



Ref. No. BBMKU/R/910/2020

Date: 01/10/2020

सेवा में,

सचिव/ प्राचार्य,

राजी शिक्षक प्रशिक्षण महाविद्यालय,

बिनोद बिहारी महतो कोयलाघल विश्वविद्यालय, धनबाद के अन्तर्गत।

विषय- बी०एड० महाविद्यालयों के शैक्षणिक सत्र, 2021-23 एवं 2022-24 पाठ्यक्रम हेतु संबद्धन दीर्घीकरण प्रदान करने के संबंध में।

प्रमाण- प्रज्ञांक-DHE-sec-5/AFFIL GEN COL-22/2020/HTESD 986, झारखण्ड सरकार, राँची, दिनांक 18.09.2020।

महाराज,

निदेशक उच्च शिक्षा, उच्च तकनीकी शिक्षा एवं कौशल विकास विभाग के प्रज्ञांक- DHE-sec-5/AFFIL GEN COL-22/2020/HTESD 986, झारखण्ड सरकार, राँची, दिनांक 16.09.2020 के आलोक में निम्नलिखित शिक्षक प्रशिक्षण महाविद्यालयों को बी०एड० पाठ्यक्रम हेतु सत्र 2021-23 एवं 2022-24 के लिए अंकित शर्तों के अधिन अस्थायी संबद्धन दीर्घीकरण के प्रस्ताव पर स्वीकृति प्रदान की जाती है-

क्रमांक	महाविद्यालयों के नाम	सत्र
1	डॉ० एस० रामकृष्णन कॉलेज ऑफ एजुकेशन, गिकिसरा, धार, बोकारो	2021-23 एवं 2022-24
2	कुमार बी० एड० कॉलेज, खडनी मोड़, धनबाद	2021-23 एवं 2022-24
3	धनबाद टीचर्स ट्रेनिंग कॉलेज, गोपालगंज, धनबाद	2021-23 एवं 2022-24
4	स्वामी सहजानन्द सरस्वती बी०एड० कॉलेज, बोकारो स्टील सिटी, बोकारो	2021-23 एवं 2022-24
5	राजीव गांधी टीचर्स ट्रेनिंग कॉलेज, धनबाद	2021-23 एवं 2022-24
6	आर० ए० टीचर्स ट्रेनिंग कॉलेज, फतरास बाजार, धनबाद	2021-23 एवं 2022-24
7	ए० आर० ए० बी०एड० कॉलेज, बोकारो स्टील सिटी, बोकारो	2021-23 एवं 2022-24
8	एन० पी० टीचर्स ट्रेनिंग कॉलेज, घिराघास, धार, बोकारो	2021-23 एवं 2022-24
9	बी० बी० ए० टीचर्स ट्रेनिंग कॉलेज, सरदवा, धार, बोकारो	2021-23 एवं 2022-24
10	लक्ष्मण शिक्षक प्रशिक्षण महाविद्यालय, जोरघोष, धनबाद	2021-23 एवं 2022-24
11	बिनोद बिहारी महतो टीचर्स ट्रेनिंग कॉलेज, तोपघाटी, धनबाद	2021-23 एवं 2022-24
12	प्रज्ञान्या बी०एड० कॉलेज, बलिघापुर, धनबाद	2021-23 एवं 2022-24
13	शमशुल हक मेमोरियल टीचर्स ट्रेनिंग कॉलेज, जमबोना, धनबाद	2021-23 एवं 2022-24
14	स्वामी विवेकानंद टीचर्स ट्रेनिंग कॉलेज, करमाटाड, बोकारो	2021-23 एवं 2022-24
15	भावनन्द घोषी कॉलेज ऑफ एजुकेशन, धार, बोकारो	2021-23 एवं 2022-24
16	स्वामी रामकृष्ण परमहंस टीचर्स ट्रेनिंग कॉलेज, करमाटाड, बोकारो	2021-23 एवं 2022-24
17	रवि महतो स्मार्क टीचर्स ट्रेनिंग (बी० एड०) कॉलेज, महुवा, धनबाद	2021-23 एवं 2022-24
18	दामोदर वैली टीचर्स ट्रेनिंग कॉलेज, पनेहट, धनबाद	2021-23 एवं 2022-24
19	तैयब मेमोरियल टीचर्स ट्रेनिंग इंस्टीट्यूट, सरकारडीह, गोविन्दपुर, धनबाद	2021-23 एवं 2022-24
20	डॉ० डॉ० टीचर्स ट्रेनिंग कॉलेज, गोविन्दपुर, धनबाद	2021-23 एवं 2022-24
21	डॉ० सी० सी० महतो टीचर्स ट्रेनिंग कॉलेज, धार, बोकारो	2021-23 एवं 2022-24

शर्त-

1. विभाग द्वारा महाविद्यालयों का कभी भी औचक निरीक्षण किया जा सकता एवं किसी भी प्रकार की अनियमितता पाये जाने या एन०सी०टी०ई०/राज्य सरकार/विश्वविद्यालय द्वारा निर्धारित मापदण्ड के अनुरूप व्यवस्था नहीं पाये जाने पर संबद्धता समाप्त करने की नियमानुसार कार्रवाई की जायेगी।
2. महाविद्यालय द्वारा विश्वविद्यालय के निरीक्षण प्रतिवेदन में दिए गए सुझाव एवं शर्तों का अनुपालन समय सीमा के अन्दर किया जायेगा।
3. महाविद्यालय पूर्व क्षेत्रीय समिति राष्ट्रीय अध्यापक शिक्षा परिषद, भुवनेश्वर द्वारा लगाये गये शर्तों का अनुपालन सुनिश्चित करेगा।
4. महाविद्यालय राज्य सरकार द्वारा निर्गत परिशिष्ट में वर्णित प्रावधान का अक्षरशः अनुपालन सुनिश्चित करेगा।
5. महाविद्यालय को दो वर्ष के अन्दर NAAC Accredited कराना आवश्यक होगा।

कर्मल (डॉ०) मिथिलेश कुमार सिंह (सि०फि०)
मुख्याधिकारी

01/10/2020



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E-mail:- registrarbbmku@gmail.com

Ref. No. BBM KU/R/..10.3.1.../2023

Date: 12/06/2023

प्रेषक:

कुलसचिव,
बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय,
धनबाद।

सेवा में,

प्राचार्य,
बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय के अंतर्गत
आनेवाले सभी बी० एड० महाविद्यालय।

विषय: बी०एड० महाविद्यालयों को बी०एड० पाठ्यक्रम के अंतर्गत विभिन्न शैक्षणिक सत्रों के लिए अस्थायी संबंधन दीर्घाकरण प्रदान करने के संबंध में।

प्रसंग:- पत्रांक-DHESec2/संबंधन-27/2020/HTESD-988, दिनांक- 04/05/2023

महाशय,

निदेशक, उच्च एवं तकनीकी शिक्षा विभाग, के पत्रांक DHESec2/संबंधन-27/2020/HTESD-988, दिनांक- 04/05/2023 के आलोक में निम्न लिखित शिक्षक प्रशिक्षण महाविद्यालयों को बी०एड० पाठ्यक्रम हेतु कंडिका-02 में अंकित शर्तों के अधीन अस्थायी संबंधन दीर्घाकरण प्रदान की गयी है:-

