

SEMESTER-III

Semester III				
Paper Code	Subject Title	Credits		Marks
Paper VII B	Pedagogy of a School Subject – Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80 +20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		16		300 marks

PAPER VII (B) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student- teacher shall

- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use mathematics concepts for life skills; and
- Develop competencies for teaching, learning of mathematics through different measures

Detailed Course Content

Unit IV: Assessment of and for Mathematics Learning

- Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment of/for mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematical concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

Unit V: Professional Development Of Mathematics Teachers

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

Unit VI: Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
▪ Number System, Ratio and Proportion ▪ Set, Relations, and Functions ▪ Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials ▪ Theory of Indices, Logarithm and Anti-logarithm ▪ Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry, ▪ Trigonometric Ratios and Identities Problems on Height and Distance	▪ Identification of concepts and sub-concepts ▪ Expected specific learning outcomes ▪ Methods / approaches of teaching-learning ▪ Teaching-learning materials to be used ▪ Expected teacher and students activities ▪ Assessment strategies

Tasks & Assignments

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

- Develop five activities in Mathematics to be used for enrichment programme.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- Designing pedagogical treatment for any topic of Mathematics and designing learning activities.

Suggested Readings

1. Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
2. Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
3. Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
4. Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
5. Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learning mathematics*. Perth: Curtin University of Technology.
6. Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge University Press.
7. Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondary school*. London: Routledge.

8. NCERT (1998). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
9. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
10. NCERT (2006). *Position paper: National focus group on teaching mathematics*. New Delhi: NCERT.
11. TESS India (2015). *Key resources*. The Open University U.K.(
<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Physical Science concepts for life skills; and
- Develop competencies for teaching, learning of Physical Science through different measures

Detailed Course Content

Unit IV: Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.
- Assessment devices; Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Physical Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

Unit V: Professional Development Of Science/Physics/Chemistry Teachers

- Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in science/physical science education;
- Role of reflective practices in professional development of physics and chemistry teachers;

- Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.

Unit VI: Pedagogical treatment of Contents

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

Content	Aspects of pedagogical treatment
• Atomic Structure: Atoms and Molecules, Classification of elements, • Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement, • Energy: Sources and forms of energy, Renewable and non-renewable energy • Electricity and Magnetism: Electric Circuit, Potential Difference, Magnetic Field, Lines of Force, Electromagnetic induction. • Chemical Reactions and Equation • Heat, Light and Sound	• Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods / approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities, and • Assessment strategies.

The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

Tasks & Assignments

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

- Developing five activities/experiments in Physical Science and prepare a brief report,
- Preparation of a model/tool/device based on any principle of Physical Science included in the course preferably using locally available materials.
- Designing pedagogical treatment for any topic of Physical Science and designing learning activities

Suggested Readings

1. Das, R.C. (2005). *Science teaching in schools*. New Delhi: Sterling Publishers.
2. Herr, Norman & Cunningham, James (1999). *Hands-on chemistry activities with real-life applications*. San Francisco, CA: Jossey-Bass.

3. Herr, Norman & Cunningham, James(1994). *Hands-on physics activities with real-life applications*. San Francisco, CA: Jossey-Bass.
4. Joseph,A. (2011). *Teaching high school science : A sourcebook for the physical sciences*. Harcourt, Brace & World.
5. Kumar, A. (2003). *Teaching of physical science*. New Delhi: Anmol Publications.
6. Mohan, R. (2007). *Innovative science teaching for physical science teachers* (3rd Edn). New Delhi: Prentice Hall.
7. NCERT (1982). *Teaching of science in secondary schools*. New Delhi: NCERT.
8. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
9. Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
10. TESS India (2015). *Key resources*. The Open University U.K.(
<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)
11. UNESCO (1979). *Source book for science teaching*. Paris: UNESCO.
12. Vaidya, Narendra (1992). *Science teaching for 21st century*. New Delhi: Deep and Deep.
13. Zaidi, S.M. (2004). *Modern teaching of science*. New Delhi: Anmol Publications.

PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Biological Science concepts for life skills; and
- Develop competencies for teaching, learning of Biological Science through different measures

Detailed Course Content

Unit IV:. Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.
- Assessment devices ;Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Biological Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

UnitV: Professional Development Of Biology Teacher

- Professional development programmes for science/biology teachers; 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 biology education;
- Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.;
- Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

Unit VI: Pedagogical treatment of Contents

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

Content	Aspects of pedagogical treatment
▪ Improvement of Food production, ▪ Cell and its Organization, ▪ Nutrition, Respiration, Excretion and Reproduction ▪ Biodiversities, ▪ Natural Resources and its Pollution, ▪ Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation.	• Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods / approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities, and • Assessment strategies.

