fo"k; ij fdugha rhu v[kckjka ds l ankdh; dh Hkk"kk ij ckrphr dj mudh fo"k; iLrfR dks js[kkfdR dja , d gh vak ds rhu vuqkn dks lk<a vksj viuh Hkk"kk ea u; k vuqkn iLrfR dja l eg ea cV dj ehfM; k ys[ku ds rhu vyx&vyx ueuka %Qhpj] fj ikV] ys[k vkfn% dks bdVBk dj ml ea l ekurk vksj varj dks /; ku ea j[krs gq ppkz dja v[kckj dh fdl h [ckj ds vk/kj ij l okn fy[kuka d{kk f'k{k.k ds njsku& ikuh l s l af/kr i kB lk<kus ds ckn typae dh tkudkjh nuk] ikuh dh cpr ij ckrphr] ty dh rjy voLFkk l s Bks voLFkk dk gYdk gkus ds dkj.k dk i rk yxkus dk dk; l djokuk

UNIT- II

Marks:15

Hkk"kk l kfgR; vksj l kan; l & 2 l kfgR; d vfHko; fDr ds fofo/k : lk & dfork dks lk<uk&lk<kuk] x| dh fofo/k fo/kvka dks lk<uk&lk<kuk] ukVd dks lk<uk&lk<kuk] l edkyhu l kfgR; dh lk<kbZ %cky l kfgR;] nfyR l kfgR;] oh l kfgR; % fganh ds fofo/k fo/kvka oQ vk/kj lkj xrfrof/; ka dk fuekZ.k] dfork] dgkuh] ukVd] fucdk] miU; kl dh i kB fof/k r\$ kj djuka xrfrof/k@i kVQkfy; kj if'k{k.k ds njsku& , d dgkuh dk pkj vyx&vyx l eg }kj fo'y's.k.k vksj ml dh iLrfRA l Hkh fo|kFkhZ fdl h , d jpuk dh l eh{kk dja rFkk , d&nIjs dh l ehf{kr fcngvka ij d{kk ea ppkz dja



l eng ea , d gh fo" k; ij v y x & v y x fo/ k k v k a dh j p u k v k a dk l a d y u v k s mudk r g y u k R e d fo' y s k. k a o r e k u c k y l k f g R; dh l e h { k k A vi u h e u i l a n r h u d g k f u; k a dh l e h { k k d { k k f' k { k. k ds n k s k u & c P p k a l s , d gh fo" k; t s ^ c k n y * ij L o r a = : l k l s d i n f y [k u s d k s d g a 1/2 d k b z fo/ k k u l p k, 1/2 A j p u k d k s t k u a v k s d { k k fo' k s k d k s /; k u e a j [k r s g q d { k k i f o f / k r s k j d j a 1/2 d l h , d j p u k d k s l u d j 1/2 A 1/2 d 1/2 , d j p u k v u d L r j 1/2 v y x & v y x d { k k v k a e a , d gh j p u k d k s l k < k u s l s l a c f / k r 1/2 1/2 k 1/2 , d j p u k v u d v F k z 1/2 v y x & v y x u t f j ; s l s , d gh j p u k d k s l k < e u k 1/2 1/2 x 1/2 , d j p u k f o f H k u c P p s 1/2 a n H k 2 p u k s h i w k z c P p s 1/2 d k b z u k V d ; k m i U; k l l k < e k u s d s c k n m l d s i k = k a d s j g u & l g u] c k s y h v k f n dh p p k z d j l e k t e a b u e a v k , c n y k o ij p p k z d j u k] f o f H k u 0; o l k; r F k k 0; o l k; l s t M s y k s k s m u d s d k; k j l e L; k v k a ij c k r p h r A d { k k N g f g a n h dh i p r d e a l s > k a h dh j k u h d f o r k] u k s j 1/2 f u c a k 1/2 i k B d s c k n & 1857 d s i g y s n k s k u v k s c k n e a ? k V h ? k V u k v k a dk V k b e y k b u 1/2 p k V 1/2 c u k u k] x k a k h t h d s t h o u dh e g R o i w k z ? k V u k v k a dk V k b e y k b u 1/2 p k V 1/2 x k a k h t h } k j k p y k , x , v k a n k y u k a dk V k b e y k b u 1/2 p k V 1/2 A i f j ; k s t u k d k; & 1/2 d 1/2 fo | k y ; h v u t k o d k; & e d s n k s k u H k k " k k f' k { k. k d k s y d j v k u s o k y h d f B u k b z ij f a e ; k R e d ' k k s k 1/2 k 1/2 H k k " k k dh d { k k e a m u v u t k o k a d k s f i j k r s g q f' k { k. k ; k s t u k c u k u k A L F k k u h ; d y k d k j @ d f o @ y s [k d l s l k { k k R d k j A d { k k 6 l s 12 r d dh f g a n h dh i k B ; i p r d k a e a l s f d l h , d d f o r k d k s p u d j i f j o s k l s t k M s g q m l d s f' k { k. k f c a n q r s k j d j u k A

