

SEMESTER-2
A 03: Knowledge and Curriculum

Internal - 30
External - 70

Total Credit- 4

Objectives of the course :

After going through the course the teacher trainee will be able:

- To get information about concept, sources of knowledge, and facets of knowledge.
- To appraise the Student-Teacher about the concept of Modernization, Multiculturalism and Democratic Education in Curriculum
- To acquaint the Student-Teacher with the culture and modernity, nationalism, universalism and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework
- To appraise the Student-Teacher about the concept of autonomy.
- To explain the meaning and different types and determinants of curriculum.
- To get information about principles and Approaches of curriculum construction
- To acquire conceptual understanding of power, Ideology and the curriculum

Unit-1 Epistemological bases of Education

- 1.1 Concept of knowledge: Meaning, Definition, concept and characteristics
- 1.2 Types of knowledge: Philosophical, Psychological, Propositional
- 1.3 Source of knowledge: Education, situational, conceptual and strategic
- 1.4 Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.

Unit-2 Social and Cultural context of Education

- 2.1 Concept of Society and Culture, Its influences in recent education system.
- 2.2 Influence of modern values like equity and equality, Individual opportunity and social justice.
- 2.3 Tagore and Kirshnamurti: With reference tonationalism, universalism and secularism.
- 2.4 Academic Autonomy: Meaning, Merits and Demerits

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Steps, Difference between syllabus and curriculum.
- 3.2 Role of Govt. and Society in construction of curriculum.
- 3.3 Foundations of Curriculum: Philosophical, Psychological and Sociological
- 3.4 Issues related curriculum development, Concept of Hidden curriculum.

Unit-4 Curriculum transaction and evaluation

- 4.1 Strategies for making curriculum contextually responsive
- 4.2 Steps of curriculum development
- 4.3 Hilda Taba model of curriculum development
- 4.4 Methods of curriculum evaluation

Suggested Activity

1. Prepare a small curriculum for course.
2. Select social one social issues and prepare small curriculum module for its suggested solutions.

SEMESTER-2

A 04: Learning and Teaching

Internal - 30

External - 70

Total Credit- 4

Objectives of the course:

After going through the course the teacher trainee will be able:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school;
- Prepare teachers for reflective teaching.

Unit-1 Learning

- 1.1 Learning: Meaning, Definition and characteristics
- 1.2 Socio-cultural factors influencing cognition and learning.
- 1.3 Types of learning: Self learning, Multisensory learning, CAI
- 1.4 Factors influences learning, learning process, memory and forgetting

Unit-2 Learning theories and behavior changes

- 2.1 Pavlov Classical conditioning learning theory its uses in classroom.
- 2.2 Learning theories of Skinner, Thorndike, Gestalts
- 2.3 Transfer of learning, types, and factor affected of transfer of learning
- 2.4 Role of motivation, interest and readiness in learning

Unit-3 Teaching

- 3.1 Concept of Profession; Teaching as a profession , Professional ethics for teachers
- 3.2 Concept and nature of teaching
- 3.3 Maxims of teaching
- 3.4 Ned Flanders classroom interaction analysis

Unit-4 Teaching Model

- 4.1 Models of Teaching: Meaning, Concept, Uses in routine teaching
- 4.2 Concept Attainment Model; Meaning, steps, merits and demerits
- 4.3 Inquiry Training Model; Meaning, steps, merits and demerits
- 4.4 Advance organizer model: Meaning, steps, merits and demerits

Suggested Activity

1. Prepare lesson plan of your main school subject with the help of any one teaching model.
2. Prepare any one computer program for self learning

SEMESTER-2
C 02: Assessment of learning

Internal - 30
External - 70

Total Credit- 4

Objectives of the course:

After going through the course the teacher trainee will be able:

- Understand the nature of assessment and its role in teaching learning process
- Critically analyze the role of assessment at different domains of learning
- Develop the skill of construction of testing tools
- Understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment
- To emerging trends of evaluation and suggest solutions for examination problems

Unit-1 Measurement and Evaluation

- 1.1 Measurement: Meaning, Definitions, importance and types
- 1.2 Evaluation: Meaning, definitions, characteristics and Importance
- 1.3 Steps of evaluation, Evaluation triangle
- 1.4 Principals and types of evaluation

Unit-2 Assessment trends

- 2.1 Present examination system, issues and suggestion.
- 2.2 Online evaluation : Meaning, Merits and Demerits
- 2.3 Open book Examination : Meaning, Merits and Demerits
- 2.4 Continues and Comprehensive evaluation and its importance.