The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

Tasks & Assignments

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

- Developing five activities/experiments in Biological Science and prepare a brief report,
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

Suggested Readings

1. Buffaloe, Neal. & Throneberry, J. B. (1972). *Principles of biology teaching*. New Delhi: Prentice Hall of India.
2. Herr, Norman (2007) *The Sourcebook for teaching science*. San Francisco, CA: Jossey-Bass.
3. Kulashrestha, S.P. (2009). *Teaching of biology*. Meerut: R.Lall Book Depot.
4. Mangal, S.K. & Mangal, S. (2007). *Teaching of biological science*. Meerut: International Publishing House.
5. Miller, D.F. & Blaydes, G.W.(2011). *Methods and materials for teaching biological sciences*. New York: McGraw Hill.
6. Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
7. TESS India (2015). *Key resources*. The Open University U.K.(<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)
8. Vaidya, Narendra (1992). *Science teaching for 21st century*. New Delhi: Deep and Deep.
9. Zaidi, S.M. (2004). *Modern teaching of life sciences*. New Delhi: Anmol Publications.

PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom
- Develop appropriate tools and techniques for comprehensive assessment of learning in Geography.
- State the concepts in Geography included in the secondary school curriculum and make pedagogical analysis of those concepts.
- Develop ability to use Geography concepts for life skills; and
- Develop competencies for teaching, learning of Geography through different measures

Detailed Course Content

Unit IV: Curricular Activities

- Preparation of unit plans
- Preparation of lesson plans - Traditional, Activity and Constructivist approaches (ICON and 5E model)
- Activities in geography – field trip, Geography club, exhibition
- Assessment
 - Evaluation devices-written, oral, assignment, project work, Portfolio
 - Planning for continuous assessment of classroom learning in Geography.
- Remedial Teaching in Geography

Unit V: Professional Development Of Geography Teachers

- Professional development programmes for Geography teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in Geography;
- Field visit to industries, mines, refineries; National Laboratories, power stations, etc.;

Unit VI:. Pedagogical Treatment of Contents

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

Content	Aspects of Pedagogical treatment
▪ Latitudes & Longitudes ▪ Rotation & Revolution ▪ Agents of denudation ▪ Physical division of India ▪ Climate and vegetation ▪ Natural resources ▪ Social and economic resources ▪ Conservation of Forests and wild life.	▪ Identification of concepts and sub-concepts ▪ Expected specific learning outcomes ▪ Methods / approaches of teaching-learning ▪ Teaching-learning materials to be used ▪ Expected teacher and student activities ▪ Assessment strategies

Tasks & Assignments

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

- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in geography for any secondary class.

Suggested Readings

1. Arora, K.L. (1976). *The Teaching of geography*. Jullandhar: Parakash Brothers,.
2. Broadman, David (1985). *New directions in geography education*. London: Fehur Press.
3. Dhamija, Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Human Publishing House,.
4. Graves, N.G. (1982). *New source books for geography teaching*. Longman
5. Hall, David (1976). *Geography teacher*. London: Unwin Education Books,.
6. Huckle, J. (1983). *Geographical educational reflection and action*. London: Oxford University Press.
7. Morrey, D.C. (1972). *Basic geography*. London: Hien Manns Education Books.
8. Smith, Margaret (2002). *Teaching geography in secondary schools : A reader*. London: Taylor & Francis.
9. UNESCO (1965). *Source book for geography teaching*. London: Longman.
10. Verma, O.P. (1984). *Geography teaching*. New Delhi: Sterling Publication.
11. Walford Rex (1981). *Signposts for geography teaching*. London: Longman.

PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History and Civics
- Prepare Unit Plans and Lesson Plans in History and Civics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback
- Develop ability to use History/Civics concepts for life skills; and Develop competencies for teaching, learning of mathematics through different measures

Detailed Course Content

Unit IV:. Transactional Strategies

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in history and political science
 - Visit to Historical Places
 - Group Discussion and Debate
 - Maintenance of Portfolio
- Assessment
 - Evaluation devices-written, oral, practice Assignment, project work, Portfolio
 - Planning for continuous assessment of classroom learning in History and Political science.
 - Remedial Teaching in History and Political science.