UNIT- III

Marks:15

i k B ; Ø e v k s i k B ; & l k e x h d k f u e k z k v k s fo' y s k. k & 1/2 i k B ; i p r d f' k { k. k dk , d l k / k u g s , d e k = l k / k u u g h z i k B ; p ; k z v k s i k B ; Ø e , d i k B ; & l k e x h v u d & i k B ; p ; k j i k B ; & e r F k k i k B ; i p r d k a dk l a c k] i k B ; & e d k s c P p k a d s v u q l k < k y u k 1/2 f' k { k. k d k s L d w y d s c k g j h t h o u l s t k M s g q r F k k j V a r i z k k y h dk f u " k s k d j r s g q l k e x h p ; u] x f r f o f / k v k s v h ; k l l k e x h dk f u e k z k 1/2 ' k k s k d r k z d s : l k e a f' k { k d 1/2 v y x & v y x c P p k a dh v k o ' ; d r k v k a d k s /; k u e a j [k r s g q 1/2 x f r f o f / k @ i k s V Q k s y ; k j i f' k { k. k d s n k s k u & u o h u i k B ; p ; k z dh l e h { k k v k s i L r q h d j . k 1/2 e n g d k ; 1/2 1/2 d 1/2 u o h u i k B ; p ; k z e a H k k " k k f' k { k. k l s l a c f / k r v / ; k ; ij p p k z 1/2 k 1/2 u o h u i k B ; p ; k z e a H k k " k k f' k { k. k l s l a c f / k r v / ; k ; dk fo' y s k. k v k s i L r q h d j . k 1/2 e n g 1/2 ^ c P p s dh H k k " k k * ; k , d s v U ; f d l h fo" k ; ij , d l a c k s B h v k ; k f t r d j A i f j ; k s t u k d k ; & f o f H k u j k T ; k a d s f g a n h d s i k B ; & e dk fo' y s k. k v k s i L r q h d j . k 1/2 e n g d k ; 1/2 A vi u h e u i l a n d g k f u ; k a dk l a d y u r F k k m u l s l a c f / k r y s [k A f d l u g h n k s j k T ; k a } k j k f o d f l r f d l h H k h , d 1/6 l s 12 1/2 d { k k dh f g a n h dh i k B ; i p r d dk r g y u k R e d v / ; ; u A

UNIT- IV

Marks:15

l g k ; d f' k { k. k l k e x h & f i a e h f M ; k r F k k v U ; i k B ; l k e x h t s c P p s } k j k p u h x b z l k e x h i f = d k ,] v [k c k j] d { k k & i p r d k y ; v k f n] v k b z l h - V h - & n " ; & J 0 ; l k e x h] j f M ; k j V s y h f o t e u f i Q Y e s H k k " k k i z k s x ' k k y k] l g l a k k u k R e d x f r f o f / k ; k a dh : i j s [k k 1/2 p p k j o k n f o o k n] [k s y d k ; z k k y k ,] x k s B h v k f n 1/2 x f r f o f / k @ i k s V Q k s y ; k j i f' k { k. k d s n k s k u & vi u h e u i l a n d f o r k v k a dk l a d y u r F k k m u ij , d y s [k A f g a n h dh f d l u g h n k s e f g y k @ c k y i f = d k v k a dh l e h { k k A l h f e r l a k / k u k a e a v k M ; k a @ o h f M ; k a dk ; & e d s d { k k e a b L r e k y dh ; k s t u k c u k u k A vi u s { k s = e a i p f y r y k d d F k k] y k d x h r k a dk l e n g e a c V d j l a d y u r s k j d j u k A d { k k f' k { k. k d s n k s k u & p u k s h i w k z c P p k a d k s /; k u e a j [k r s g q n k s l g k ; d f' k { k. k l k e x h r s k j d j u k fo | k y ; h v u t k o d k ; & e d s n k s k u fo | k f F k z ; k a l s g L r f y f [k r i f = d k dk f o d k l ; k g L r f y f [k r i f = d k dh : i j s [k k r s k j d j o k u k A fo | k y ; h v u t k o d k ; & e d s n k s k u fo | k f F k z ; k a } k j k g L r f y f [k r l e k p k j & l k = dk f o d k l d j o k u k A