क्रम संख्या	महाविद्यालय का नाम	सत्र
1.	डो० सी०सी० महतो टीचर्स ट्रेनिंग कॉलेज, नागेन मोड, चास, बोकारो	2023-25, 2024-26 एवं 2025-27
2.	दामोदर वैली शिक्षक प्रशिक्षण महाविद्यालय, पतलाबाडी, चिरकुंडा, धनबाद	2023-25, 2024-26 एवं 2025-27
3.	रवि महतो स्मारक टीचर्स ट्रेनिंग कॉलेज, महुदा, धनबाद	2023-25, 2024-26 एवं 2025-27
4.	बि०बि०एम० बी०एड० कॉलेज, सरदाहा, चास, बोकारो	2023-25, 2024-26 एवं 2025-27
5.	के० के० टीचर्स ट्रेनिंग कॉलेज, गोविंदपुर, धनबाद	2023-25, 2024-26 एवं 2025-27
6.	राजीव गांधी मेमोरियल टीचर्स ट्रेनिंग कॉलेज, दिग्वाडीह, पाथरडीह, धनबाद	2023-25, 2024-26 एवं 2025-27

Kumod Rajan

Principal

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Date: .../.../2023

7.	धनबाद टीचर्स ट्रेनिंग कॉलेज, गोपालगंज, धनबाद	2023-25, 2024-26 एवं 2025-27
8.	कुमार बी०एड० कॉलेज, खरनी मोड़, पंचरुखी, बाघमारा, धनबाद	2023-25, 2024-26 एवं 2025-27
9.	एन०पी० टीचर्स ट्रेनिंग कॉलेज, चिरा चास, बोकारो	2023-25, 2024-26 एवं 2025-27
10.	बिनोद बिहारी महतो मेमोरियल टीचर्स ट्रेनिंग कॉलेज, तोपचांची, धनबाद	2023-25, 2024-26 एवं 2025-27
11.	डॉ० एस० राधाकृष्णन कॉलेज ऑफ एडुकेशन, चिकसिया, चास, बोकारो	2023-25, 2024-26 एवं 2025-27
12.	भावनाथ चौधरी कॉलेज ऑफ एडुकेशन, दीवान गंज, चास, बोकारो	2023-25, 2024-26 एवं 2025-27
13.	स्वामी सहजानन्द सरस्वती बी०एड० कॉलेज, बोकारो	2023-25, 2024-26 एवं 2025-27
14.	स्वामी विवेकानन्द टीचर्स ट्रेनिंग बी०एड० कॉलेज, करमाटांड, बोकारो	2023-25, 2024-26 एवं 2025-27
15.	प्रजन्त्या बी०एड० कॉलेज, पहाडपुर, बलियापुर, धनबाद,	2023-25, 2024-26 एवं 2025-27
16.	शमशुल हक मेमोरियल टीचर्स ट्रेनिंग कॉलेज, आमबोना, धनबाद	2023-25, 2024-26 एवं 2025-27
17.	ए०आर०एस० बी०एड० कॉलेज, बोकारो	2023-25, 2024-26 एवं 2025-27
18.	तैयब मेमोरियल टीचर्स ट्रेनिंग इंस्टीट्यूट, सरकारडीह, गोविंदपुर, धनबाद	2023-25, 2024-26 एवं 2025-27
19.	तथागत टीचर्स ट्रेनिंग कॉलेज, जोरापीपल, कल्याणपुर, धनबाद	2023-25, 2024-26 एवं 2025-27

शर्तः-

- विश्वविद्यालय के निरीक्षण प्रतिवेदन में दिये गए सुझाव एवं शर्तों का अनुपालन महाविद्यालय द्वारा समय सीमा के अंदर किया जाएगा।
- महाविद्यालय पूर्वा क्षेत्रीय समिति राष्ट्रीय अध्यापक शिक्षा परिषद, नई दिल्ली द्वारा लगाए गए शर्तों का अनुपालन सुनिश्चित करेगा।
- महाविद्यालय राज्य सरकार द्वारा निर्गत परिनियम में वर्णित प्रावधान का अक्षरशः अनुपालन सुनिश्चित करेगा।

Kumud Rajan
Principal
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Date:.....13/06/23

- iv. जिन महाविद्यालयों को NAAC द्वारा Accreditation प्राप्त नहीं है, उन्हें विश्वविद्यालय द्वारा संबंधन दीर्घाकरण की अधिसूचना जारी होने के 06 महीने के अंदर NAAC Portal पर IIQA submit करते हुए इसकी सूचना विश्वविद्यालय के माध्यम से विभाग को उपलब्ध कराता अनिवार्य होगा। उक्त का अनुपालन नहीं होने की स्थिति में विश्वविद्यालय द्वारा ऐसे महाविद्यालय के संबंधन रद्द करने की प्रक्रिया प्रारम्भ की जाएगी।
- v. विभाग एवं विश्वविद्यालय द्वारा महाविद्यालय का कभी भी औचक निरीक्षण किया जा सकेगा एवं किसी भी प्रकार की अनियमितता पाये जाने या एन0सी0टी0ई0/ राज्य सरकार/ विश्वविद्यालय द्वारा निर्धारित मापदंड के अनुरूप व्यवस्था नहीं पाये जाने पर संबधता समाप्त करने की नियमानुसार करवाई की जाएगी।


Principal
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13/06/2023


13/06/23
(डॉ० सुधिनता सिन्हा)
कुलसचिव (I/C)

बि०बि०म०को०वि०, धनबाद

SYLLABUS FOR TWO-YEAR

Bachelor of Education

B.Ed COURSE

As per N.C.T.E. Regulation 2014

BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY, DHANBAD

ADOPTED FROM (PARENT) VINOBA BHAVE UNIVERSITY, HAZARIBAG

Kumar Singh
Principal
B. B. M. B.Ed College
Sardaha, Chapra, Patna

STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 2

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
81	7	Pedagogy of a school subject-part1(1/2)	B.Ed TC-203	03	03	01	10	40	50

NOTE-PEDAGOGY OF A SCHOOL SUBJECT –PART 1(1/2)-B.Ed TC 203

Language-English B.Ed TC 203-1,

Hindi B.Ed TC 203-2,

Urdu B.Ed TC 203-3,


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Sanskrit B.Ed TC 203-4,

Social studies-

Social Science B.Ed TC 203-6,

History B.Ed TC 203-7,

Civics B.Ed TC 203-8,

Geography B.Ed TC 203-9,

Economics B.Ed TC 203-10,

Commerce B.Ed TC 203-11,

Mathematics-B.Ed TC 203-12,

Science-Physical science – B. Ed. TC 203-13,

Biological Science – B. Ed. TC 203-14,


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STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 3

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
11.	9	Pedagogy of s school subjects- part II(1/2)	B.Ed TC 301	03	03	01	10	40	50