Unit V: Professional Development Of History and Political Science Teachers

- Professional development programmes for History and Political Science teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in History and Political Science;
- Field visit to industries, mines, refineries; National Laboratories, , etc.;

Unit VI. Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
History • Rise of the British power in India • The Great Indian Revolt of 1857 • Socio-religions movements in 19th Century • India's struggle for freedom, American War of Independence • French Revolution • First World War and Second World War Political Science • Salient features of Indian Constitution • Fundamental Rights, • Legislative Assembly and its functions • Powers of Prime Minister • Governor and President • Functions of Parliament; High Court and Supreme Court – Structure and Functions • Role of National Human Rights Commission	Pedagogical analysis of the units with reference to: – Identification of concepts and sub-concepts – Expected specific Learning outcomes – Methods/approaches of teaching-learning – Teaching-learning materials to be used – Expected teacher and students activities – Assessment strategies (Formative)

Tasks & Assignments

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

- Preparation of a blue print and test items of an achievement test in History/Political Science for any secondary class.

Suggested Readings

1. Burton W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
3. Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
4. Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi : NCERT

5. Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.
6. Ghate, V.D. (1956). *Teaching of history*. Bombay: Oxford University Press.
7. Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London,
8. James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.
9. Kochhar, S.K.(1970). *Teaching of political science*. New Delhi: Sterling Publishers

PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use English concepts for life skills; and
- Develop competencies for teaching, learning of English through different measures

Detailed Course Content

Unit IV: English Language and its Articulation

- Characteristics of language
- Analysis of English language with reference to its substance, form and context
- Sounds of English language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in English – appropriate use of organs of speech
- Patterns of stress and intonation in English language
- Kinds of errors made by the Hindi speaking learners while speaking English and their remediation

Unit V: Professional Development Of English Teachers

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

Unit VI: Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
- Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand - Parts of Speech - Time and Tense - Change of Voice - Direct and Indirect speech - Sentence Pattern - Translation and Composition (Writing letter and essay, noting, reporting)	- Identification of language items (new vocabulary, expression and grammar components) - Identification of scope in the content to be presented for facilitating learning of language skills - Specification of learning objectives - Selection of methods and approaches / strategies - Preparation of teaching-learning materials - Designing of learning activities - Planning teacher and student activities for effective interaction - Assessment strategies (focusing formative)

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

Suggested Readings

1. Bansal, R.K. (1971). *An outline of general phonetics*. Bombay : Oxford University Press
2. Bansal, R.K. and Harrisson, J.B. (1972). *Spoken English for India*. Madras : Orient Longman
3. Baruah, T.C. (1984). *The English teachers handbook*. New Delhi : Sterling Publishers
4. Billows, F.N. (1961). *The techniques of language teaching*. London : William Heffer and Sons.
5. Carrol, J.B. (1972). *Systems and structures of english*. London: Oxford University Press.

6. Das, B.K. et al. (2009). *An introduction to professional english and soft skills*. New Delhi : Cambridge University Press
7. Dodson, C.J. (1963). *The bilingual method*. London : Pitman Publishing.
8. Frisby, A.W. (1970). *Teaching english: notes and comments*. London: ELBS.
9. Gokak, V.K. (1963). *English in India: Its present and future*. New Delhi: Asia Publishing House.
10. Harish David, P. (1969). *Testing english as second language*. New Jersey : McGraw Hill
11. Hornby, A.S. (1962). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
12. Jones, Daniel (1967). *An outline of english phonetics*. London : William Heffer and Sons
13. Kohli, A.L. (1970). *Techniques of teaching english*. Jalandhar : Dhanpat Rai and Sons.
14. Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
15. Palmer, H.E. (1980). *Grammar of spoken english*. Cambridge: Heffer.
16. Prabhu, N.S. (1989). *Second language pedagogy*. New Delhi : Oxford University Press
17. Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
18. Saraswati, V. (2004). *English language teaching*. New Delhi : Orient Longman
19. Sharma, A.K. (1985). *Aspects of english language teaching in India*. New Delhi : Bharat Book Depot.
20. Sinha, S.P. (1978). *English in India*. New Delhi : Janaki Prakashan
21. TESS India (2015). *Key resources*. The Open University U.K.(
<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Hindi
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Hindi concepts for life skills; and
- Develop competencies for teaching, learning of Hindi through different measures