UNIT- V

Marks:15

vkdyu dh Hkfredk vksj egRo& %eW; kadu dh Hkfredk cPpka dh ekfydrk vksj Hkk"kk iz; ksx ea mudh l'tukRedrk dks iSuk cukuk gA% 1- Hkk"kk fodkl dh ixfr dk vkdyu& lrr-vksj l exz eW; kadu] LoelW; kadu] vki l h eW; kadu] l eng eW; kadu] i kS/Qkfy; ks 2- izuka dk Lo: lk] izuka ds vk/kkj fcng & l eL; k l ek/kku l aakh izu] l'tukRed fparu okys izu] l ekykpukRed fparu okys izu] dYiuk'khyrk dks thfor djus okys izu] ifjos kh; l txrk okys izu] xfrfof/k vksj VklD %[kqys izu] cgfodYih izu% 3- QhMcSd %fo|kFkh] vfHkHkkod vksj v/; ki d% vksj fjiksVZ xfrfof/k@i kS/Qkfy; kj if'k{k.k ds nksj ku& nl oha vksj ckjgoh d{kk ds fdl h Hkh ckMZ dh ijh{kkvka ds fgnh ds izui=ka %i Nys rhu o"kk% dh l eh{kk dja , d gh l oky ij cPpka }kjk vyx&vyx vk, tokca ij l eng ea ppkZ dja d{kk 6 l s 12 rd dh fgnh dh ikB; i qrdka ea l s , d s nl izu Nka/s ftuea Hkk"kk eW; kadu dk l'tukRed jos k ifjyf{kr gsrk gS %l eng dk; % d{kk f'k{k.k ds nksj ku& %d% d{kk Ng ds fdl h cPps dh iFke =sekf d vkdyu fjiksVZ ea fn, x, l qkoka dk v/; ; u djuka %[k% bu l qkoka dk cPps ds Hkk"kk; h fodkl ea bLrøky djus ds fy, ; qDr; k l qkoka ifj; kstuk dk; & mPp i kFfed Lrj ij vkdyu , oa eW; kadu dh ekStink ifr; k ij fjiksVZ rS kj dja , u l h bz vkj Vh }kjk izdkf'kr vkdyu l kr i qLrdk Hkk"kk fgnh lk<a rFkk bl ea vk, vkdyu l aakh fr; kdyki ka dks d{kk 6 l s 12 ds vuq lk fodkl r djrs gq , d l f{klr ys[k fy[kA



**Pedagogy of Language (Urdu)
(BED-204(VII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(VII)	Pedagogy of Language (Urdu)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS-I

Different Creative Forms of Urdu Language: Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Urdu from different Indian languages. *Activities:* Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself. Take any creative writing related to History, e.g. *Tahzeeb Kya Hai* and prepare a flow chart on the main events. Review any story and have a discussion in groups. Take any piece on Geography and prepare a teaching strategy for teaching any geographical phenomena, e.g. climate change, water. *Teaching Practice:* Take any topic of your choice and write about it in any form of creative writing.

UNIT- II

Marks:15

LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama. Introduction of various literary forms of Urdu language. Classical Urdu literature and modern Urdu literature. Planning lessons in prose. Planning lessons in poetry. Drama at various school levels. *Activities:* Review any two stories of your choice. Interview any local artist/poet/writer. Collect Indian folktales in English (translated). Prepare a newsletter on the basis of your school experience programme (hand written). *Teaching Practice:* Take any creative writing, e.g. poem or story and develop teaching strategy to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; (c) teaching the same piece to children with special needs. *Action Research:* Identify and list language (Urdu) related errors common among students. Prepare a list of idioms and proverbs in Urdu Handling any creative piece in the classroom on the basis of (a) level of the students; (b) perspective. Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.



UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Keeping in view the needs of the learners to develop meaningful strategies). *Activities:* Do a comparative study of one textbook of Urdu from any class (VI to VII) developed by any two states. Prepare an outline for the development of the textbook for the same class for your state. *Project:* Prepare a collection of poems and stories of your choice.

UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, news-papers, class libraries, etc., ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. *Activities:* Prepare a list of audio-visual aids related to teaching of Urdu and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic 'Language of Children' or any other related topic. *Project:* Prepare an outline of a school magazine. Develop the material for school magazine based on your experiences during school experience practice. Review contemporary children's literature. Review any two magazines for women.

UNIT- V

Marks:15

ASSESSMENT—ITS ROLE AND IMPORTANCE

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. 2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness. 3. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of Urdu language (Previous 3 Years)- Classes X and XII (any board) in the light of new approach of assessment. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. Analyze answers given by the learner for one particular question. Select any ten questions from the Class VI Urdu textbook which lends scope to the creativity of the learners. Study the key points of the Ist term assessment of any student of Class V Devise a strategy to incorporate the suggestions given in the Ist term report for the progress of the learner.



**Pedagogy of Language (Sanskrit)
(BED-204(VIII))**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-203(VIII)	Pedagogy of Language (Sanskrit)	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE - Teaching of prose, Teaching of poetry, Teaching of pronunciation, Teaching of grammar, Teaching of fables, Teaching of drama, *Activities*: Discussion on the different presentations of teaching. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself in Sanskrit. Collect interesting folktales in Sanskrit. Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation. *Action Research*: Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme. Prepare the list of common errors in Sanskrit among students. Interview any Sanskrit expert regarding Sanskrit teaching. Prepare a newsletter in Sanskrit on the basis of your school experience programme.

UNIT- II

Marks:15

IMPORTANCE OF LESSON PLAN - Lesson plan – Nature, objectives and needs. Lesson plan of prose, poetry, drama, story, and grammar. Types of lesson plans. Micro Teaching – Nature, objectives, needs, merits, demerits. Micro Teaching Skills – Introduction, questioning and blackboard writing. *Activities*: Discussion on the different types of lesson plans. Prepare a lesson plan on one lesson and have a discussion on that.

UNIT- III

Marks:15

DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Keeping in view the needs of the learners to develop meaningful strategies.) *Activities*: Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states. Prepare an outline for the development of the textbook for the same class for your state. Interview any member of the textbook development committee of Sanskrit textbooks (NCERT/SCERTs/Rashtriya Sanskrit Sans than/ Sanskrit Universities/State Boards). *Project*: Prepare a collection of poems and stories in Sanskrit of your choice.



UNIT- IV

Marks:15

TEACHING-LEARNING MATERIALS AND AIDS -

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audiovisual aids, films, language labs etc; Psychological perspectives of audiovisual aids
Activities: Prepare a list of audio-visual aids related to teaching of Sanskrit and use them wherever necessary. Identify and prepare different types of teaching aids for children with special needs (speech impaired). Organize a workshop/seminar/conference on the topic— 'Improvement of Sanskrit Teaching at School Level' or any other related topic. *Project:* Prepare an outline of a school magazine in Sanskrit. Develop the material for school magazine based on your experiences during school experience practice. Review contemporary children's literature in Sanskrit. Review any two Sanskrit magazines for women.

UNIT- V

Marks:15

ASSESSMENT – ITS ROLE AND IMPORTANCE

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation– oral, written, portfolio; Cloze test, self evaluation; Peer evaluation; Group evaluation. 2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting – Problem solving, creative and critical thinking, enhancing imagination and environmental awareness. 3. Feedback to students, parents and teachers. *Activities:* Write a report on current practices of assessment and evaluation at the Upper Primary Stage. Analyze the question papers of Sanskrit language (previous 3 years)– Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment. Develop question paper for upper primary and secondary stage to assess all the aspects of teaching Sanskrit. Analyze answers given by the learner for one particular question. Select any ten questions from Class VI Sanskrit textbook which lend a scope to the creativity of the learners. Study the key points of the Ist Term assessment of any student of Class VI. Devise a strategy to incorporate the suggestions given in the Ist Term report for the progress of the learner.