NOTE-PEDAGOGY OF A SCHOOL SUBJECT –PART 1(1/2)-B.Ed TC 301

Language-English B.Ed TC 301-1,

Hindi B.Ed TC 301-2,

Urdu B.Ed TC 301-3,

Sanskrit B.Ed TC 301-4,



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Social studies-

Social Science B.Ed TC 301-6,

History B.Ed TC 301-7,

Civics B.Ed TC 301-8,

Geography B.Ed TC 301-9,

Economics B.Ed TC 301-10,

Commerce B.Ed TC 301-11,

Mathematics-B.Ed TC 301-12,

Science-Physical science – B. Ed. TC 301-13,

Biological Science – B. Ed. TC 301-14,


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SEMESTER 4

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
	13 Optional courses	a) Vocational/work education b) Health and Physical education c) Peace Education d) Guidance and Counseling e) Issues of Conservation and Environmental Regeneration f) Yoga Education g) Value Education and Human Rights	B.Ed TC-404a B.Ed TC-404b B.Ed TC-404c B.Ed TC-404d B.Ed TC-404e B.Ed TC-404f B.Ed TC-404g	03	03	01	10	40	50

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SYLLABUS FOR TWO-YEAR
Bachelor of Education
B.Ed COURSE
As per N.C.T.E. Regulation 2014

BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY, DHANBAD

**ADOPTED FROM (PARENT) VINOBA BHAVE UNIVERSITY,
HAZARIBAG**

Ramesh Prasad

Principal
B. B. M. B.Ed College
Sardaha, Chas. Bokaro

SEMESTER 2

Pedagogy Course Part I

Pedagogy of Language (English)

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and

Kumar Sanyal

Principal
B. B. M. B.Ed College
Sardaha, Char

- textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1. LANGUAGE AND SOCIETY : Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

2. LANGUAGE IN SCHOOL: Centrality of language in learning; 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'
- Multilingualism as a Resource

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 neighbourhood 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.

2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a language of knowledge; Position of English as second language in India; 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.

Kumar Singh

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- Topic for Debate: Globalisation and English

Project

- Do a survey of five schools in your neighbourhood to find out Level of Introduction of English

UNIT 2

3: AN OVERVIEW OF LANGUAGE TEACHING

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL) 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, 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 3

4: NATURE OF LANGUAGE

ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

- Have a discussion on the topic 'Difference between Spoken and Written language'.

Kamla Prasad

Principal

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Sardaha, Chas. Bokarr

5: 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; 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, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, 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. (5Each)

Project

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40



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उद्देश्य – प्रस्तुत पाठ्यक्रम के माध्यम से हिन्दी शिक्षण सम्बन्धी विधियों, युक्तियों, प्रयोगों एवं प्रणालियों का संज्ञान विकसित कर हिन्दी शिक्षकों में भाषायी दक्षता एवं भाषा-शिक्षण की नवीनतम रचना कौशलों में पारंगति लाना प्रमुख उद्देश्य है। भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के विविध पक्षों एवं हिन्दी भाषिक तत्वों के शिक्षण की दृष्टि से उच्चारण, वर्तनी, शब्द, वाक्य रचना एवं व्याकरण शिक्षण के साथ साहित्यिक विधाओं की दृष्टि से गद्य, द्रुतपाठ, कहानी, रचना, नाटक, कविता आदि की शिक्षण विधियों में प्रवीणता लाना भी इस पाठ्यक्रम का प्रमुख प्रयोजन है जिससे कुशल, प्रभावी एवं आधुनिक प्रविधियों में सहजता रखने वाले हिन्दी-शिक्षक तैयार हों सकें।

प्रस्तुत पाठ्यक्रम के माध्यम से उच्च माध्यमिक स्तर (2 स्तर) पर हिन्दी व्याख्याताओं को हिन्दी शिक्षण के कौशलों एवं प्रवीणताओं से सज्जित करना मुख्य ध्येय है। इसके अंतर्गत हिन्दी व्याकरण, रचना एवं साहित्यिक विधाओं यथा: गद्य, कविता, कहानी एवं नाटक आदि के शिक्षण हेतु उपयुक्त रणनीतियों तथा प्रविधियों में दक्षता विकसित करना विशेषतौर पर रेखांकित किया गया है जिससे हिन्दी के शिक्षक नवीन विधियों एवं शैक्षिक प्रौद्योगिकी के अद्यतन प्रतिमानों के अनुप्रयोग में निष्णात हो सकें। पाठ्यक्रम के तहत स्वनिर्देशित अधितन एवं अध्ययन युक्तियों के विकास की पद्धतियों पर भी बल दिया गया है।

अन्विति 1

1 भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, भाषा के आधार, हिन्दी का मातृभाषा के रूप में महत्त्व, पाठ्यक्रम में उसका स्थान एवं मातृभाषा शिक्षण के उद्देश्य, हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त के सामान्य सिद्धान्त

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2 हिन्दी भाषिक तत्त्वों का शिक्षण, उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, वाक्य रचना शिक्षण, मौखिक रचना शिक्षण, लिखित रचना शिक्षण एवं पठन शिक्षण, उद्देश्य एवं विधियाँ

अन्विति 2


भाषा की प्रकृति एवं भाषा का मानवीय मूल्यों के विकास की दृष्टि से महत्व, मातृभाषा एवं अन्य भाषा की अधिगम प्रक्रिया: दोनों में अंतर तथा भाषा शिक्षण की प्रभावी व्यवस्था के सृजन हेतु उनका निहितार्थ। भाषा शिक्षण के सिद्धांत आधुनिक शोधों में परिप्रेक्ष्य में।

अन्विति 3

हिन्दी भाषिक तत्त्वों का शिक्षण : हिन्दी भाषा में ध्वनि विज्ञान, रूप विज्ञान एवं वाक्य विन्यास, हिन्दी के शब्द – पर्यायवाची, तत्सम एवं तद्भव, इनके शिक्षण हेतु अपेक्षित युक्तियाँ, वर्तनी शिक्षण, वाक्य रचना शिक्षण, मौखिक एवं लिखित रचना शिक्षण, सृजनशील रचना हेतु शिक्षण की विधियाँ, पठन शिक्षण—सस्वर एवं मौन पठन – उद्देश्य एवं शिक्षण की विधियाँ।

सत्रीय कार्य

1. हिन्दी के ध्वनि विज्ञान एवं रूप विज्ञान में व्यावहारिक प्रशिक्षण (दस सत्रों में)


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2. हिन्दी की साहित्यिक विधाओं पर आधारित आदर्श पाठ-योजनाओं एवं क्रियात्मक अनुसंधान की योजनाओं का निर्माण एवं उनका क्रियान्वयन।

प्रत्येक प्रशिक्षु को दस ऐसी योजनाओं का निर्माण एवं उनका क्रियान्वयन सत्रीय कार्य के रूप में सुनिश्चित करना होगा।

Pedagogy of Language (Urdu)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and

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Sardaha, Chas. Bhoj

- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1.ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society).

2. LANGUAGE IN SCHOOL : 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'

Project

- Now write an analysis based on the above issues.
- 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

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.
- Write a report on their reflection in the textbooks.

UNIT 2:

2. POSITION OF URDU LANGUAGE IN INDIA

ROLE OF URDU LANGUAGE IN INDIA: 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.
- Interview ten people and write a report on 'Position of Urdu language in India'

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Project

Do a survey of five schools in your neighbourhood to find out:

- Level of introduction of Urdu
- Prepare a report on the challenges of teaching-learning process.