Detailed Course Content

Unit IV: Hindi Language and its Articulation

- Characteristics of language
- Analysis of Hindi language with reference to its substance, form and context
- Sounds of Hindi language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Hindi appropriate use of organs of speech
- Patterns of stress and intonation in Hindi language

Unit V: Professional Development Of English Teachers

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

Unit VI: Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
▪ Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand ▪ Parts of Speech ▪ Time and Tense ▪ Change of Voice ▪ Direct and Indirect speech ▪ Sentence Pattern ▪ Translation and Composition (Writing letter and essay, noting, reporting)	▪ Identification of language items (new vocabulary, expression and grammar components) ▪ Identification of scope in the content to be presented for facilitating learning of language skills ▪ Specification of learning objectives ▪ Selection of methods and approaches / strategies ▪ Preparation of teaching-learning materials ▪ Designing of learning activities ▪ Planning teacher and student activities for effective interaction ▪ Assessment strategies (focusing formative)

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Hindi and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

Suggested Readings

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

PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Urdu
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Urdu concepts for life skills; and
- Develop competencies for teaching, learning of Urdu through different measures

Unit IV: Urdu Language and its Articulation

- Characteristics of language
- Analysis of Urdu language with reference to its substance, form and context
- Sounds of Urdu language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Urdu – appropriate use of organs of speech
- Patterns of stress and intonation in Urdu language

Unit V: Professional Development Of Urdu Teachers

- Types of inservice programme for Urdu teachers;
- Role of Urdu teacher's association;

- Journals and other resource materials in Urdu language;
- Professional growth—participation in conferences /seminars / workshops.

Unit VI:Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
▪ Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand ▪ Parts of Speech ▪ Time and Tense ▪ Change of Voice ▪ Direct and Indirect speech ▪ Sentence Pattern ▪ Translation and Composition (Writing letter and essay, noting, reporting)	▪ Identification of language items (new vocabulary, expression and grammar components) ▪ Identification of scope in the content to be presented for facilitating learning of language skills ▪ Specification of learning objectives ▪ Selection of methods and approaches / strategies ▪ Preparation of teaching-learning materials ▪ Designing of learning activities ▪ Planning teacher and student activities for effective interaction ▪ Assessment strategies (focusing formative)

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Urdu and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

Suggested readings:

1. Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
2. Ansari Akhtar Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.

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

PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Sanskrit
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Sanskrit concepts for life skills; and
- Develop competencies for teaching, learning of Sanskrit through different measures

Detailed Course Content

Unit IV: Sanskrit Language and its Articulation

- Characteristics of language
- Analysis of Sanskrit language with reference to its substance, form and context
- Sounds of Sanskrit language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Sanskrit – appropriate use of organs of speech
- Patterns of stress and intonation in Sanskrit language

Unit V: Professional Development Of Sanskrit Teachers

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

Unit VI: Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
- Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand - Parts of Speech - Time and Tense - Change of Voice - Direct and Indirect speech - Sentence Pattern - Translation and Composition (Writing letter and essay, noting, reporting)	- Identification of language items (new vocabulary, expression and grammar components) - Identification of scope in the content to be presented for facilitating learning of language skills - Specification of learning objectives - Selection of methods and approaches / strategies - Preparation of teaching-learning materials - Designing of learning activities - Planning teacher and student activities for effective interaction - Assessment strategies (focusing formative)

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print
- Diagnosis of learner difficulty in speaking Sanskrit and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

Suggested Readings

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

COURSE IX: ASSESSMENT FOR LEARNING

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

Objectives

On completion of this course, the student- teacher shall

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using rudimentary statistical methods.

Detailed Course Content

Unit I: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, ; purpose of assessment (improving learning and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation
- Classification of Assessment based on: Purpose (Placement, Formative, Diagnostic, and Summative), Scope (Teacher-made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-referenced and Criterion-referenced), and the Context (Internal, External).

The terms to be explained in brief with suitable examples.

- Continuous and Comprehensive Assessment: Meaning, Importance and Scope; Learning and Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning; CCA vs CCE
- Assessment of Learning: Assessment at the end of learning experience; Processes of assessment of learning – testing, measurement, and non-testing methods of assessment – observation, interview, FGD

Unit II: Assessment for Learning

- Meaning, Importance and Purpose; Nature - formative, continuous with learning, comprehensive (assessing all aspects of learning-cognitive, affective and psychomotor), culturally responsive (elements from the local culture of the learners are extensively used in the assessment); relevance for CCA
- Tools and Techniques: Wide range of formal (testing, observation schedules, video recordings etc.) and informal methods (participant observation, talking, taking notes, interviewing, engaging in activities etc.); use of testing (achievement tests of different forms, diagnostic tests, proficiency tests etc.) and non-testing (analysis of verbal and non-verbal activities, reflective journals, projects, portfolio etc.) tools; use of multiple methods and tools (situation specific combinations)
- Self and Peer-assessment techniques, Observation, Portfolio, interview, focused group discussion, rubrics

(Their description with examples and the context in which they are used)

Provision of feedback for students and parents- need and modes, for teachers (for timely improvement of teaching-learning process); Role of community in CCA

Unit III: Construction of test and Its Use

- Steps: Planning, Preparing, Trying-out and Evaluation;
- Planning the test: Development of table of specifications (blueprint)
- Preparing the test: principles of preparing test items- objective based items- Extended and Restricted response types, Objective type items (free response type- short answer and completion; fixed response type-matching, forced/alternate choice, multiple choice); Assembling and editing the items
- Characteristics of a good test : Reliability, Validity, Usability (discussion on concept and use)
- Administration of the test and analysis of students' performance; Preparation of report and its use in enhancing learning.

Unit IV: Issues in Assessment and Policy Provisions

- Current practices: Over-emphasis on Summative Assessment (Periodic and common/high-end examinations) and marking; competitive examination- its adverse effects on learners, education system and society

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

Unit V: Elementary Statistics

- Measures of Central Tendency : Mean, Median, Mode- their uses and limitations
- Measures of Variability : Range, Average Deviation, Quartile Deviation, Standard Deviation - their uses and limitations
- Correlation: Meaning and uses; Calculation of correlation coefficients by Rank-difference and Product moment method
- Characteristics of normal curve and its uses
- Standard Scores – Z-Score, T-score and Percentile

Tasks and Assignments

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

- Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject.
- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.
- Preparation of a plan for CCA activities for any class during an academic session.
- Case study of a participatory assessment programme
- Appraisal of current CCA practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Suggested Readings

1. Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
2. Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
3. Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
4. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development

5. Garrett, H.E. (1973). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffers & Simon.
6. Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
7. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
8. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
9. Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
10. Popham, W.J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). New York: Prentice Hall.
11. Shepard, L.A.(2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.
12. Stiggins, R. (2005). *Student-involved classroom assessment*. (4th ed). Columbus, Ohio: Merrill.

COURSE EPC 3: UNDERSTANDING THE SELF

Total Marks: 50

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Self Concept

- What is self:
- Dimensions of individual self, Maslow's Hierarchy of Needs

- Self-identity and self-esteem
- Self acceptance: ability to see and recognize all aspects of one's own self without judgments - either positively or negatively, involves self-understanding - a realistic awareness of one's strengths and weaknesses.

(Activity: Critical Thinking Practices: *Organization of brainstorming sessions to develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components*

Purpose of this activity is to help student teachers in understanding their cognitive skills using their cognitive resources of their self)

Unit II: Development of Self-Actualization

- Self-awareness: Ability to see oneself objectively – both strengths & weaknesses, living in the present moment, free of past conditioning & reactions, observing oneself as the first step to awareness, Self awareness as a necessary condition for effective living , a quality only human being possess.
- Self-motivation: Critical awareness about one's abilities and opportunities to develop independent thinking, critical thinking and creative thinking, decision making and problem solving
- Self-actualization: Meaning and strategies of development

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

UnitIII:Development of Professional Identity

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

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

Tasks and Assignments

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

- Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.

- Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

Suggested Readings

1. Dalal A.S. (Ed.) (2001). *A greater psychology: An Introduction to the psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram Pub.
2. Delors, Jaquis et al. (1996). *Learning the treasure within –Twenty first century education: Report of the UNESCO Education Commission*. Paris:UNESCO .
3. Goel, D.R. (2006). *Quality concerns in education*. Vadodara: CASE, M. S. University.
4. Krishnamurti J. (2000). *Education and significance of life*. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (1998). *On self- knowledge*. Chennai, Krishnamurti Foundation India.
6. UNICEF (2006): *Life skills modules-Adolescence education program*. New Delhi: UNICEF House,.
7. Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life skills education training package*. Mysore: Regional Institute of Education.