**Assessment for Learning
(BED-205)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-205	Assessment for Learning	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:20

EXAMINATION SYSTEM: A SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS OF THE RELATED ISSUES

Examination for gradation.Examination for social selection and placement.Impact of the prevailing examination system on student learning and stakeholders. Entrance tests and their influence on students and school system.

UNIT- II

Marks:20

SCHOOL-BASED ASSESSMENT AND EVALUATION: POLICIES, PRACTICES AND POSSIBILITIES

Impact of examination-driven schooling. On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing. On school culture. De-linking school-based assessment from examinations: Some possibilities and alternate practices.

UNIT- III

Marks:20

EXAMINATION REFORM EFFORTS - Examination reform efforts in India based on: Secondary Education Commission (1952-53). Kothari Commission (1964-66). National Policy on Education (1986) and Programme of Action (1992). National Curriculum Framework (2005) developed for school education. National Focus Group Position Paper on Examination Reform. (Discussion should cover analysis of recommendations, implementations and the emerging concerns).

UNIT- IV

Marks:15

DIRECTIONS FOR EXAMINATION REFORM - Introducing flexibility in examination-taking requirements. Improving quality and range of questions in exam papers. Including school-based credits. Alternative modes of certification. Examination management. Role of ICT in examination.



**Learning to Function as a Teacher
(BED-206)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-206	Learning to Function as a Teacher	75	25	25	100	-	-	-	-	100	3 Hours

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school for a duration of two and a half months, in two time slots. Initially, they will be attached to particular school for two weeks as 'school attachment'. This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching learning. A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalize. After about two weeks, they will go for 'school placement' of two months. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty. They will be engaged in the school functioning in all its aspects. In this course, the student-teachers will - undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school internship; reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and, learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.

**(DURING TWO SUCCESSIVE PERIODS OF INTERNSHIP
2 WEEKS AND THEN 2 MONTHS)**

Task Set 1

Visualizing teaching-learning situations in one's subject in given school context involves preparing teaching-learning situations with the givens: school, class group, subject content, time duration (for single lessons as well as for two complete Units of study in one's chosen subject areas, if possible at two different class levels); visualizing details of teaching-learning sequences, and learning path of students, keeping all considerations in view; implementation of teaching-learning plan in 'Classroom' learning environment as well as assessment of student learning; discussion, reflection, re-consideration and consolidation (after each engagement as well as end of Unit).



Task Set 2

Participating in various 'out of classroom activities' in school. Organizing events. Study (and preparation) of school calendar, time table, assessment schedule. Preparing a suggested comprehensive plan of action for some aspect of school improvement.

Modes of Learning Engagement

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor - when available - will guide and debrief the student teacher on a periodic basis. Adequate classroom contact hours for subject-based teaching-learning will be undertaken in consultation with the school mentor. A journal should be maintained by student teacher in which he/she records one's experiences, observations, and reflections. The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records. Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning. The Institute, in liaison with the schools, should prepare details of the school placement programme.

Modes of Assessment

Formative Assessment: 250 Marks

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributed across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250.



**Enriching Learning through
Information and Communication
Technology
(BED-207)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-207	Enriching Learning through Information and Communication Technology	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

RELEVANCE OF ICT IN EDUCATION (RADIO, TELEVISION, COMPUTERS)

Role of information technology in 'construction of knowledge'. Possible uses of audio-visual media and computers.

UNIT- II

Marks:15

VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA

Use of radio and audio medias: Script writing, storytelling, songs, etc. Use of television and video in education. Use of newspaper in education.

UNIT- III

Marks:15

USE OF COMPUTERS IN SCHOOLS

Functional knowledge of operating computers–on/off, word processing, use of power point, excel. Computer as a learning tool. Effective browsing of the internet for discerning and selecting relevant information. Survey of educational sites based in India. Downloading relevant material. Cross collating knowledge from varied sources. Competencies in developing original software.



UNIT- IV

Marks:15

VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

Preparation of learning schemes, Interactive use of audio-visual programme, Developing PPT slide show for classroom use, Use of available software or CDs with LCD projection for subject learning interactions, Generating subject-related demonstrations using computer software, Enabling students to plan and execute projects (using computer based research), Engaging in professional self-development, Collaborative learning tasks, Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

UNIT- V

Marks:15

INDIAN AND INTERNATIONAL EXPERIENCE IN ICT-AIDED LEARNING

Innovative usage of technology: Some case studies. Use of technology integration in resource-plenty as well as resource-scarce situations. Critical issues in 'internet usage' – authenticity of information, addiction, plagiarism, downsides of social networking group.