Unit-3 Tools of Evaluation

- 3.1 Rating Scale, Check list, Observation
- 3.2 Blue Print: Importance, Steps, Merits, characteristics of ideal question paper.
- 3.3 Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
- 3.4 Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit-4 Analysis of Assessment

- 4.1 Measurement of central tendency: Mean, Median and Mode with computation
- 4.2 Measurement of variability: range, mean deviation, standard deviation and quartile deviation with computation and interpretation
- 4.3 Percentile and percentile rank with computation
- 4.4 Role of Feedback in Improving learning and learners' development.

Suggested Activity

1. Construction of an Achievement Test with the help of blue print
2. Interpret class result with the help of statistics and make graphical presentation of it.

Suggested Readings:

- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.

SEMESTER-2

EPC-2:Drama and Art in Education

Total Credit- 2

Internal - 50

External - 00

Objectives of the course :

After going through the course the teacher trainee will be able:

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Unit – 1 Art Education

- 1.1 Art Education: Meaning, concept, importance and Scope.
- 1.2 Indian Rasa Theories (Bharat Muni's , NatyaShastra).
- 1.3 Role of Art (Visual arts, Literary Arts and performing Arts),
- 1.4 Music and Drama in Teaching and Learning-need and importance,

Unit – 2 Performing Arts Education

- 2.1 Theatre: Introduction, Importance and role of Drama in society, Role of Drama in Education
- 2.2 Forms and Styles, Comedy and Tragedy.
- 2.3 Components of Theatre: Role play, Space, Time, Audience and Performance.
- 2.4 Various forms of Music: Gayan, Vadan and Nartan.

Unit – 3 Dramas and Art in School

- 3.1 Meaning and concept of arts and its significance at school education
- 3.2 Difference between Arts in education and Education in arts
- 3.3 Identification of different performing arts.
- 3.4 Identification of different forms and artists.

Unit-4 Activity in School

- 4.1 Theme based composition with action.
- 4.2 Drawing & Painting on different subjects.
- 4.3 Design: Floral and Geometrical (Rangoli).
- 4.4 Collage, Cutting and Pasting, Preparation of an Advertisement.

Suggested Activity:

1. Poster making

Total Credit- 4

Objectives of the course:

- After going through the course the teacher trainee will be able:
- Understand general principles & maxims of teaching of Mathematics.
- Trainee teachers differentiate lesson planning & unit planning in relation to Mathematics.
- To acquire knowledge of teaching Methods and Approaches of Mathematics.
- Develops the skill of using various methods of teaching of Mathematics.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Mathematics.
- Become familiar with internship programme.

Unit-1 Planning of Mathematics Teaching

- 1.1 Developing yearly planning
- 1.2 Developing monthly planning.
- 1.3 Developing unit lesson planning.
- 1.4 The Mathematic teacher: Social and Professional Responsibility

Unit-2 Method of Mathematics

(Importance, usefulness, advantage and disadvantages of following methods)

- 2.1 Lecture method
- 2.2 Demonstration.
- 2.3 Inductive – deductive
- 2.4 Analytic and synthetic

Unit-3 Approaches of Teaching Mathematics and Maxims

(Introduction, Importance, usefulness, advantage and disadvantages of following methods)

- 3.1 Oral work, Inductive – deductive, Inquiry
- 3.2 Assignment, Drill – Review work
- 3.3 Maxims of teaching
- 3.4 Evaluation of teaching of Mathematics: Concept and Importance
 - Continuous and Comprehensive evaluation of Mathematics
 - test in Mathematics teaching : Teacher made , standardized, diagnostic , remedial test and construction of good question paper and blue print
 - Internship: Meaning, Importance, layout, role of trainees in internship, and activities.

Unit-4 Content

Content (I) Std-9.

- Lesson-04 Coordinate Geometry (sem-1)
- Lesson-07 Some primary concepts in geometry-I (sem-1)
- Lesson-16 Statistics (sem-2)

Content (I) Std-10.

- Lesson-3 Pair of Linear Equation in Two Variables
- Lesson-7 Similarity and the theory of Pythagoras
- Lesson-10 Heights and Distances
- Lesson-13 Areas Related to a Circle

Total Credit- 4

Objectives of the course:

After going through the course the teacher trainee will be able:

- Understand general principles & maxims of teaching of Science and Technology.
- Trainee teachers differentiate lesson planning & unit planning in relation to Science and Technology.
- To acquire knowledge of teaching methods of Science and Technology.
- Develops the skill of using various methods of teaching of Science and Technology.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Science and Technology.
- Become familiar with internship programme.

Unit-1 General Principles & Maxims of Teaching Science and technology

- 1.1 Principle of teaching: Meaning, Concept, Scope.
- 1.2 General principles of teaching of Science and technology.
- 1.3 Maxims of Teaching: Meaning, Importance.
- 1.4 Maxims of Science and technology teaching.

Unit-2 Lesson planning in Science and technology (Unit Lesson Planning)

- 2.1 Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.
 - Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stray lesson planning.
- 2.3 Blue print – Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in Science and technology method.

Unit-3 Method of Teaching of Science and technology

- 3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
 - Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of Science and technology.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of Science and technology.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
 - Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.
- 3.4 Inductive – deductive method – Meaning, merits & demerits, effective use of inductive – deductive method in classroom teaching of Science and technology.

Unit-4 Content

Content (2) Std-9.and Std.-10

4.1 Content (1) Std-9.

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| Lesson-3 | gravitation (sem-1) |
| Lesson-7 | plant tissues (sem-1) |
| Lesson-4 | Chemical Bonding (sem-2) |

SEMESTER-2

B 109: Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

After going through the course the teacher trainee will be able:

- To understand general principles & maxims of teaching of economics.
- To acquire knowledge of differentiate lesson planning & unit planning in relation to economics.
- To develop the skill of preparing ideal question paper according to blueprint in economics.
- To acquire knowledge of teaching methods of economics.
- To develop the skill of using various methods of teaching of economics.
- To become familiar with internship programme.

Unit-1 General Principles & Maxims of Teaching Economics

- 1.1 Principle of teaching : Meaning, Concept, Importance.
- 1.2 Principles of teaching of Economics.
(Activity, Motivation, Linking With Life, Definite Aim, Planning, Interest, Individual Differences, Revision)
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Economics teaching.

Unit-2 : Lesson planning in Economics (Unit Lesson Planning)

- 2.1 Unit Lesson Plan : Meaning, concept, importance, steps.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stray lesson planning.
- 2.3 Blue print – Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in economics method.

Unit-3 : Method of Teaching of Economics

- 3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of economics.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of economics.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.
- 3.4 Inductive – deductive method – Meaning, Merits & Demerits, Combination of deductive & Inductive Method, Effective use of inductive – deductive method in classroom teaching of economics.

Unit-4 : Content

- 4.1 Lesson – 6 Market (Std-11)
- 4.2 Lesson – 7 Indian Economy (Std-11)
- 4.3 Lesson – 5 Poverty (Std-12)
- 4.4 Lesson – 6 Unemployment (Std-12)

UNIT -4 **STD-11 & 12**

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| 4.1 | STD 11 | Chapter – 5 Form of Business Organization-1 |
| 4.2 | STD 11 | Chapter – 6 Form of Business Organization-2 |
| 4.3 | STD 12 | Chapter – 5 Staffing |
| 4.4 | STD 12 | Chapter – 6 Directing |

Activity:

SEMESTER-2
B-111:Accountancy

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

After going through the course the teacher trainee will be able:

- Will learn Unit Lesson planning of accountancy.
- Acquires knowledge of different teaching methods of accountancy.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in accountancy.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.
- To Prepare Teaching aid for the subject of Account.

UNIT – 1 METHOD OF ACCOUNTANCY AND UNIT PLAN

- 1.1 Maxims of Teaching: Meaning, Importance and Examples
 - Easy to Difficult -Whole to Part
 - Simple to Complex -Analysis to Synthesis
- 1.2 Educational Method:
 - Project Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
 - Analysis-Synthesis Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
 - Group Discussion Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
- 1.3 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.4 Difference between unit plan and lesson plan

UNIT -2 EVALUATIONS

- 2.1 Evaluation:Meaning, Concept, objective, importance
- 2.2 Difference between measurement and evaluation
- 2.3 Evaluation Tools (Rating Scale, Check List, Questionair, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT- 3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

- 3.1 Techniques: Review, Field work, Survey, Interview, Roll play, Observation, Illustration, Questionnaire
(Meaning, Importance, Merits, Demerits, Role of Teacher)
- 3.2 Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum

- 3.3 Internship: Meaning, concept, Structure, Importance, School Activities
- 3.4 Roll of a teacher-trainee in Internship programme

UNIT -4

STD-11& 12-Concept and Computation

- 4.1 STD 11 (Part-1) Chapter – 5 Subsidiary Books
- 4.2 STD 11 (Part-2) Chapter – 4 Bills of Exchange
- 4.3 STD 12 (Part-1) Chapter – 5 Admission of a partner
- 4.4 STD 12 (Part-2) Chapter – 4 Analyses of Financial Statements