UNIT 3:**1. AN OVERVIEW OF LANGUAGE TEACHING**

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): 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 3**4: NATURE OF LANGUAGE**

1. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

2. LINGUISTIC SYSTEM: The organisation 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'.

5: ACQUISITION OF LANGUAGE SKILLS

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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, encyclopaedia, 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)

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Pedagogy of Language (Sanskrit)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;

Kumari Sanjay
Principal
B. B. M. B. Ed College
Daha, Chas, Bokaro

- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1 ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY

- Language and gender, Language and identity, Language and power.

2. LANGUAGE IN SCHOOL

Centrality of language in learning; 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 Multilingualism as a Resource

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 neighbourhood 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

2 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

Kumud Prasad

Principal
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Sartaha, Chas. Bokaro

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 neighbourhood 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 2

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 *pathshalas*
- 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

Project

- Prepare a brief report on Sanskrit Commission
- Prepare a report on textbooks in Sanskrit at school level

4: LANGUAGE TEACHING

1. DIFFERENT PROCESS OF 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. APPROACHES OF SANSKRIT LANGUAGE LEARNING: Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter -

disciplinary).

3. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Sanskrit pedagogical implication; Speech and writing.

4. LINGUISTIC SYSTEM: The organisation of sounds; 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 3

5: 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, encyclopaedia, 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 Sanskrit textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5 Each)

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Sanskrit teachers.

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Bardoli, Thane E.

Pedagogy of Social science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences
- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching- learning strategies in order to make it enjoyable and relevant for life;
- to sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

UNIT I:

1. 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?
- 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.

2: 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 encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.

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- Audio-visual aids, CD - Rom, multimedia, internet.

UNIT 2:

3. SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA

Curriculum development process: National and State levels.

Studying the Social Sciences syllabus - aims and objectives, content organisation and of any State Board and CBSE for different stages of school education

4: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

Kamraj
Principal
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Sardaha, Chas. Bokaro

Meaning, Nature and Scope of Geography: Current Trends in 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.

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; Environmental degradation and its preservation; disasters and preparedness.

Developing Skills in Geography

Map reading and interpreting using scale (distance), direction, symbols, point, line and area. 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, and role plays; 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;

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 3

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

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 specialisation.

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; budget; Classification of Production Activities—primary, secondary and tertiary;

Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

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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, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).

Teaching-Learning materials

Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To acquaint the student teachers with the nature of history as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching History.
3. To develop among the student teachers critical awareness of the features of existing History curricula and textbooks.
4. To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1 Nature and scope of History

- Define History, Explain Historiography and its role. The Modern concept of History. Nature and scope of History
- History as an Inter disciplinary subject with particular reference to its relationship with other school subjects

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- Aims of teaching History – values of teaching History- disciplinary, informative, educational, ethical, cultural, political, moral, national, inter national.
- The role of teaching History for national integration and international understanding.
- Objectives of teaching History- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit2. Curriculum design in History

- Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in history from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in History.

Unit 3

- Teaching Learning of history
- *Continuity and Change over time and Historical Construction*
- The concepts of social change in Indian and World History; co nstructivist pedagogy in History and the general competencies
- *Historical Methods*
- Evidence, facts, arguments, categories 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

Kumod Singh
Principal

- 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)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- 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)
- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies 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

Teaching of Civics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

objectives

- To acquaint the student teachers with the nature of civics/political science as a discipline and the objectives of teaching civics.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching civics.
- To develop among the student teachers critical awareness of the features of existing civics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.



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- To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1 Nature and scope of Civics Teaching

- Nature and scope of Civics Teaching
- Relationship of civics with other Social science subject.
- Salient features of the Indian constitution.
- Fundamentals Rights, Directive Principles of state policy and Fundamental Duties.
- Social development and concerned issues.

Unit 2. Curriculum design in Civics

- Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in civics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Unit 3

- Methods of teaching Civics
- Lecture cum Discussion Method
- Problem Solving Method and Project Method

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- Use of teaching aids
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the civics teachers for use and development of these teaching aids
- Computer based Instruction in civics-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

Teaching of Geography

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To acquaint the student teachers with the nature of geography as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching geography.
3. To develop among the student teachers critical awareness of the features of existing geography curricula and textbooks.
4. To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

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Unit 1 Nature and scope of Geography

- Nature and scope of Geography with special reference to-regional geography of India-climate, agriculture, resources, and population growth
- Geography as an Inter disciplinary subject with particular reference to its relationship with other school subjects.
- Faces of the land. Air around us-air pollution, global warming, green house effect, depletion of the Ozone layer.
- Water resources- Water cycle, role of rivers in the economy, problems of water pollution.
- Human impact on the environment , pollution and sustainable development; Environmental degradation- its protection and conservation .
- Objectives of teaching geography- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

U nit2. Curriculum design in Geography

- Curriculum design and syllabus framing in Geography at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in geography from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in geography in relation to quality human life and sustainable development of society and conservation of environment.

Unit 3: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

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- *Meaning, Nature and Scope of Geography: Current Trends in 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.
- 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; Environmental degradation and its preservation; disasters and preparedness.
- *Developing Skills in Geography*
- Map reading and interpreting using scale (distance), direction, symbols, point, line and area. 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, and role plays; 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;
- 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.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

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1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics..
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economic.
3. To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks
4. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids and computer based instruction..
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit I:Introduction

- Concept of economics and non-economic activities.
- Some features of Indian Economy
- Major challenges before the Indian Economy.
- Concept of sustainable economic development and its relation with economic growth and the quality of human life.
- Basic parameters of human development
- Nature and scope of economics
- Economics as an Inter disciplinary subject with particular reference to its relationship with other school subjects
- Significance of teaching Economics in contexts of emerging concerns and needs of Indian Society-current past status.
- Objectives of teaching Economics- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.
-

U nit2. Curriculum design in economics

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- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in Economics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

UNIT 3: Teaching-Learning of Economics: State, Market, And Development

- o documents *Meaning, Nature and Scope of Economics: Current Trends*
- o *Key Concepts in Economics*
- o Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- o *Classification of Economic System*
- o Capitalism, Socialism, mixed economy (case study: India)
- o *Developmental Issues in Economics*
- o Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary;
- o Economic Reforms and Globalisation (discuss these developmental issues with reference to India).
- o *Teaching-Learning Methods in economics*
- o In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).
- o *Teaching-Learning materials*
- o Using textbook, analysis of news (Newspaper, TV, and Radio);
 - o (e.g. Economics Survey, Five Year Plan), Journals and
- o News Magazines.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week

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Internal Assessment: 10

External Assessment: 40

Objectives:

1. To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.
2. To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.
3. To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.
4. To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.
5. To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.
6. To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.
7. To enable the student teacher to perform his role effectively as Commerce teacher.
8. To enable the teacher trainees to use Commercial Activities in teaching of Commerce.
9. To enable the teacher trainees to use Community Resources in teaching of Commerce.

Unit I: Commerce Subject & its Correlation with other subjects

Meaning, Nature and Scope of Commerce in School curriculum

- Importance of Commerce subject in School Curriculum
- Aims of teaching Commerce at higher secondary stage.
- Objectives of Teaching Commerce at Higher secondary stage
 - > Objectives related to Knowledge and Understanding
 - > Objectives related to skill
 - > Objectives related to Application
- Correlation - Concept, Importance & Types
- Correlation of Commerce subject with other school subjects.

Unit 2. Curriculum design in Commerce

(Signature)
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- Curriculum design and syllabus framing in Commerce at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in commerce from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in commerce in relation to quality human life and sustainable development of society and conservation of environment.

Unit 3: Organization of co curricular activities and lesson planing

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher
- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types
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Pedagogy of Mathematics

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Contact Hours: 3 Hours per week

Aims of the course

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- After completion of course the students will be able to
- develop insight into the meaning, nature, scope and objective of mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the role of mathematics in day-to-day life;
- learn importance of mathematics: mathematics is more than formulas and mechanical procedures;
- channelise, evaluate, explain and reconstruct their thinking;
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

UNIT 1:

1. NATURE AND SCOPE OF MATHEMATICS

Meaning of mathematics, the nature of mathematical propositions, Truth sets, Venn diagram; A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs, Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Scope of mathematics

2. AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

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 2:

3. EXPLORING LEARNERS

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.).

4. SCHOOL MATHEMATICS CURRICULUM

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Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like main goal of mathematics education, core areas of concern in school mathematics, Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc

UNIT 3:

5. APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concepts. 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 generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

Pedagogy of Physical Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

- After Completion of Course the Students will be able to
- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching-learning situations;
- use effectively different activities/demonstrations/laboratory

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- experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations in learning different concepts of physical science
- formulate meaningful enquiry episodes, problem-solving situations,
- investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning physical science; and
- construct appropriate assessment tools for evaluating learning of physical science.

UNIT 1

1: 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, Biomolecules, 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.

2: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Relate Science/Physics and Chemistry education to the environment (natural environment, artefacts and people) and appreciate the issues at the interface of science technology and society; Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive

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development of learners, Specific objective of different content areas in science/physics and chemistry.

UNIT 2

3: EXPLORING LEARNERS

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.

SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner- centred 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 3

5: 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, generalisation; 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 Biological Science

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

- After Completion of Course the Students will be able to
- develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;


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- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching-learning;
- elaboratory experiences for teaching-learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations for different concepts of biological science;
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages;
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning biological science;
- construct appropriate assessment tools for evaluating learning of biological science;
- stimulate curiosity, inventiveness and creativity in biological science;
- develop ability to use biological science concepts for life skills; and
- develop competencies for teaching, learning of biological science through different measures.

UNIT 1:


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1 NATURE AND SCOPE OF BIOLOGICAL SCIENCE

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.

2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, and creativity in biology; Imbibe the values of honesty, integrity, cooperation, concern for life preservation of environment; Solving problems of everyday life; its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT 2

3: EXPLORING LEARNERS

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

4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner -centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT T 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 3

5: 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, generalisation; 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.

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PEDAGOGY COURSES

Part II

Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: 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

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.

UNIT 7: 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

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tasks and materials for study skills in English literary forms; Lessons planning in prose, poetry and drama at various school levels.

Activities

- Review any two stories of your choice
- Collect Indian folktales in English (translated) for your portfolio

Teaching Practice

- Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: same pieces for different stages; 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
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; 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

Project

- Prepare a collection of poems and stories of your choice.

UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS:

Print media; Other reading materials, such as learner chosen texts, Magazines, Newspapers, 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

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

Kumari Sanjay
Principal
B. B. M. B.Ed College
Sardaha, Chas, Bokaro

- Prepare an outline for a school magazine
- Review contemporary children's literature
- Review any two magazines for women.

UNIT 7

10: 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.
- Activities and tasks reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

Activities

- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning
- Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.

Note

Project Work, Students-Teacher's Portfolio, Activities, presentations, Workshops and Educational tours to be carried out during both the years

हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

Manoj Prasad

Principal
B. B. M. B.Ed College
Sandaha, Chas. Bokaro

अन्विति 4

साहित्यिक विधाओं का शिक्षण : गद्य शिक्षण, कविता शिक्षण, कहानी शिक्षण, नाटक शिक्षण : विशिष्ट उद्देश्य, शिक्षण विधियाँ एवं सोपन। साहित्यिक विधाओं के शिक्षण में प्रयुक्त नवाचारी युक्तियाँ।

अन्विति 5

हिन्दी भाषा शिक्षण एवं प्रौद्योगिकी : हिन्दी शिक्षण की प्रभाविता को अभिवृद्ध करने हेतु प्रयुक्त शैक्षिक उपकरण, पाठ्यपुस्तकें, भाषा-कक्ष एवं भाषा प्रयोगशाला। अभिक्रमित एवं स्वनिर्देशित अनुदेशनात्मक सामग्री की रचना— विविध प्रकार के प्रतिमान: रेखीय, शाखीय एवं श्रृंखलित, हिन्दी के भाषिक तत्त्वों के अधिगम को दृष्टिगत रखकर अभिक्रमित अनुदेश की सामग्रियों का निर्माण, उनका इन्द्रियानुभविक—व्यक्तिगत, लघुसमूह एवं क्षेत्रीय रूप में परीक्षण।

अन्विति 6

हिन्दी भाषा के शिक्षण में अद्यतन मूल्यांकन एवं परीक्षण : मूल्यांकन के स्वरूप एवं उनकी अवधारणा। हिन्दी तत्त्वों एवं साहित्यिक विधाओं का परीक्षण : परीक्षण के प्रकार, परख पदों का निर्माण, विभेदीकरण एवं कठानाई मान निर्धारण, विश्वसनीयता एवं वैधता निर्धारण, मानक पक्षों पर आधारित तत्त्वों के संदर्भ में। हिन्दी भाषा शिक्षण में उपचारात्मक शिक्षण—उद्देश्य एवं प्रविधियाँ, हिन्दी भाषा अधिगम के गुणवत्ता सुधार हेतु क्रियात्मक अनुसंधान की योजनाओं का निर्माण एवं उनका क्रियान्वयन, हिन्दी शिक्षण में संपूर्ण गुणवत्ता प्रबंधन : अवधारणा एवं यक्तियाँ।

सत्रीय कार्य

3. उपचारात्मक शिक्षण हेतु कम से कम 10 भाषिक तत्वों पर आधारित विशेष अधिगम सामग्री जो अभिक्रमित अनुदेशन की विधा के अनुरूप हो, निर्मित करना।

इन भाषिक तत्वों में विशेषज्ञ रूप से उल्लेखनीय हैं— उच्चारण, वर्तनी, शब्द निर्माण एवं सर्जनात्मक रचना।

4. आर्दश प्रश्न पत्र का निर्माण जो कक्षा 11 एवं 12 स्तर पर हिन्दी शिक्षण से संबंधित हो।

5. कक्षा 11 एवं 12 स्तर के विद्यार्थियों हेतु तिपय चयनित साहित्यिक विधाओं यथा, कविता, गद्य, कहानी, नाटक एवं उपन्यास आदि के अंतर्गत संदर्भ ग्रंथों की सूची प्रस्तुत करना।

Pedagogy of Language (Urdu)

Part II

Total Marks: 50

Contact Hours: 3 Hours per

Ramesh Singh
Principal
B. B. M. B.Ed Collar,
Sardaha, Chas, Bokaro

Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS-I

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 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

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.

7: LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama

- Introduction of various literary forms of Urdu language
- Planning lessons in prose
- Planning lessons in poetry
- Drama at various school levels

Activities

- Review any two stories of your choice
- 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: same pieces for different stages; teaching the same piece to children with special needs.

Action Research

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to

Kamran Khan

Principal
B. B. M. B.Ed College
Dariaha, Chas. Bokaro

constructivism; Teacher as a researcher.

Activities

- 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.

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT, audio-visual aids, Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

- Develop the material for school magazine based on your experiences during school experience and teaching practice
- Review any two magazines for women.

UNIT 6

10: 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. Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers.

Activities

- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Devise a strategy to incorporate the suggestions given in the 1st term report for the progress of the learner.

Note

Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours

Pedagogy of Language (Sanskrit)

Kamla Panigrahi
Principal
B. B. M. B.Ed College
Cardaha, Chas, Bargarh

Total Marks: 50
Week

Contact Hours: 3 Hours per

Internal Assessment: 10

External Assessment: 40

UNIT 4

1. 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
- 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

2. IMPORTANCE OF LESSON PLAN

- Lesson plan – Nature, objectives and needs
- Lesson plan of prose, poetry, drama, story, and grammar
- Types of lesson plans

Activities

- Discussion on the different types of lesson plans
- Prepare a lesson plan on one lesson and have a discussion on that.

UNIT 5:

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Development of activities and tasks; connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher.

Activities

- Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states

Project

- Prepare a collection of poems and stories in Sanskrit of your choice.

Kumari Pooja

Principal
B. B. M. B.Ed College
-atoba Chas, Bokarr

9: TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audio-visual aids, films, language labs etc; Psychological perspectives of audio-visual aids

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic— Improvement of Sanskrit Teaching at School Level or any other related topic.

Project

- Review contemporary children's literature in Sanskrit
- Review any two Sanskrit magazines for women.

UNIT 6

10: 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. Feedback to students, parents and teachers.

Activities

- Analyse the question papers of Sanskrit language (previous 3 years) – Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment
- Devise a strategy to incorporate the suggestions given in the 1st Term

Pedagogy of Social Sciences

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Contact Hours: 3 Hours per Week

UNIT 4

6: TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction

The concepts of social change in Indian and World History; constructivist pedagogy in History and the general competencies

Historical Methods

- Evidence, facts, arguments, categories and perspective;
- Evidence-based History teaching; Primary sources and the construction of History

Kumar Singh

Principal
B. B. M. B.Ed College
Sardar 20

- 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
- 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)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- 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)
- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies 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

UNIT 5

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

- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in

Kumud Raut

Principal
B. B. M. B.Ed College
Sarlahi Chas. Raikar

the classroom.

- Teaching-learning Materials: Constitution of India, atlas, political maps
- (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

8: 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 6

9: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

- Analysing 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)

10: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

- 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; Industrialisation 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.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Kamlesh Singh
Principal
B. B. M. B. Ed College
Santaha Chas. Bokaro

Unit 4

- The role of History teacher as a preserver and propagator of cultural traditions and heritage
- Methods of teaching History ,story-telling method , patch method, source method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, socialized recitation method.
- Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the history teachers for use and development of these teaching aids
- Computer based Instruction in history-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The History room ;its importance; its equipment ,furniture and arrangement; history library resource.
-

Unit 5

- Techniques frequently used in teaching of History; uses and application.
- Description and application of teaching learning devices such as; textbooks, supplementary reading material, workbooks, programme learning material, general reference material and other instructional material for teaching of History.
- Importance of chronology in history, time concepts, making people chronology conscious and guidelines for teaching chronology.
- Controversial issues as a part of history; teachers role in teaching controversial issues.
- Classification of instructional objectives of teaching history in operational terms. Developing items of different formats to assess behavioural changes brought about by teaching history. Principles for setting a summative evaluation question paper in history. Techniques of using and reporting test results.

Unit 6


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. Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Teaching of political science

Total Marks: 50


Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- Political Science its meaning, scope and relationship with social sciences.
- Concept of state and its elements.
- Challenges and responses to Indian Democracy


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- Trend analysis in Political Science.

-

Unit 5

- TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY
- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Childen, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. 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.
- Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

Unit 6

Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

Anand Singh

Principal

B. B. M. B.Ed College
Sardaha, Chas. Bokarn

Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Teaching of geography

Total Marks: 50


Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- Conceptual learning in geography; special conceptualization-use of cognitive and mental map.
- Approaches to geography teaching; Expository approach-regional method
- Discovery approach-problem solving method, project method
- Methods of teaching geography, discussion method, observation method ,computer assisted instruction.
- 4. Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.


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- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in geography-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The Geography room ;its importance; its equipment ,furniture and arrangement; history library resource.

Unit 5

. Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

- Identification of a problem
- Developing reasonable objectives/probing questions
- Listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation

Kumar Raju
Principal
B. B. M. B.Ed College
Srinagar - Chittoor

- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- **Methods of teaching Economics**
 - Lecture cum Discussion Method
 - Use of Sample Surveys in Economics
 - Inductive and Deductive Approach
 - Problem Solving Method and Project Method
- Debates on controversial themes
- Dramatization and role playing
- Brainstorming
- Organization of quiz competition, essay competition and postermaking competition.
- Use of teaching aids
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in Economics-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

Kusuma Ray

Principal

B. B. M. B.Ed College
Sardar

Unit 5

. Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- **Field Trip** : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

- Identification of a problem
- Developing reasonable objectives/probing questions
- listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation
- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week



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Internal Assessment: 10

External Assessment: 40

Unit 4: Teaching Methods and Teaching Aids

- Methods of teaching commerce, discussion method, Lecture method, Team Teaching, Project Method, Discussion Method
- Inductive and Deductive Approach
- Computer assisted instruction.
- Use of teaching aids
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in commerce-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

Unit 5: Evaluation in Commerce Teaching

- Meaning, Need and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Test : Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records)
- Preparation of Unit Test along with Blue print

Unit 6: Community Resources and Commercial Activities

- Meaning of Community Resources

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Principal
B. B. M. B.Ed College
Sardaha, Chas. Bokaro

- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Commerce
- Importance of Community Resources in the teaching and learning of Commerce
- Field Trips for teaching of Commerce : Importance , procedure & Role of Teacher

Commercial Activities

- Meaning of Commercial Activities
- Types of Commercial Activities in teaching of Commerce
- Importance of Commercial Activities in teaching of Commerce

Pedagogy of Mathematics

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: 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.); Organisation 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

7: LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources

UNIT 5

8: ASSESSMENT AND EVALUATION

Informal Creative Evaluation

Encouraging learner to examine a variety of methods of assessment in mathematics; problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation.

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Sardaha, Char

Formal Ways of Evaluation

Variety of assessment techniques and practices; Assessing Product Vs Process, Knowing Vs Doing

UNIT 6**9: MATHEMATICS FOR ALL**

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, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

10: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

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

Pedagogy of Physical Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4**6: 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, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Inter-conversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), 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;

7: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, learners' records of observations, field diary; Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and



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administration of tests; Assessment of experimental work in science/physics and chemistry; Encouraging teacher-learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation.

UNIT 5

8: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Concepts for teaching-learning of science/ physics and chemistry; Instructional materials required for planning teaching- learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

9: PHYSICAL SCIENCE-LIFELONG LEARNING

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; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences . Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in science/physical science education; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science— action research in physical science.

Pedagogy of Biological Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

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Identification and organisation of concepts for teaching-learning of biology; 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.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

7: 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 organising 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 utilisation of resources.

UNIT 5

8: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

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; Assessment of experimental work in biological science; Encouraging teacher -learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

9: 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; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science-biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition;

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in

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biology education; 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.

School internship

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school, in two time slots.

Student teachers shall be equipped to cater to diverse needs of learners in schools during second year. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship

programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period

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

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and debrief the student teacher on a periodic basis. Adequate classroom contract hours for subject-based teaching-learning

Will be undertaken in the consultation with the school mentor. Student teacher in whom he/she records one's experiences, observations, and reflections should maintain a journal. The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resource used, assessment tools, student, observations and records. Student teachers functions 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 program

Modes of assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250 ,Internal assessment 150 External assessment 100.

School Internship

First year – One week of School engagement

- Observation of day to day school activities and report of an in depth study of one activity 10 Marks
- Peer group teaching in selected subject 3 lessons 5 Marks
- Delivery of three lessons in selected teaching subject 5 Marks

Second Year – 15 week

- Internship may be arranged in two phases
- Regular classroom teaching delivery of seventy lessons 70 Marks
- Criticism lessons two in selected subject 5 Marks
- Involvement in school activities 10 Marks
- Interaction with school teacher's community members and children 5 Marks
- Writing Reflective Journals 10 Marks
- Final discussion two plans 10 Marks
- Preparation of a case study report 10 Marks
- Action reaches report 10 Marks.

Suggested school activities:-

- Organisation of culture activities.
- Organisation of literary activities.
- Organisation of games
- Framing of Time-Table
- Attending and organizing morning assembly.

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- Maintain of school records
- Maintain of library & labs
- Gardening
- Organizing Science Club & Echo Club
- Voluntary services
- Mass awareness of social evils and taboos.

SEMESTER 4

Optional Course
Vocational / work education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Group – A pedagogical analysis of the content:

Sufficient knowledge of the course – content of work educational prescribed for classes VI to X by the Jharkhand academic council to equip one to teach the subject competently

- a. Identification of unit & subunits
- b. Specification & instructional objectives
- c. Selection of teaching strategies
- d. Selection of teaching aids with notes on their preparation & mode of use

Group – B Methodology work education

Unit I

1. Work education
 - a. Meaning and concepts
 - b. Nature of work
 - c. Scope or areas viz.
 - d. Socially useful productive work
 - e. Occupational exploration and innovative practices
 - f. Occupational exploration an innovative practices
2. Aims and objectives of teaching work education as a subject of general education. Behavioral changes expected out of the program of work education, development of attitude. Acquisition of skills and gaining of knowledge

Unit II

3. Basic of work education : historical, philosophical , psychological, sociological and economic
4. Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
5. Concept of socially useful productive work (SUPW) as designed by I.V. patel committee.
6. Work education curriculum and organization of subject matter
7. A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at
 - i) The exposure stage and



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- ii) The involvement stage
8. Relationship with other subjects in the school curriculum. Place of work education in the school curriculum
 9. Different methods of teaching work education : project method. Discussion method. Demonstrations methods, works – study method, exposure and observation method.
 10. Qualities and functions of a good teacher or work education – his interaction with the teachers of the other subjects for developing work projects in their respective subjects
 11. Consideration for selecting work – projects in
 - a) Urban schools and
 - b) Moffusil school (rural)
 12. Difference of work education with work experience, SLPW. Basic education and vocational educations.
 13. Utilization of community resources for audio-visual materials for teaching work education.
 14. Evaluation in work education : design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, quality and quality of the product, etc.
 15. Utility of social service project – removal of social distance, importance of literary drive, first-aid, floor relief, etc.
 16. Preparation of plan activity of work project
 17. Work education room (practical demonstrations) f&submission of note book containing three pedagogical analysis (one from each group)

Optional course

Health and physical education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Course Contents

Unit I

1. Health education
Concept, aims and objectives of health education, factors influencing health, school health program, school health service, role of teacher in school health program
2. Physical education
Concept, misconception, aims and objective, relationship with general education

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3. Nutrition and balanced diet
Components of balanced diet, functions, major sources, malnutrition
4. Postures
Concept and values, postural deformities and their management
Personal hygiene, a dental hygiene environmental hygiene, pollution and global warming
5. Communicable disease
Communicable diseases mode, control, and prevention
6. Physical fitness and first aid
Physical fitness : meaning, elements and importance
First – aid in the following
Hammaeroge, laceration, contortion, dislocation, fracture, cuts, wounds, bites of insects, sprained strain
Suggested readings



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ACADEMIC CALENDER
 For B.Ed. Session 2022–2023


SL.N O.	MONTHLY YEAR	TOT AL DAY S	HOLIDAYS	SUNDAY	WORKING Day	DATE (FROM - TO)	TENTATIVE ACTIVITIES
01	AUGUST 2022	31	05	04	22	01/08/2022 to 04/08/2022	Pedagogy Classes for the Sem 3 rd (2021-2023)
						05/08/2022	Orientation Programme for the Session (2022-2024)
						08/08/2022	Last Monday of Sawan
						09/08/2022 to 13/08/2022	Pedagogy Classes continues for Sem- III (2021-23)/ 1st Unit class of each paper Sem-I (2022-2024)
						11/08/2022	Raksha Bandhan
						15/08/2022	Independence Day
						18/08/2022	Mansa Puja
						19/08/2022	Janmashtami
						20/08/2022 to 27/08/2022	Pedagogy Classes continue (Sem-III - Session-2021-23), 1 st Unit of each paper continue for Sem-I (2022-2024)
						29/08/2022 to 31/08/2022	Class Test and Assignment Submission for unit -I (Sem-I, 2022-2024) & Sem-III (2021-2023)
02	SEPTEMBER 2022	30	05	4	21	01/09/2022 to 16/09/2022	TLM Workshop & Mega Classes for Sem IIIrd (2021-2023)
						01/09/2022 to 10/09/2022	IInd Unit Class of each paper for Sem-I (2022-2024)
						05/09/2022	Teacher's Day
						06/09/2022 to 07/09/2022	Karma
						12/09/2022 to 14/09/2022	Intramural Sports
						16/09/2022	Classroom Seminar for Sem-I (2022-2024)
						17/09/2022	Chehallum
						19/09/2022	P.O.T Start (16 Week school Internship for Sem-III (2021-2023)
						19/09/2022 to 21/09/22	Class Test and Assignment submission for unit II (Sem-I 2022-2024)
						23/09/2022	Binod Bihari Jayanti Celebration


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						24/09/2022 to 29/09/2022	IIIrd Unit Classes for Sem-I (2022-24)
						26/09/2022	Kalash Sthapana
						30/09/2022	Durga Puja
03	OCTOBER 2022	31	14	05	12	01/10/2022 to 08/10/2022	Gandhi Jayanti & Durga Puja
						10/10/2022	Rangoli Competition for Sem-I (2022-2024)
						11/10/2022 to 13/10/2022	III rd unit Class Test for Sem-I (2022-2024)
						14/10/2022 to 15/10/2022	Flower Decoration & Paper Cutting for Sem-I (2022-204)
						17/10/2022 to 20/10/2022	IVth unit Classes for Sem-I (2022-2024)
						21/10/2022 to 31/10/2022	Deepawali & Chhath puja
04	NOVEMBER 2022	30	03	04	23	01/11/2022	Chhath Puja
						02/11/2022 to 05/11/2022	IVth unit Classes continue for Sem-I (2022-2024)
						08/11/2022	Gurunanak Jayanti
						09/11/2022 to 11/11/2022	IVth unit Class test and Assignment submission for Sem-I (2022-2024)
						12/11/2022	Poster Making Competition
						15/11/2022	Jharkhand Sthapana Diwas
						16/11/2022 to 22/11/2022	Vth Unit Classes of P-I & P-II for Sem-I (2022-2024)
						23/11/2022 to 26/11/2022	Vth Unit Class test and Assignment submission for Sem-I (2022-2024)
						28/11/2022 to 30/11/2022	Beautification of the college by Session (2022-2024)
	DECEMBER 2022	31	08	04	19	01/12/2022 to 06/12/2022	VIth unit Classes of P-I & P-II for Sem-I (2022-2024)
						08/12/2022 to 10/12/2022	Annual Sports
						13/12/2022 to 15/12/2022	VIth Unit Class test and Assignment Submission for Sem-I
						16/12/2022 to 22/12/2022	C.C.A and Gardening Week for Sem-I (2022-2024)
						23/12/2022 to 24/12/2022	Christmas & Winter Vacation
						25/12/2022	Free Health Check Up Camp
						26/12/2022 to 31/12/2022	Winter Vacation
06	JANUARY 2023	31	06	05	20	01/01/2023	New Year
						02/01/2023 to 04/01/2023	EPC-I Workshop for Sem-I (2022-2024)
						05/01/2023	Guru Govind Singh Jayanti
						06/01/2023 to 12/01/2023	Revision Classes for Sem-I (2022-2024) and Sem-III (2021-

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						2023)
						13/01/2023 to 14/01/2023
						Sohray, Makar Sankranti, Tusu Parv
						16/01/2023 to 19/01/2023
						Internal Exam of Sem-I (2022-2024) and Sem-III (2021-2023)
						20/01/2023 to 25/01/2023
						Study Leave and form Fill Up Sem-I (2022-2024) & Sem-III (2021-2023)
						23/01/2023
						Netaji Jayanti
						26/01/2023
						Republic Day
						27/01/2023
						Saraswati Puja
						28/01/2023 to 31/01/2023
						External Exam of Sem-I (2022-2024) and Sem-III (2021-2023)
07	February 2023	28	01	04	23	01/02/2023 to 05/02/2023
						Educational tour for Sem -IV (2021-2023)
						06/02/2023
						Leave (Rest offer Educational Tour)
						07/02/2023 to 14/02/2023
						1 st unit Classes for each Paper for Sem-IV (2021-2023) & Sem-II (2022-2024)
						15/02/2023 to 17/02/2023
						Class Test and Assignment Submission of unit I for Sem-II (2022-2024) & Sem IV (2021-2023)
						18/02/2023
						Maha Shivratri
						20/02/2023 to 28/02/2023
						II nd Unit Classes of each paper for Sem-II (22-24) & IV (21-23)
08	MARCH 2023	31	09	04	18	01/03/2023 to 03/03/2023
						Class test & Assignment Submission of unit II for Sem-II (2022-2024) & Sem-IV (2021-2023)
						04/03/2023
						Classroom Seminar for Sem-II (2022-2024) & Sem- IV (2021-23)
						06/03/2023 to 11/03/2023
						Holi & Sab-E-Barat
						13/03/2023 to 18/03/2023
						III rd Unit Classes of each paper for Sem-II (2022-2024) & Sem-IV (2021-2023)
						20/03/2023 to 23/03/2023
						Health & Physical Education Workshop for (2020-22) Sem-IV (2021-2022) and IVth unit Classes of P-V & P-VIII for Session (2022-2024)
						24/03/2023 to 25/03/2023
						Sarhul
						27/03/2023 to 29/03/2023
						Class test & Assignment submission of unit IV for Sem-II (2022-2024) & Revision Class start for Sem-IV (2021-2023)


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09	APRIL 2023	30	04	05	21	30/03/2023	Ram Navami
						01/04/2023 to 21/04/2023	Micro Teaching Classes for Sem-II (2022-2024) & Revision Classes for Sem-IV (2021-2023)
						04/04/2023	Mahavir Jayanti
						07/04/2023	Good Friday
						10/04/2023	Ester Monday
						22/04/2023	EID
						24/04/2023	Four Week School Observation Programme Start for Sem-II (2022-2024)
						24/04/2023 to 29/04/2023	EPC-3 & EPC-IV Workshop for Sem-IV (2021-2023)
10	MAY 2023	31	10	04	17	01/05/2023 to 06/05/2023	Developing PPT Slide show for classroom use & computer Programming for Sem-IV (2021-2023).
						05/05/2023	Budh Purnima
						08/05/2023 to 13/05/2023	File Work & File submission for Sem-IV (2021-2023)
						15/05/2023 to 20/05/2023	Revision Classes for Sem-IV (2021-2023)
						22/05/2023 to 31/05/2023	Summer Vacation
11	JUNE 2023	30	11	04	15	01/06/2023 to 10/06/2023	Summer Vacation
						12/06/2023 to 17/06/2023	V th unit classes of P-V and P-VIII for Sem-II (2022-2024) & Action Research Project work for Sem-IV (2021-2023)
						19/06/2023 to 21/06/2023	Class test and Assignment Submission of Unit V for Sem-II (2022-2024) & Action Research file Submission for Sem-IV (2021-2023)
						22/06/2023 to 28/06/2023	VI th unit classes of P-V & P-VIII for Sem-II (2022-24) & Revision Classes for Sem-IV (2021-2023)
						29/06/2023 & 30/06/2023	EID-UL-JOHA and HUL Diwas
12	JULY 2023	31	01	05	25	01/07/2023 to 04/07/2023	Class test and Assignment submission of unit VI for Sem-II (2022-2024) & Internal Exam for Sem-IV (2021-2023)
						05/07/2023 to 08/07/2023	Revision classes for sem-II (2022-2024) & Viva of EPC-3 & EPC-IV for Sem-IV (2021-2023)
						10/07/2023 to 13/07/2023	Internal Exam for Sem-II (2022-2024)
						14/07/2023 to 15/07/2023	Copy showing for Sem-II (2022-2024) & Sem-IV (2021-2023)
						17/07/2023 to 31/07/2023	From Fill up
						29/07/2023	Muharram


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						31/07/2023	Study Leave & External examination for sem-II (2022-2024) and Sem-IV (2021-2023)
	Total	365	77	52	236		


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