**Health and Physical Education
(BED-208)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-208	Health and Physical Education	75	25	25	100	-	-	-	-	100	3 Hours

Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills. Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-person ship; Need for diet planning; Food and water; Safety and laws. Pollution–types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling.

• Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-person ship. Games and Sports—athletics, games, rhythmic activities and gymnastics. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports. Yogic practices–importance of yoga, yogasanas, kriyas and pranayam. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages. *Practical:* Practical is relevant for both the years. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game. Organization of games and sports tournaments. Learning and performing of basic yogic activities. *Modes of Learning:* The content of this area should be meaningfully related to the student teachers, environment and life. Activities which do not involve much cost or how cost activities may be identified because most of the schools cannot afford high cost facilities and equipments. Along with creating awareness about various health-related aspects, the focus of learning should be on developing positive attitudes and healthy habits and responsible behavior towards health. The organization of activities, particularly related to sports should ensure the participation of all students-teachers. However, at the same time an element of healthy competition to search talent may also be cautiously introduced.



The following methods may be adopted: Interactive discussions, group-work, sharing of experiences, organizing various activities, analyzing various topics by using various charts, photographs and other materials on aspects of health-related issues. Demonstrations, observations, visit to places, preparing work-book and models. Organizing school health check-ups, referral, practical classes of first aid. Projects and assignments for individual learners as well as for group work and their record of activities. Guiding them in the organization of games and sports and demonstration of yogic activities. *Assessment:* The assessment in Health and Physical Education should be continuous and systematic and should measure all the multi-dimensional aspects of the student-teacher. Regular and objective assessment can also serve as a motivation to the student-teacher to make effort to improve his/her health and performance. Students-teachers should be assessed regarding\ knowledge, practices and skills based on observations, submission of projects and assignments, participation in various games and sports and physical fitness tests. Various fitness tests may also be used.



**Arts & Aesthetics
(BED-209)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-209	Arts & Aesthetics	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:25

VISUAL ARTS AND CRAFTS (PRACTICAL)

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc. Paper framing and display of Art works.

UNIT- II

Marks:25

PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry. Viewing/listening to live and recorded performances of Classical and Regional Art forms. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach. Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT- III

Marks:25

APPRECIATION OF ARTS (THEORY)

Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education. What is the difference between Education in Arts and Arts in Education. Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose). Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose). Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose). Indian festivals and its artistic significance.



**Gender Issues in Education
(BED-210)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-210	Gender Issues in Education	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

GENDER ISSUES: KEY CONCEPTS

In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations 1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism 1.2 Gender bias, gender stereotyping, and empowerment 1.3 Equity and equality in relation with caste, class, religion, ethnicity, disability and region. *Suggested Practicum:* Preparation of project on key concepts and relating it with the social context of the pupil teacher. Analysis of textual materials from the perspective of gender bias and stereotype. Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

UNIT- II

Marks:15

GENDER STUDIES: PARADIGM SHIFTS

In this Unit, the students will develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop. They would be able to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment. 2.1 Paradigm shift from women's studies to gender studies 2.2 Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education 2.3 Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans. *Suggested Practicum:* Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilization of women, such as the *Mahila Samakhya* programmes. Project on women role models in various fields with emphasis on women in unconventional roles.



UNIT- III

Marks:15

GENDER, POWER AND EDUCATION

In this Unit, the students will develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialization processes would be analyzed to see how socialization practices impact power relations and identity formation. 3.1 Theories on Gender and Education: Application in the Indian Context. Socialization theory. Gender difference. Structural theory. Deconstructive theory 3.2 Gender Identities and Socialization Practices in: Family, Schools, Other formal and informal organization. 3.3 Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

Suggested Practicum: Discussion on theories of gender and education with its application in the Indian context. Project on analyzing the institution of the family. (i) Marriage, reproduction (ii) Sexual division of labor and resources. Debates and discussions on violation of rights of girls and women. Analysis of video clipping on portrayal of women. Collection of folklores reflecting socialization processes.

UNIT- IV

Marks:15

GENDER ISSUES IN CURRICULUM

Students will build on the previous two Units to understand how gender relates to education and schooling. In this Unit, the students will be able to understand on how school as an institution addresses gender concerns

in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality. 4.1 Gender, culture and institution: Intersection of class, caste, religion and region 4.2 Curriculum and the gender question 4.3 Construction of gender in curriculum framework since Independence: An analysis 4.4 Gender and the hidden curriculum 4.5 Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy) 4.6 Teacher as an agent of change 4.7 Life skills and sexuality.

Suggested Practicum: Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations. Preparation of tools to analyze reflection of gender in curriculum.. Preparation of checklist to map classroom processes in all types of schools. Field visits to schools, to observe the schooling processes from a gender perspective.

UNIT- V

Marks:15

GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

The Unit will enable students to apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse. 5.1 Linkages and differences between reproductive rights and sexual rights 5.2 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 5.3 Sites of conflict: Social and emotional 5.4 Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions 5.5 Agencies perpetuating violence: Family, school, work place and media (print and electronic) 5.6 Institutions redressing sexual harassment and abuse. *Suggested Practicum:* Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed. Debate on how they perceive role models in their own lives. Preparing analytical report on portrayal of women in print and electronic media.



**Addressing Special Needs in the Classrooms
(BED-211)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-211	Addressing Special Needs in the Classrooms	75	25	25	100	-	-	-	-	100	3 Hours

UNIT- I

Marks:15

PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT- II

Marks:15

LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006. Programmes and Schemes of Education of Children with Disabilities: Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009). Special Role of Institutions for the Education of Children with Disabilities–Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centers (CRCs), District Disability Rehabilitation Centers (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.



UNIT- III

Marks:15

DEFINING SPECIAL NEEDS

Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotors and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities). Special needs in terms of the curriculum in the context of different disabilities and their learning styles. Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach. Community-based education.

UNIT- IV

Marks:15

INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

School's readiness for addressing learning difficulties. Assessment of children to know their profile. Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. Classroom management and organization. Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM. Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc. Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State. Documentation, record keeping and maintenance.

UNIT- V

Marks:15

DEVELOPING SUPPORT NETWORKS

Addressing social climate of the classroom. Child-to-child programme. Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home. Involving community resources as source of support to teachers. Involving external agencies for networking – setting up appropriate\ forms of communication with professionals and para professionals. Liaising for reciprocal support of pre-school programmes, prevocational training programmes, social security, different provisions, concessions, etc.



**Reporting
(BED-212)**

Course code	Title of the Paper	Distribution of Marks								Grand Total (i= d+h)	Duration of Exam
		Theory		MST (c)	Total (d = a+c)	Practical		TW (g)	Total (h= e+g)		
		Max (a)	Min (b)			Max (e)	Min (f)				
BED-212	Addressing Special Needs in the Classrooms	75	25	25	100	-	-	-	-	100	3 Hours

The purpose is to provide student-teachers an opportunity to take an overview of all experiences and learning in the two years, consolidate their understandings and 'construct' their own meanings in terms of 'What It Means to be a Teacher'. Each student teacher will be expected to make (a) a written report of the above (b) a final presentation to the group. **A Note for Teacher Educators on the Nature of School-based Learning Experiences-** The role of teacher educator as expected to facilitate the process of student teacher development has been viewed in terms of theoretical understanding of the pedagogical process and corresponding practice. This has also been conceptualized in relation to his/her proactive role, which leads learners towards acquiring vision of educational development. A few aspects of the programme have been cited here to bring the specificity in their role. This two-year programme envisages that student-teachers will need structured and graded learning experiences within school contexts. These experiences should not be limited to visits to a single school, nor are these experiences restricted to the practice teaching classes in their subject areas. The experiences of student-teachers should thus cover a range of local schools and also a more extended attachment to a particular school in their home states. The school-based learning experiences could be categorized into: School-based observations. Structured interactions within schools. Planned teaching-learning situations within classrooms. These 'real life' field observations and interactions may often form the basis for giving meaning to conceptual aspects of various courses, as well as developing their professional understanding and sensibility as teachers. Such school-based experiences are indicated as part of the modes of learning engagement within the several of the course descriptions. This will require teacher educators to meet periodically and coordinate the purposes of each school visit, so that multiple objectives are met with each visit. Some Examples of School-based (or Field-based) Learning Experiences that are envisaged are listed below: