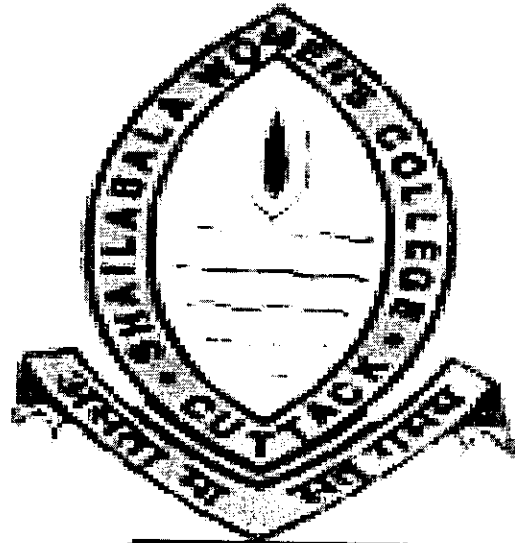


**SYLLABUS OF  
BACHELOR OF EDUCATION (SECONDARY)  
PROGRAMME**

**2017-18**

**DEPARTMENT OF B.ED**



**शास्त्रमेव मन्त्रो मातृसुतं सत्येन मनसा शिष्यो विप्रवानः**

**SHAILABALA WOMEN'S AUTONOMOUS COLLEGE,  
CUTTACK**

**Syllabus for  
Bachelor of Education (Secondary)  
Programme**

(Based on NCTE Curriculum Framework):

(Two-Year B.Ed. Programme)

(2017-18)

**SHAILABALA WOMEN'S AUTONOMOUS,  
COLLEGE, CUTTACK**

## FOREWORD

The NCTE regulation 2014, which came into force with effect from December 01, 2014, brought in significant changes in the Teacher Education system of the country: enhanced duration of the existing B.Ed, and M.Ed, Programmes, sea-change in the prescribed curriculum, increase in faculty requirement and their qualifications and expansion of infrastructural support system. Close on heels of NCTE's revised norms and standards, the Directorate of Teacher Education and SCERT swung into action for development of curriculum in the light of NCTE Curriculum Framework 2014. The curriculum development for the tow-year B.Ed, and two-year M.Ed, programme was a long-drawn collaborative process, involving a wide-range of stakeholders with an explicit intent of listening to and respecting their views and voices. In order to facilitate the process of curriculum development, a series of consultations were organized where the faculty of Teacher Education Institutions proactively participated.

With a rich wealth of ideas and insights emerged from critical churning in the consultative processes, the responsibility for framing the curriculum was entrusted to a select group of Think Tank - Teacher Education members who were able to complete the task within shortest possible time. The draft curriculum was subjected to critical reflection by the Principals of Teachers Education Institutions, Chairpersons and Members of Board of Studies of different State Universities, Vice-Chancellors/their representatives and curriculum specialists. The aside, views from a wider audience were invited through SCERT web-site with a view to adding legitimacy to the process of curriculum development. Ensuring optimum care to make the curriculum up to the standard, the copies of the B.Ed, curriculum were sent to the University authorities approval.

I take this opportunity to express our gratitude and grateful thanks to all those who have laid their hands on the process of curriculum development. More particularly, our ungrudging appreciation goes to a team of experts consisting of Dr. Mohit Mohan Mohanty, Shrip Pramathesh Das and Dr. Durga Charan Rana who have, in fact, developed the curriculum putting together diverse ideas from a plethora of sources. The team was assiduously aided by Ms. Lalita Pattnaik, Education Specialist, Unicef and Prof. S. L. Jena Lead Coordinator Think Tank-TE. We own a lot to the Unicef Sate Office Office for providing technical and financial support to accomplish the task.

This task could not have been possible to be accomplished without the unstinting support of my own colleagues in the Directorate of TE and SCERT. In fact, there was an invisible corps of people who have, directly or indirectly. Significantly contributed to the process of curriculum development.

I am sure, the new curriculum and its reflective transaction in our Teacher Education Institutions will substantially contribute to producing reflective practitioners.

## 1. The Context

In pursuance of the NCTE Regulations 2014, norms and standards communicated vide their Notification No. F.51-1/2014-NCTE (N & S) date 28.11.2014, government of Odisha in the School and Mass Education Department decided to enhance the duration of the existing B.Ed. programme from one year to two year with effect from the academic session 2015-16 vide their Notification No. 11908/SME date 12.06.2015. The present syllabus for Two-year B.Ed. Programme is based on the following consideration:

- Stipulations of the National Council of Teacher Education to evolve a standard pattern of syllabus for Teacher Education for the whole country.
- Emerging scenario of school education in terms of quantity and quality warrants corresponding reforms in teacher education.

Apart from these two major considerations, there is a compelling reason for evolving a uniform syllabus for all the universities of the state since a common curriculum is being followed in all the secondary schools of the State thereby requiring similar training inputs for developing desired competencies among all the prospective teachers.

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

- Curriculum Framework: Two-year B. Ed. Programme 2014, NCTE.
- National Curriculum Framework – 2005,
- National Curriculum Framework for Teacher Education 2009,
- The Right of Children to Free and Compulsory Education Act 2009
- Frame work for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalization of access to and improvement of quality at the secondary stage, 2008.
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Childre to Free and Compulsory Education Act, 2009 (2011).
- UGC guidelines for designing curricula for Choice Based Credit System of Higher Education.

## 2. Guiding Principles of Syllabus Development

- Reducing the gap between theory and practice,
- Eliminating mismatch between teacher education curriculum and school realities,
- Updating of curricular areas of teacher education in terms of enrichment content knowledge and pedagogical competence of prospective teachers,
- Using variety of methods approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers.

### 3. Course Objective

The Syllabus for the two-year B.Ed. (Secondary) Programme is designed to attain the following broad objectives.

On the completion of the course, the student-teacher shall :

- Understand the central concept, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adopted to diverse learners and learning contexts.
- Plan learning experience that are based on learner's existing proficiency, interests, experiences including misconceptions and errors, and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.
- Develop self identity as a teacher through school-based experience and reflective practices that continually evaluated the effects of his/her choices and actions.

### 4. Modes of learning Engagement

With a view to moving away from theoretical discourses and lectures, the student-teacher is required to be engaged in various kind of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student-teachers will be of following kind:

- **Lecture-Discussion Session** : The teacher education provides the student-teachers a platform to review their experiences, helps them to develop insights in to the disciplinary knowledge base and to relate them to the school realities:
- **Focused Reading and Reflection**: Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis**: Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Projects**:
- **Group Presentations**:  
**Seminar** : Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

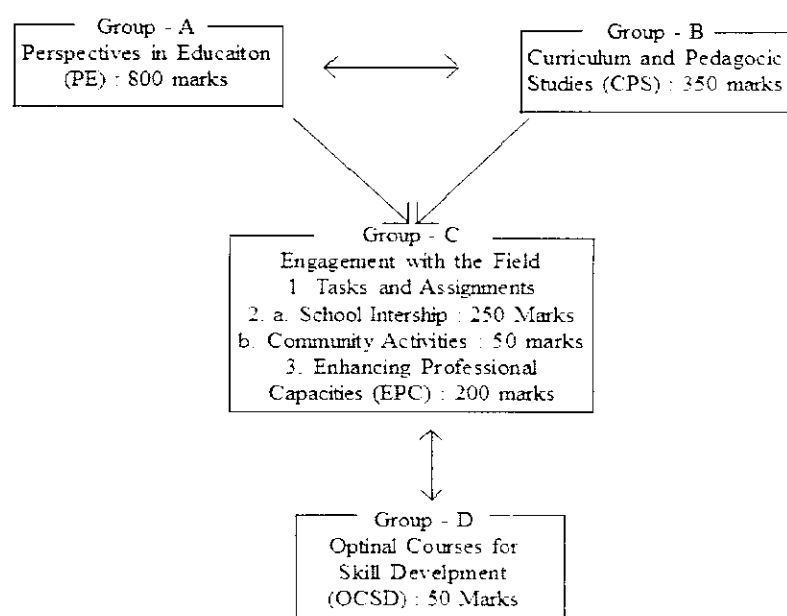
- Case Study : An in-depth and comprehensive study of a single or few cases would be taken up as per the guidelines provided for preparation and submission of report.
  - Reflective Journals : The student – teachers would make it a habit of reflecting on any curricular topic or current issue on educations and develop reflective journals on those and share with colleagues and teachers.
  - School-Based Practical : Learning experiences would be provided through several school-based practicums for development of certain professional qualities and competencies. The school based practical would include opportunities for planning and implementation of learning experience and strategies, and reflecting on their appropriateness and effectiveness.
  - Workshops : A series of learning experiences in a given performance are would be provided to student-teachers in the form of workshop, engaging them in modelling-practice-feedback sequence with a view to developing specified competencies required for a teacher.
  - Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large.
5. Course Duration : The B.Ed. Programme shall be two-year duration, covering two consecutive academic sessions.

Working Days : At least 200 working days each year excluding the period of admission and examination.

Working Hours per week : Minimum of 36 hours in a week (6 days)

6. Course Components

CURRICULAR AREAS



**A. Perspectives in Education (PE)**

PE – 1 Education, School and Society.

PE- 2 Childhood and Growing UP

PE – 3 Learning and Teaching

PE- 4 Contemporary Concerns in Education

PE – 5 Knowledge and Curriculum

PE – 6 Management of Education

PE – 7 a. Creating and Inclusive School

b. General, School and Society

PE – 8 a. Action Research and Innovation

b. Guidance and Counselling

**B. Curriculum and Pedagogic, Studies (CPS)**

CPS – 1 Language across the Curriculum

CPS - 2 Learning Assessment

CPS – 3 (a & b) Pedagogy of School Subjects (Any two school subjects to be offered by each student - teacher)

**C. Engagement with the Field**

- Activities and assignments that run through all the courses and indicated against each course.
- School Internship & Community Activities
- Courses on Enhancing Profession Capacities (EPC)

EPC – 1 Critical Understanding of ICT

ERC – 2 Understanding the Self

EPC – 3 Fine Art/Performing Art (Drama)/Performing Art (Indian Music)

EPC – 4 Physical Education and Yoga

**Optional Courses for Skill Development (OCSD)**

OCSD – 1 Food Preservation

OCSD – 1 Spinning and Weaving

OCSD – 3 Tailoring

OCSD – 4 Wood Work

## 7. Year Wise Distribution of Courses

First Year						
Course	Title of the Course	Marks			Credits	Contact Hours
		External	Internal	Total		
<b>PERSPECTIVES IN EDUCATION</b>						
PE-1	Education, School and Society	80	20	100	04	64(5)
PE-2	Childhood and Growing up	80	20	100	04	64(5)
PE-3	Learning and Teaching	80	20	100	04	64(5)
PE-4	Contemporary Concern in Education	80	20	100	04	64(5)
<b>Total</b>		<b>320</b>	<b>80</b>	<b>400</b>	<b>16</b>	
<b>CURRICULUM AND PEDAGOGIC STUDIES</b>						
CPS-2	Learning Assessment	80	20	100	04	64(5)
CPS-3 (a & b)	Pedagogy of School Subject	80	20	100	04	64(5)
<b>Total</b>		<b>160</b>	<b>40</b>	<b>200</b>	<b>08</b>	
<b>COURSES ENHANCING PROFESSIONAL CAPACITIES</b>						
EPC-3	Fine Art/Assessment		50	50	02	32(2.5)
EPC-4	Physical Education and Yoga		50	50	02	32(2.5)
<b>Total</b>			<b>100</b>	<b>100</b>	<b>04</b>	8 Weeks
<i>School Internship Programme</i>			<i>100</i>	<i>100</i>	<i>04</i>	<i>8 Weeks</i>
<b>OPTIONAL COURSES FOR SKILL DEVELOPMENT</b>						
<b>Any One Course</b>						
OCSD-1	Fruit and Vegetable Preservation		50	50	02	16 (01)
OCSD-2	Spinning and Weaving		50	50	02	
OCSD-3	Tailoring		50	50	02	
OCSD-4	Wood Work		50	50	02	
<b>Total</b>			<b>50</b>	<b>50</b>	<b>02</b>	
<b>TOTAL (First Year)</b>		<b>480</b>	<b>370</b>	<b>850</b>	<b>34</b>	

Note : Figures Within parentheses indicate hours per week



## Second Year

Course	Title of the Course	Marks			Credits	Contact Hours
		External	Internal	Total		
<b>PERSPECTIVES IN EDUCATION</b>						
PE-5	Knowledge and Curriculum	80	20	100	04	64(5)
PE-6	Education Management	80	20	100	04	64(5)
PE-7a	Creating an Inclusive School	40	10	50	02	32(2.5)
PE-7b	Gander, School and Society	40	10	50	02	32(2.5)
PE-8	Action Research	40	10	50	02	32(2.5)
PE-8a	Guidance and Counseling	40	10	50	02	32(2.5)
<b>Total</b>		<b>320</b>	<b>80</b>	<b>400</b>	<b>16</b>	
<b>CURRICULUM AND PEDAGOGIC STUDIES</b>						
CPS-1	Language across the Curriculum	40	10	50	02	32(2.5)
CPS-3 (a & b)	Pedagogy of a School Subject	80	20	100	04	64(5)
<b>Total</b>		<b>120</b>	<b>30</b>	<b>150</b>	<b>06</b>	
<b>COURSES ENHANCING PROFESSIONAL CAPACITIES</b>						
EPC-1	Critical Understanding of ICT		50	50	02	64(4.5)
EPC-2	Understanding Self		50	50	02	64(3)
<b>Total</b>			<b>100</b>	<b>100</b>	<b>04</b>	
<b>SCHOOL INTERNSHIP PART-II</b>			<b>150</b>	<b>150</b>	<b>06</b>	12 Week
<b>COMMUNITY ACTIVITIES</b>			<b>50</b>	<b>50</b>	<b>02</b>	
<b>Total (Second Year)</b>		<b>440</b>	<b>410</b>	<b>850</b>	<b>34</b>	
<b>GRAND TOTAL (First Year + Second Year)</b>		<b>920</b>	<b>780</b>	<b>1700</b>	<b>68</b>	

Note : Figures Within parentheses indicate hours per week

**PERSPECTIVES IN EDUCATION (PE)**

**PE 1: Education, School and Society**

<b>Year - 1</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

On Completion of this course, the student-teacher shall:

- State the narrow and broad meaning of education and form own concept on education.
- Identify various modes and processes of education.
- Explain the foundations of education and the aims of education as recommended by different commissions education policies and educational thinkers
- State the relationship between school and education, school and community and among education, society and culture.
- Elaborate the linkage between education and national development.

**Detailed Course Content**

**1. Understanding Education**

- Meaning : derivational, narrow and wide; Eastern and Western viewpoints.
- Process : Bi-polar, tri-polar, multi-polar; Life-long process.
- Mode : formal/institutional, Informal/Incidental, Non-formal,
- Aims : Individual and social
- Aims : Individual and social
- Aims of education according to Secondary Education Commission (1952-1953), Education Commission (1964-1966), National Policy on Education (1986/92), and National Curriculum Framework (2005).

**2. Foundations of Education**

- Philosophy and Education : Meaning and relationship; Influence of philosophy in determining aims, curriculum and methods of Education with reference to major schools of Educations Philosophy Idealism, Naturalism and Pragmatism
- Sociology and Educations: Meaning and relationship; Implications of Sociology for aims, curriculum and methods of Education
- Psychology and Education: Meaning and relationship; Implications of psychology for Education in organizing contents and understanding the teaching-learning process (understanding learner, teacher characteristics and pedagogy)
- Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Rousseau, Dewey and Freire with reference to aims, curriculum and methods.

### 3. Education and School

- School as a formal agency of Education: Purpose (Socio-cultural), Location, infrastructure and time, stakeholders (primary and secondary stakeholders)
- School Activities : Curricular and other curricular activities-Components, mode of transaction and organization.
- School Environment : Learner and Learning-friendly- Characteristics and components; strategies for ensuring learning-friendly environment
- Resource Requirements: Knowledge, Human, material, Infrastructural, Technological Their sources and utilization.
- School-Community Interface: Importance, Aspects of interface, strategies for strengthening their inter-relationships, and their roles in building learning communities

### 4. Education, society Culture

- Society as a system; Educations and culture as sub-systems; Their interrelationships
- Education as an instrument of social change : Meaning, dimensions and types of social change; Role of education effecting social change and control; social change influencing education.
- Education and Modernization : Meaning of modernization; Characteristics of modernized society; Adaptive demands of modernization and role of education;
- Education and culture: Meaning and elements of culture; Role of education for preservation, transmission and enrichment of culture; influence of culture on education, in general, and promotion of meaningful learning, in particular.

### 5. Education and National Development

- National development : Dimensions and Indicators
- Education as an investment for Human Resource and Socio-economic Development
- Education for sustainable development (Including sustainable environment)
- Education for inclusive development - Dimensions (Social, economic, cultural, technological, spatial), Strategies for promotion inclusion, Role of education.
- Education to meet the situations arising out of conflicts, insurgencies, national calamities and disasters.

### Tasks and Assignments

Each student-teacher is required to submit any two assignments from the following:

- Preparation of a paper on the aims of education as recommended by the commissions, education policies and educational thinkers for comparative analysis.
- Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio-cultural context India.
- Survey of a Community and working our strategies for mobilization of resources available in the community for improvement of school practices.
- Preparation of a paper on how school has been responsible for modernization of the community within which the school is situated.
- Preparation of a blueprint on the different areas .of possible school community interface.

## Suggested Reading

- Anand, C.L. et. al. (1983). Teacher and education in emerging in Indian society, New Delhi : NCERT.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Dewey, John (1916/1977). Democracy and education. New Your: Macmillan.
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- Saraswati, T.S. (Ed.)(1999). Culture, socialization and human development: Theroy, research and applications in India. New Delhi : Saga Publiation.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay : Allied Publishers.

**PE 2 : Childhood and Growing Up**

<b>Year - 1</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

On Completion of this course, the student-teacher shall:

- Explain the concepts of growth and development of human child and the underlying general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during each period.
- Specify the contexts and factors influencing development.
- Explain the theories of socio-emotional, cognitive and language development and their educational implications.
- Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.
- Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of these differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

**Detailed Course Content**

1. Understanding learner development

- Growth the development: concept and General Principles of Developments; Stages of development - concept (sequential, structural identity, critical periods, processes-reversible and irreversible), different stage of human growth and development-infancy, childhood, adolescence, adulthood and old age.
- Contexts of development : socio-economic, cross-cultural-psychological, and anthropological
- Factors influencing development : heredity, environment, nutrition, child-rearing practices, socio-economic status, sibling and peers.

2. Theories of Child and Adolescent Development

- Socio-emotional Development : Erickson's theory of psycho-social development, Theon of development of social play-jean piaget

- Cognitive and Language Development : Cognitive developmental stages of Piaget; conceptual and Language development theories of Vygotsky; Language development theory of Noam Chomsky; Brief theoretical framework and its educational implications
  - Developmental characteristics during childhood: Physical, social cognitive and emotional; Role of school and teachers
3. Developmental characteristics and needs during adolescence
- Growth and development during adolescence : Characteristics during early and late adolescence-Physical, social, Cognitive and Language, Emotional and Moral; Challenges of adolescence.
  - Context-specific developmental tasks based on specific needs and problems during adolescence; Problems of adjustment.
  - Role of school and teacher in addressing the challenges of developmental needs of adolescents in various contexts.
4. Understanding Individual Differences among Learners.
- Individual differences due to cognitive, social and emotional attributes ; Individual differences in learning in terms of mental ability, rate of learning, motivation to learn, learning style, attitude; recognizing the uniqueness of the learner.
  - Learners with different mental abilities : intelligence, emotional intelligence and creativity-their concept, nature and assessment; categorization of learners based on mental abilities .
  - Managing individual differences in learning learning needs of different types of learners (gifted and backward learners; fast and slow learners)
5. Addressing learning needs
- Identification of learning needs of children in different stages and contexts of development (socio-economic, cultural geographical, political, CWSN)
  - Strategies to meet the learning needs of children in and out of school; organizing learning in heterogeneous classroom-ability grouping, heterogeneous grouping by interest and grouping by choice; addressing individual differences in classroom individual guided learning, peer learning , Co-operative and collaborative learning
  - Culture-responsive teaching-learning approaches to meet the learning children in different contexts of development-learning issues of marginalization inequality.
6. Tasks and Assignments
- Each student-teacher is required to submit any two assignments....
  - Case Study of a problem child/a slow learner/a disadvantaged

- Administration of a group intelligence and reporting the result.
- Rating of student-teacher's classroom performance (of any 5 student-teachers performance)
- Analysis of the common behavioural problem observed in the classroom suggesting the ways to address them.
- Preparation of five activities for promoting creativity among the school students.

#### Suggested Readings

Arnett, Jeffrey (2007). Adolescence and emerging adulthood: A cultural approach. (3<sup>rd</sup> Edn.). Upper Saddle River, N.J.: Pearson

Berk, Laura E. (2011). Child development (9<sup>th</sup> Edn.), New Delhi: Prentice Hall of India.

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Dash, M. And Dash, N (2006). Fundamentals of educational psychology. New Delhi: Atlantic.

Flavell, J. H. (1963). The development psychology of jean Piaget. New York : Van Nostrand.

Hurlock, E. B. (1980) Developmental psychology : All span approach. New York: McGraw Hill Book.

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Kail, Robert V (2011). Children and their development (6<sup>th</sup> Editions). Englewood Cliffs, N.J: Prentice Hall.

Nolen-Hoeksema, Susan, Fredrickson, Barbara L. Loftus, Geoff R., & Wagenaar, Willem, A. (2014). Atkinson & Hilgard's Introduction to Psychology. Belmont, California: Wardsworth.

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Stephens, J. M.; Evans, E. D. (1973). Development and classroom learning. An introduction to educational psychology. New York: Holt, Rinehart and Winston.

**PE 3 : Learning and Teaching**

<b>Year - 1</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

On Completion of this course, the student-teacher shall:

- State the meaning, nature, dimensions and basis conditions of learning.
- Discuss the broad perspective of behaviouristic, social cognitive and constructivist views of learning and their educational implications.
- Explain the process of learning as meaning marking and the ways of facilitating meaningful learning in and out of the school.
- Employ the processes of teaching and managing classroom situations for meaningful learning.
- Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

**Detailed Course Content**

1. Understanding learning process

- Meaning, nature, and demensions of learning; Learning as pa process and as an outcome
- Basic conditions of learning : Maturation, Readiness, attention, Motivation, Fatigue, Materials, Learning Style, Tasks and Methods.
- Types/Categories of learning : Gagne's categories of learning

2. Theoretical perspectives of learning

- Behaviouristic Theories : Classical Conditioning Theory of Pavlov and Operant conditioning Theory of Skinner : Theoretical framework and educational empications.
- Social Cognitive Theories : Social Learning Theory of Bandura, Advance Oraganizer Theory of Ausubel : theoretical framework and educational implications
- Constructivist Theories : Redical constructivism of jean Piaget and Social constructivism of Lev Vygotsky : theoretical framework and educational implications

3. Meaningful learning

- Meaning and attributes - active or manipulative, constructive, reflective, interntional, complex, contextual, collaborative, and conversational.



- Learning as meaning making : Concept and process of meaning making; Learner as meaning maker- Characteristics of learner as meaning maker curiosity, interest, active engagement : Role of inquiry in meaning making
  - Meaningful Learning as Experiencing : Observing, Perceiving and internalizing, and Deriving meaning from experiences;
  - Facilitating Meaningful Learning in and out of school : strategies and role teacher
4. Teaching for meaningful learning
- Teaching and Learning: Teaching as instructing vs Teaching as facilitating learning; Teaching as empowering learner; Bruner's Model to Teaching for meaningful learning-process and implications for classroom instruction in promoting meaningful learning
  - Teaching in diverse Classrooms Paradigm shifts in organizing learning : Teacher centric to learner centric, and to learning centric (characteristics and process); Grouping for facilitating learning - Ability Grouping, Heterogeneous Grouping, Grouping by interest, Grouping by Choice; teaching for motivating towards learning - types of motivation and teaching strategies.
  - Modes of teaching-learning : face to face and distance mode, oral-aural and digital, individualized and group-based; Individualizing instruction in regular classroom.
5. Teaching as a profession
- Importance and characteristics of teaching profession; Characteristic of an effective teacher
  - Teacher Preparation : Needs, components and modes of pre-service teacher-education programmes for different school level (pre-school, elementary, secondary, higher secondary)
  - Teacher Development : Needs and Stages, Survival, Consolidation, renewal and Maturity; Continuing Professional Development of In-service Teachers - Needs and Strategies
  - Teacher's Professional Ethics and Accountability : Meaning, importance and dimensions; Recommendations of NPE 1986/92; Strategies for ensuring teacher accountability

#### Tasks and Assignments

Each Student-teacher is required to submit assignments selecting any two of the following:

- Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning.
- Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful learning.
- Survey of teacher's classroom activities of at least 10 teachers and preparation of report.

- Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning.
- Observing classroom transactions of teachers with high and low experience in teaching

#### Suggested Readings

DeCecco, J.P., & Crawford, W.R (1974). Psychology of learning and instruction : Educational psychology. Englewood Cliffs, N.J.: Prentice Hall.

Gange, R. M. (1985). The conditions of learning and theory of instruction (4<sup>th</sup> edition). New York : Holt, Rinehart and Winston.

Klasusmeir, H.J., & Ripple, R.E (1971). Learning and human abilities : Educational Psychology. New York : Harper & Row.

Lefrancois, Guy r. (1994). Psychology for teaching. Belmont, California: Wardsworth Publishing company.

Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.

Mohapatra, J.K., Mahapatra, M. And Parida, B.K. (2015). Constructivism : The new paradigm : From theory to practice. New Delhi : Atlantice Publishers.

Nolen - Hoeksema, Susan, Fredrickson, Barabara L., Lofus, Geoff R., \* Wagenaar, willem, A. (2014). Atkinson & Hilgard's introduction to psychology. Belmont, California : Wadsworth.

Piaget, J. And Inhelder, B. (1969). The psychology of the child. London : Routeledge Kegan Paul.

Sahakian, W.S. (1976). Introduction to the psychology of learning. Chicago : Rand McNally college Publishing company.

Snowman & Bahler (2006) . Psychology applied to teaching. Boston : Houghton Mifflin Company.

Von Glasersfeld, F. (1995). Radical constructivism : A way of knowing and learning. Washington D.C.: Flamer Press.

Vygotsky, Lev (1986). Thought and language. Cambridge, MA: The MIT Press.

Woolfolk, A.E (2012). Educational psychology (12<sup>th</sup> Edn.) Englewood Cliffs, N.J.: Prentice Hall.

**PE 4 : Contemporary Concerns in Educations**

<b>Year - 1</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

On Completion of this course, the student-teacher shall:

- Describe the prevailing social inequities, diversities and marginalization in India and their implications for education.
- State the relevant Constitutional provisions, policy recommendations and the provisions in different Acts relating to education, specifically to school education.
- Explain the various concerns and issues of school educations
- State the roles of teachers in addressing the concerns and issues
- Develop a set of professional values required to address the issues and concerns through curricular and co-curricular practices

**Detailed Course Content**

1. Diversity, Inequality and Marginalization in Society

- Understanding Indian Society with reference to diversities in Language, Culture, Religion, Socio-economic class, Ethnic group.
- Issus of Inequality in society and their Socio0cultural and Educational Implications
- Discrimination and marginalization as barriers for Universalization of Education
- Role of Education, School and Teacher in addressing issues related to diversity, inequality and marginlization

2. constitutional Provisions, Policies and Acts in Education

- Constitutional provisions and values for resolving the issues of diversity, inequality and marginalization in education
- Polices and programmes for addressing these issues NPE 1968 and 1986/92; SSA and RMSA; State Policy on Multilingual Education in Odisha (2014)
- Problems in implementation of the policies with reference to access, enrolment, retention and quality in education.

3. Child Rights and Human Rights

- Human Rights : concept and covenants of human rights (Universal Declaration of Human Rights); constitutional provisions for safeguarding human rights.

- Child Right-concept and rights of child; constitutional provisions for safeguarding child rights; UN conventions of Child Rights 1989.
- Initiatives for protection of Child's Right to Educaiton: RCFCE Act, 2009 (RTE Act) objectives and provisions.

#### 4. Global Concern in Education

- Environmental Education : context and concept, objectives, scope and strategies
- Life skill education : concept and importance; core life skills (WHO identified); role of school, teacher and community for developing life skills of the learners; National skill Development Framerwok
- Privatization and globalization of educatin meaing and their impact on the contemporary education scenario with reference to curriculum, pedagotgy and management.
- Peace education ; concept, need, scope and strategies

#### 5. Quality Concerns in Education

- Quality educations : concept, dimensions and indicator
- Factors deterring quality educations
- Initiatives for enhacing quality education in school: decentralized planning, innovative materials and pedagogy, capacity building of teachers, reforming teacher education programme, community involvement etc.
- Role of school, teacher and community to promote quality educations in school

#### Tasks and Assignments

Each Student-teacher is required to submit assignments selecting any two of the following

- Conducting social survey in respect of inequality and marginalization and preparing a report
- Preparation of Case Studies of Violation of Child Rights/Human Rights
- Field Study for identification of environmental hazards and preparing a plan for Environmental Education
- Preparation of a term paper on constitutional values with reference to the issues of equity
- Debate/discussion/seminar on quality issues in education and preparation of a report projects on school-based activities for peace education/life skill education.

## Suggested Readings

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

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

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

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

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

MHRD (2008). Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan : A scheme for universalisation of access to and improvement of quality at the secondary stage. New Delhi : Department of School Education and Literacy.

MHRD (2001). Sarva Shiksha Abhiyan : Framework for implementation based on the right to Children to Free and Compulsory Education Act, 2009. New Delhi : Department of School Education and Literacy.

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

NCERT (2005). National Curriculum framework 2005. New Delhi : NCERT.

Panneerselvam, A & Ramkrishnan, M. (1996). Environmental science education. New Delhi: Sterling Publishers.

Puri, M. & Abraham. (Eds.) (2004). Handbook of inclusive education for educators, Delhi : Sterling Publishers.

Sharma, R.A (1998). Environmental education. Meerut : Surya Publication.

UNESCO (1990). Source Book on environmental education for secondary teachers. Bangkok: UNESCO Principal Regional Officer for Asia Pacific

UNESCO (1994). Source Book on environmental education for elementary teacher educators. Bangkok : UNESCO Principal Regional Officer for Asia Pacific.

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

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

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

UNESCO (2004). Education for all : The quality imperative. EFA Gobal Monitoring Report. Paris : UNESCO

UNESCO (2012). Shaping the education of tomorrow : 2012 Report on the UN decade of education for sustainable development : Paris : UNESCO

Unicef (2000). Defining quality in education. New York: Proqramme Division (Education), Unicef.

WHO (1991). Comprehensive School health Programme. New Delhi: World Helath Oraganization Regional Office.

WHO (1997). Life skills educations for children and adolescents in school : Introduction and guidelines to facilitate the development and implementation of life skills programmes. Geneva : Division of Mental Health and Prevention of Substance Abuse, World Health Organization.

WHO (1999), Partners in Life Skills Training : Conclusins from a United Nations Inter-Agency Meeting . Geneva: World Health Organizaiton.

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

## CPS 2 : Learning Assessment

Year - 1	Credit - 4
Marks 100 (Ext. 80 + Int. 20)	Contact Hours 64

### Objective

- 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

#### 1. Assessement, Evaluation and Learning

- Assessment and Evaluation : Meaning, ; pupose of assessment (improving learing and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Intgerrelationship 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, Quantities), Mode of Rspone (Oral, Writen and Performacne), Nature of Interprtation (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 Assessement: Assessment of learning , Assesent 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.

#### 2. Assessment for Learning

- Meaning, Importance and Purpose; Nature – formative, continuous with learing 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 test 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.

### 3. Construction of test and Its Use.

- Characteristics of a good test : Reliability, Validity, usability (discussion on concept and use)
- Administration of test and analysis of students' performance; Preparation of report and its use in enhancing learning.

### 4. 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 effect on learners, education system and society.
- Issue 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, NFC 2005, RCFCE Act 2009; Non-detention policy and its implications for assessment and quality to learning.
- Emerging practices in assessment : online assessment, participatory assessment.

### 5. Elementary Statistics

- Measures of Central tendency : Mean, Median, Mode-their uses and limitations.
- Measures of variability : Range, Average deviations, Quartile Deviation, Standard Deviation-their uses and limitations.
- Correlation : Meaning and users, Calculation of correlation coefficients by Rank-difference and Product moment method.
- Characteristics on normal curve and its users
- 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

Anderson, L.W. (2003). Classroom assessment: Enhancing the quality of teacher decision making. Mahwah, New Jersey : Lawrence Erlbaum Associates.

Burke, K. (2005). How to assess authentic learning (4<sup>th</sup> Ed.) Thousand Oaks, CA: Corwin.

Cooper, D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto, Ontario : Thomson Nelson.

Danielson, C. (2002). Enhancing student achievement : A framework for school improvement. Alexandria, VA : Association for Supervision and Curriculum Development.

Garrett, H.E. (1973). Statistics in psychology and education (6<sup>th</sup> ed.) Bombay : Vakils, Feffers & Simon.

Gronlund N.E. & Linn, R.L. (2009). Measurement and assessment in teaching (10<sup>th</sup> Edn.) Upper Saddle river, NJ : Pearson Education, Inc.

Newman, F.M. (1996). Authentic achievement : Restructuring schools for intellectual quality. San Francisco, CA : Jossey-Bass.

Nitko, A.J. (2001) . Educational assessment of students (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

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

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

Shepard, L.A (2000). The role of assessment in learning culture. Educational Researcher, 4-14.

Stigging, R. (2005). Students -involved classroom assessment. (4<sup>th</sup> ed.). Columbus, Ohio: Merrill.

**CPS 3 (a & b) : Pedagogy of Physical Science**

<b>Year - 1</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

**On Completion of this course, the student – teacher shall**

- State the nature and importance of physical science and its relevance in secondary school curriculum.
- Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.
- Plan lessons in physical science for effective classroom transactions.
- Develop and collect activities and resource material for their use in enhancing quality of learning of Physical Science at the secondary level.
- 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.

Detailed Course Content

1. Physical Science in School Curriculum

- Nature of Physical Science : Nature and Scope of Science and Physical Science in particular, Importance of Physical Science in daily life,
- Objectives of teaching-learning Physical Science at the secondary school level
- Curriculum Reforms in Science Education; Rationale, Objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

2. Methods of Teaching-learning Science

- Discovery – Nature and purpose; guided discovery strategies in teaching and learning of concept in science.
- Experimentation-Experimentation under controlled conditions within laboratory and beyond laboratory situation ; Process and Limitations.
- Problem Solving- Problem identification, formulation of hypotheses, Collection of data, testing hypotheses and arriving at solution.

- Demonstration-cum-Discussion
- Project Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Constructivist Approaches : Self-learning and peer learning strategies, Collaborative Strategies; 5E and ICON Models.

### 3. Curricular Activities.

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and Constructivist approach)
- Teaching-learning Materials Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models; ICT materials like, Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet.
- Learning Activities Science Laboratory Activities; Field Trip, Science Club, Science Seminar, Science Exhibition.
- Key Learning Resources in Science : Assessing progress and performances, Monitoring and giving feedback, Local and community resources, using pair work, using group work, using questioning (both by teacher and learners ) to promote thinking, Talk for learning and involving all.

### 4. Assessment in Science Learning

- Construction of Classroom tests and Unit tests, designing blueprint, Preparation to test times.
- Assessment devices; Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in physical Science, Remedation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

### 5. Pedagogical treatment of Content

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

Content	Aspects of pedagogical treatment
<ul style="list-style-type: none"> <li>• Atomic Structure : Atoms and Molecules, Classification of elements,</li> <li>• Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement,</li> <li>• Energy : Sources and forms for energy, Renewable and non-renewable energy</li> <li>• Electricity and Magnetism : Electric Circuit, Potential Difference, Magnetic Field, Lines of force, Electromagnetic induction.</li> <li>• Chemical Reactions and Equation</li> <li>• Heat, Light and Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of concepts and sub-concepts.</li> <li>• Expected specific learning outcomes,</li> <li>• Methods/approaches of teaching-learning,</li> <li>• Teaching-learning materials to be used,</li> <li>• Expected teacher and students activities, and</li> <li>• Assessment strategies.</li> </ul>

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 and Assignments

Each Student-teacher is required to submit assignments on any two of the following.

- Preparation of five lesson plans on any topic of Physical Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Developing five activities/experiments in Physical Science and prepare a brief report.
- Preparation of model/tool device based on any principle of Physical Science included in the course preferable using locally available materials.
- Designing pedagogical treatment for any topic of Physical Science and designing learning activities.

#### Suggested Readings

Das, R.C (2005). Science teaching in school, New Delhi; Sterling Publishers.

Herr, Norman & Cunningham, James (199). Hands - on chemistry activities with real-life applications. San Francisco, CA: Jossey-Bass.

Herr, Norman & Cunningham, James (1994). Hands -on physics activities with real-life applications. San Francisco, C.A: Jossey-Bass.

Joseph. A (2011). Teaching high school science : A sourcebook for the physical sciences. Harcourt, Brace & World.

Kumar, A. (2003). Teaching of Physical science. New Delhi: Anmol Publications.

Mohan, R. (2007). Innovative science teaching for physical science teachers (3<sup>rd</sup> Edn.) New Delhi : Prentice Hall.

NCERT (1982). Teaching of science in secondary schools. New Delhi : NCERT.

NCERT (2005). National Curriculum Framework 2005. New Delhi: NCERT.

Sharma, R.C. (1998). Modern science teaching. New Delhi : Dhanpat Rai and Sons.

TESS India (2015). Key resources. The Open University U.K. (<http://creativecommons.org/licenses/>and [http:// www.test-india.edu.in](http://www.test-india.edu.in))

UNESCO (1979). Source book for science teaching. Paris : UNESCO.

Vaidya, Narendra (1992). Science teaching for 21th century. New Delhi : Deep and Deep.

Zaidi, S.M. (2004). Modern teaching of science. New Delhi: Anmol Publications.

**CPS 3 (a & b) : Pedagogy of Language (Odia)**

<b>Year - 1/2</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

**On Completion of this course, the student – teacher shall**

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context.
- Use various strategies for facilitating the acquisition of language skills in Odia.
- Decided appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Oida.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

**Detailed Course Content**

**1. Odia as Mother Tongue in School Curriculum**

- Importance of mother tongue in the life and education of an individual.
- Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula)
- Objectives of teaching-learning Odia elementary and secondary levels.
- Inter-dependance of language skill in Odia.
- Strategies for facilitating acquisition of four-fold language skills in Odia.

**2. Pedagogic Approaches to Teaching-Learning Odia.**

- Psychology of language learning and acquisition with reference to Odia as mother tongue.
- Problem an issues related to acquisition of Odia language in multi-lingual context.
- Traditional versus modern methods of teaching-learning Odia.
- Different approaches and strategies to the teaching-learning of :
  - Odia prose (detailed and non-detailed )
  - Odia poetry
  - Odia compositon (through Rubric)
  - Odia grammar

- Strategies for enrichment of Odia Vocabulary (word formation and spelling)
- Strategies for developing creative writing skills.

3. Curricular Activities in Odia

- Preparation of Unit Plan
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- Learning resources and planning learning activities.
- Learning assessment in Odia : Assessing comprehension and expression skills : preparation of objective-based and objective-types test items.
- Portfolio Assessment in Odia.
- Comprehensive Assessment of Learning in Odia.
- Planning remedial measures

4. Relevance of Linguistics in Odia Language Acquisition

- Elements of Language sound, vocabulary and structure
- Odia Dhawani (Sound) Types and manner of articulation
- Odia Vocabulary Types (Tatsama, Tadbhava, Deshaja, Baideshika), Word formation process and principles (use of Upasarga, Anusarga, Pratyaya, Samasa and Sandhi, Semantics (Lexical and Contextual)
- Use Linguistics in effective teaching-learning of Odia language.

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> <li>• Poems-Matira Manisha, Gopa Prayana, Hey Mora kalama, Padma</li> <li>• Prose Pieces-Jatiya Jivana, Prakruta Bandhu, Odia Sahitya Katha</li> <li>• Grammar -Karak, Bibhakti, Samasa (Pieces to be selected from class X Test as indicated)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of language items (new vocabulary, expression and grammar components)</li> <li>• Identification of scope in the content to be presented for facilitating learning languages skills.</li> <li>• Formulation of learning objectives</li> <li>• Selection of methods and approaches/strategies</li> <li>• Preparation of teaching-learning materials</li> <li>• Designing of learning activities</li> <li>• Planning teacher and student activities for effective interaction</li> <li>• Assessment strategies (focusing formative)</li> </ul>

## Task and Assignments

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

- Preparation of five lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribe text and development of test items in conformity with the blue print.
- Diagnosis of spelling problem among the learners and development of remedial materials
- Preparation of a Rubric for developing and essay in Odia.

## Suggested Readings

- Dhal, G.B (1972). Engilsh uchharana siksha. Cuttack : Friends Publisher.
- Dhal, G.B (1974). Dhvani bijanana. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Mohanty, B. (1970). Odia bhasara utpati O arma bikasha. Cuttack : Friends Publishera.
- Mohanty, J., Barik, N. & Khandai, U. (1983). Odia sikshadana paddhati. Cuttack : nalanda.
- Mohapatra, D. (1976). Odia Dhvani tattwa O sabdha sambhar. Cuttack : Grantha mandir.
- Mohapatra, N. & Das, S. (Dhani tattwa) O sabdha sambhar. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). Sarbasara vykarana. Cuttack : New Student's Store
- Nayak, B. (1974). Matrubhasa Sikshadana Paddhati. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Padhee, B. (1972). Odia bhasaran rupa tattwa. Berhampur : Pustak Mandir.
- Rout, P.C. (1986). Matrubhasa Sikshadana paddhati. Jajpur : Saraswati Printers
- Sahoo, B. (1975). Bhasa bigyanara rupa rekha. Cuttack : Paramarhi Printers
- Sarangi, N. (2001). Bruhat odia vykarana. Cuttack : Satyanarayan Book Store
- Tripathy, K.B. (1977), Odia bhasa tattwa O lipira karma bikash. Bhunaneswar : Odisha Rajya Pathya Pustaka Sanstha.



**CPS 3 (a & b) : Pedagogy of Language (English)**

<b>Year - 1/2</b>	<b>Credit - 4</b>
<b>Marks 100 (Ext. 80 + Int. 20)</b>	<b>Contact Hours 64</b>

**Objective**

**On Completion of this course, the student - teacher shall**

- Analyze the issues relating to importance and place of English in School curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF 2005.
- Use various methods, approaches and strategies for teaching-learning-learning English and transact various types of lesson plans covering all aspects of English language following different approaches.
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials.
- Use the understanding of phonetics for facilitating student's speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.

**Detailed Course Content**

1. English in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF 2005
- Importance of English language in India in historical perspectives
- Place of English as a compulsory subject in school curriculum (both at elementary and Secondary levels)
- Objectives of learning English at elementary and secondary levels
- English language skills their components, independence and interdependence.

2. Acquisition of Second Language (English) : Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of English language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of English language.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopedia, skill-based activity, group learning

3. Transaction of Contents and Learning Assessment in English.

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons Approaches, Methods and Strategies.
- Preparation of Unit Plan.

- Preparation of lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in English : word formation skill and spelling
- Teaching-learning materials in English: types and Uses : preparation of low cost no-cost teaching-learning materials in English.
- Assessment in English : assessing skills in English : framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in English, Continuous Assessment of Learners performance in English within and beyond classroom situations.
- Key learning Resources in Mathematics : Assessing progress and performances, Monitoring and giving feedback, Local and community resources, using pair work, Using group work, using questioning (both teacher and learners) to promote thinking. Talk for learning and involving all.

4. English Language and its Articulation

- Characteristic of language
- Analysis of English language with reference to its substance, form and context
- Sound of English language : Consonants and Vowels (Pure and Diphthosngs)
- Articulation of sound in English appropriate use of organs of speech.
- Patterns of stress and intonations in English language
- Kind of errors made by the Odia speaking learners while speaking English and their remediation.

5. 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	Aspect of Pedagogical treatment
<ul style="list-style-type: none"> <li>• Any six topic (3prose pieces and 3 poems ) from the prescribed text for Classes IX and X by BSE, Odisha</li> <li>• Parts of Speech</li> <li>• Time and Tense</li> <li>• Change of Voice</li> <li>• Direct and indirect Speech</li> <li>• Sentence Patterns</li> <li>• Translations and Composition (Writing letter and essay, noting, reporting)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of language items (new vocabulary, expression and grammar components)</li> <li>• Identification of scope in the content to be presented for facilitating learning of language skills</li> <li>• Specification of learning objectives</li> <li>• Selection of methods and approaches/strategies</li> <li>• Preparation of learning activities</li> <li>• Designing of learning activities</li> <li>• Planning teacher and student activities for effective interaction</li> <li>• Assessment strategies (focusing formative)</li> </ul>

## Tasks and Assignments

Each student-teacher is required to submit assignments on any two 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 English and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of and designing of learning activities.

## Suggested Readings

- Bansal, R.K. (1971). An outline of general phonetics. Bombay : Oxford University Press  
Bansal, R.K. and Harrison, J.B. (1972). Spoken English for India, Madras : Orient Longman
- Baruah, T.C (1984). The English teacher handbook. New Delhi : Sterling Publishers
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EPC - 3 : Fine Art

Year - 1	Credit - 2
Marks 50	Contact Hours 32

**Objective**

**On Completion of this course, the student - teacher shall**

- Explain different Art forms
- Prepare two dimensional and three dimensional teaching aids.
- Collect materials from the locality and prepare low cost and no cost teaching aids
- Organize exhibitions of different Art forms

**Detailed Course Content**

1. Visual Art

Visual art : Importance, Scope, Characteristics of child art, folk and fine art; Developing skills in visual art.

2. Survey of the natural resources :

Survey of the natural resources in the immediate environment ; collection of specimens for preparation of artistic materials : preparation of report on the collection material and their use.

3. Reproduction Art :

Reproduction of child art, tribal, art, handicrafts, landscape, flowers, vegetable, trees, birds, animals, book illustrations comprising of human figures book covers, newspapers advertisements, invitation and greeting cards-collection of at least six of each kind and preparation of an album with proper captions.

Drawing of pictures of vegetables, fruits, flowers, animals, birds, human figures and houses in simple form on the black board.

4. Finished Drawing :

Outlines of flowers, birds, animals and human figures; Multicolored design with geometrical forms and floral motif suitable for textile designs, book cover, invitations and greeting cards; Technique of preparing designs for line block and halftone printing.

5. Pencil and colored layouts for book cover designs, invitation and greeting card designs and poster designs: Practice of simple and decorative lettering suitable for block designs and signboards; Mounting pictures and organizing exhibitions.

**Tasks And Assignments**

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

- Collection of any three forms of folk and preparation of detailed report.
- Preparation of a report on specimens of visual art available in the neighbourhood.
- Preparation of an album of greeting cards of children's concern with appropriate caption.

**EPC - 3 : Performing Art (Drama)**

<b>Year - 1</b>	<b>Credit - 2</b>
<b>Marks 50 (Internal)</b>	<b>Contact Hours 32</b>

**Objective**

**On Completion of this course, the student – teacher shall**

- Study the functions of drama as a tool of instruction to move beyond the classroom and to invoke collective consciousness.
- Develop awareness regarding the rich heritage of drama and contributions of artists.
- Recognize the role of drama as education in the secondary school.
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.
- Learn the use of drama in teaching-learning.
- Explore the role of the teacher as creative guide in learning that is drama driven.

**1. Introduction to Drama**

- Meaning and relevance of drama to life today
- Elements of Drama: Literary elements, Technical elements, Performance elements; Character, Plot, Theme Dialogue, convention, Genre, Audience.
- Forms and Styles of Theatre – Comedy and Tragedy ; Solo Performance, Mime, Melodrama, Musical theatre, Realism, Symbolism, Ballet and Dance, Street theatre, Folk theatre, etc.

Activity : Acting exercises for body and movement.

Activity : Acting exercises for voice and speech

Activity : Viewing films or videos to identify and discuss dramatic styles

Activity : Creating a performance of a story based on student's own experiences

**2. Indian Folk and Street Drama**

- Regional folk theatre Jatra, Nabaranga, Swang
- Influence of Folk Theatre on Street Play
- Street Play as social education
- Role of Street Drama as teaching-learning tool

Activity : Viewing Street Drama live or on Video

Activity : Student Journals and video record of activities.

3. Drama Production :

- Play Production : Choosing a play : considering languages, style, characters, Casting a play, Designing a play : sets, costumers, lighting, Sound design,
- Rehearsals and Staging a play
- Use of dramatics in Curriculum transaction.

Activity : Choosing / Writing a Street Play

Activity : Casting for the chosen Play

Activity : Designing the costumers, music for the chose play

Activity : Directing the chosen play

Activity : Staging the chosen play

Activity : Student Journals and video record of activities

Tasks and Assignments

Each student – teacher is required to submit assignment on any one of all following.

- Observation of performance of a folk from in the immediate cultural region and preparation of a report.
- Developing a script on any social issue for street play.
- Dramatize any topic for classroom presentation

**EPC - 3 : Performing Art (Indian Music)**

<b>Year - 1</b>	<b>Credit - 2</b>
<b>Marks 50 (Internal)</b>	<b>Contact Hours 32</b>

**Objective**

**On Completion of this course, the student – teacher shall**

- State the basic structure of music and appreciate the values of music in life.
- Practice different Ragas, Alankaras and Talas
- Sing Bhajan and Patriotic song on any Raga
- Explain different terminologies of music such as Nadas, Swar etc.
- Organize musical programmes.

**Detailed Course Contents**

- Study of following Alankars :
  - Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa .....
  - Saga, Rema, Gapa, Madha .....
  - Sarega, Regame, Gamapa, Mapadha .....
  - Saregama, Regamapa .....
- Prescribed Ragas :  
Bhupali, Kaphi, Khamaj, Desh, Aroha, Abroha, Pakad and one Chhotakhayal, Bandeeje in each Raga and Alap, Boltan and Tan in any two Ragas.
- Bhajan and Patriotic Song :  
Bhajan and Patriotic Song based on any Raga with Hindustani style of singing.
- Talas:  
Tritala, Jhampta, Ektal, Rupak, Dadara and Kaharba. Knowledge of Thekas of the prescribed Talas.
- Basic Terminologies of Music :  
Dhwanis, Nada, Swar, Sruti, Saptak, Snagit, Raga, Thaata, Vadi, Samvadi, Anuvadi, Barjit, Music, Light Music, Light Classical Music, Odishi Music.

**Tasks and Assignments**

Each students-teacher is required to submit assignment on any one of following;

- Preparation of a write-up on any five Ragas in terms of their evolution, features and variations.
- Preparation of a write-up on Odia Bhajan based on any three Ragas with Hindustani style of singing
- Documentation of the efforts of the student-teachers in grooming the musical talents of the children

**EPC - 4 : Physical Education and Yoga**

<b>Year - 1</b>	<b>Credit - 2</b>
<b>Marks 50 (Internal)</b>	<b>Contact Hours 32</b>

**Objective**

**On Completion of this course, the student – teacher shall**

- Understand the importance of Physical Educations in Human life
- List the different programmes of Physical Education
- Practice Yoga for peaceful and harmonious living
- Enumerate the relationship between Yoga and goals of life

**Detailed Course Contents**

1. Understanding Physical Education
  - Concept, need , Scope, objectives
  - Organization of various Physical Education Activities
  - Role of Physical Education Teacher
  - Preliminary idea of some common games.
2. Programmes of Physical Education
  - Preliminary idea of some common programmes of physical education
  - Refreation and work-values of play
  - Need for recreation, different types recreationaly activities and their organization
  - Provisional Play and recreation in School time table.
  - Physical education in the context of NCF 2005
3. Yoga and life goals
  - Concept, need and objective of Yoga
  - Asthanga Yoga
  - Benefits of Yogi practices
  - Different postures/asanas
  - Relation between Yogi practices and life goals

**Tasks and Assignments**

Each Student-teacher is required to submit assignment on any one of the following

- Preparation of a report on different Physical Education programmes organized in school.
- Preparing a report on different Yogic practices
- Developing a set of recreation activities for secondary school students.



## School Internship

### Objectives

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (Prospective teacher) with learners and schools.
- Equipping the student-teachers with required skills and competencies to cater to diverse
- Exposing the Student-teachers to multicultural contexts of the society which influence the school environment and its functioning .
- Validating the theoretical understanding of the student-teaches developed through various perspective and pedagogic courses.
- Enabling the student-teachers internalize the role of a teacher as a facilitator of learning, classroom manager, resource mobilize and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counsellor for children, service provider for the community and parents, developer and evaluator of curriculum text books other TLMs etc.

### Duration

- Eight (08) weeks in first year
- Twelve (12) weeks in the 2<sup>nd</sup>/final year

### Levels

- Upper Primary Level (Classes VI VIII)
- Secondary Level (Classes IX X) or Higher Secondary Level (Classes XI XII)

### Organization

#### a. Pre-internship Activities

- Orientation of the student-teachers
- Observation of school site and activities by the student-teachers (timetable, work allocation among teaching and non-teaching staff, regular classroom with regular teacher, day to day other school activities etc.)
- Sharing meeting with the teachers and Headmasters of the cooperating schools in the institution and working out the programme details for the internship
- Demonstration lesson by the faculty members followed by each student-teacher in any one of the methods opted) under the supervisory support of the method teachers, attended by all student-teachers of the method concerned.
- Placement of student-teachers in cooperating schools for internship activates.

b. During internship Activities

- Preparation of lesson plans by the student-teachers in their concerned method subjects
- Delivery of practice lessons with supervisory support and feedback from faculty members. Each student-teacher shall deliver 40 lessons (20 lessons in each method subject) excluding the criticism lesson. Out of the 40 lessons, 30% (12 nos.) shall be delivered in the upper primary (classes VI to VIII) and the remaining 70 % (28 nos.) lessons in the secondary classes (Classes IX and X)
- Observation of five peer-lesson and recording of the performance of the peer student-teachers with authentication by concerned supervisors.
- Feedback session in the Teach Education Institution after each spell of ten-day practice teaching to be attended by all student-teachers for sharing their experiences.
- Administration of diagnostic tests on the students and identifying their learning difficulties by the student-teachers.
- Attendance in school assemble
- Participating in campus cleaning and beautifications activities.
- Taking arrangement classes when required
- Organization and participation in literary and recreational activities of the school
- Participation in school games and sports activates
- Organization and participation of science exhibition, science fair, science club/nature study club/eco club activities.
- Organization of awareness campaign on HIV/AIDS, blood donation, conservation and protection of environments etc.
- Organization of blood donations campus
- Preparation of report on Annual sport and celebration of important occasions and events
- Preparation of report on maintenance of registers and records by the school
- Preparation of scheme of lessons in any subject for any class
- Dialoguing with SMC/SMDC members and preparation of reports on their meetings in the school
- Conducting case studies/action research
- Liaison with parents community and authorities
- Sharing learner perceptions, teacher perceptions and parental/community perceptions

c. Post-Internship Activities

- Overall sharing of student-teachers internship experiences in the institution.
- Suggestions and feedback from the teachers and Heads of the practicing schools for further improvement of the internship activities
- Exhibition/demonstration of innovative and creative work done by the student-teachers during internship.
- Student-teacher's feedback on overall organization of internship programme by the institution for future action.

#### Assessment of Internship Performance

- Assessment by supervisors, cooperating teachers and headmasters, and peer assessment on the basis of observation and records.

#### Attendance

- The minimum attendance of Student-teachers for school internship programme shall be 90%

#### Assessment of Internship Performance

- Internal assessment of internship activities and records : 250 marks (100 marks in first year, 150 marks in second year)

#### First Year

- ✓ Assessment of overall activities of the student-teacher in the school during internship : 30 marks
- ✓ Assessment of lesson plan record (method 1) : 20 marks
- ✓ Peer assessment of lessons delivered (method 1) : 10 marks
- ✓ Faculty assessment of lesson delivered (Method 1) 20 marks
- ✓ Innovative practices and TLM : (10+10) 20 marks

#### Second Year

- ✓ Assessment of overall activities of the student-teachers in the school during internship : 30 marks
- ✓ Assessment of lesson plan record (Method 2) : 20 Marks
- ✓ Peer assessment of lessons delivered (Method 1) : 10 Marks
- ✓ Faculty assessment of lessons delivered (Method 1) : 20 Marks
- ✓ Innovative practices and TLM : (10+10) 20 marks
- ✓ Assessment of observation record and scheme of lessons by faculty : 10 Marks
- ✓ Assessment of reports prepared on school activities : 20 Marks
- ✓ Assessment of school-based project : 20 Marks

Each Teacher Education Institution has to prepare a detailed plan on school internship programme for each academic year in consideration of the activities indicate above under pre-internship, during internship and post internship activities.

#### **Community Activities : 50 Marks**

- Organisation and participation in any community awareness building programme, and preparation of report : 10 marks
- Conducting any Community activity like plantation, mass safai, public utility service (road repair, cleaning water sources and public places etc.), blood donation camp, health check-up and submission of a report : 10 marks
- Survey of Community resources and their utilization in school improvement : 10 marks
- Survey and mobilization of out of school children in the community and preparation of a report : 20 Marks.

(N.B: The first two activities shall be undertaken in the First Year and the remaining two activities shall be under taken in the second year. However, the marks awarded to the student-teacher in all the four community activities shall be included in the aggregate marks of Second Year Examination.)

## OPTIONAL COURSES FOR SKILL DEVELOPMENT (OCSD)

(A student-teacher has to select any one of the following courses.  
The performance shall be assessed internally and shall be awarded grades)

### OCDS - 1 : Fruit and Vegetable Preservation

Year - 1	Credit - 2
Marks 50 (Internal)	Contact Hours 32

#### Objective

#### On Completion of this course, the student - teacher shall

- Develop economic values through fruit and vegetable preservation
- Gain knowledge about fruit and vegetable preservation
- Gain knowledge about different type of preservatives for different type of preservation
- Have appropriate use of fruits and vegetables by avoiding wastage and spoilage

#### Detailed Course Content

1. Need and importance
  - The need for fruit preservation industry-its relationship with horticultural development, developing and modernizing.
  - Fruit preservation as a home scale industry and as an educative craft, causes of wastage and spoilage and remedies.
2. Raw materials
  - Raw materials for fruits and vegetables preservation-kind, varieties and types of useful raw materials, Geographical and seasonal distribution, quantity produce.
  - Medicinal value, suitability for processing and preservation,
  - Effects of processing on the food value of preserved fruits and vegetable and possible industrial applications.
3. Principles and Methods of Preservation
  - Various types of tin and glass containers and packing materials, general principles of preservation-selecting, grading, washing, bunching, peeling and pitting of fruits and vegetables-pasteurization and sterilization.

- Methods of preservation : Heating, drying, salting freezing, use of oil and vinegars, use of sugar, use of chemicals by fermentation and by the productions of vinegar.

Practical (To be conducted along with the theoretical discussions of the above subject units)

- i. Acquaintance with learning and the operation of various equipments improvising cheap equipments for purpose of processing.
- ii. Selecting, grading, washing, peeling and pitting of fruits for processing and preservation.
- iii. Preparation of sugar syrups and brine testing syrups strength.
- iv. Bottling of fruits, Preparation and preservation of fruit juices, squashes cordials and syrups of locally available fruits.
- v. Canning – canning of fruits in syrups, vegetable in brine and curried vegetables.
- vi. Preparation of jams, jellies, marmalades and cordials.
- vii. Preparation of oil and vinegar pickles, chutneys, ketchups and sources.
- viii. Preparation of fruit vinegars.
- ix. Drying and dehydration-sun drying and dehydration by the home made drier.

## OCSD - 2 : Spinning and Weaving

Year - 1	Credit - 2
Marks 50 (Internal)	Contact Hours 32

### Objective

#### On Completion of this course, the student - teacher shall

- Develop a sense of appreciation towards Khadi
- Know the processing of cotton for Khadi
- Master the skill of spinning and weaving
- Develop proficiency in spinning yarn of counts (10-25)
- Organize exhibitions of different spinning and weaving materials

### Details Course Content

#### 1. Khadi

Preparation of Khadi and weave Khadi

#### 2. Picking and Processing of cotton

Knowledge and practice in picking cotton and its processing - such as learning, spinning processing, carding and silver making.

#### 3. Spinning year of counts

Proficiency in spinning yarn of counts.

#### 4. Twisting preparing 'Toni'

Practice in twisting preparing 'Toni' realign simple designing and all the processes of weaving on handloom.

#### 5. Estimating yarn and price

Ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn. Ability to estimate the price of 'Than' prepared.

Practicals as appropriate to the topics detailed above shall be conducted simultaneously along with the discussion of the theoretical aspect.

## OCSD - 3 : Tailoring

Year - 1	Credit - 2
Marks 50 (Internal)	Contact Hours 32

### Objective

#### On Completion of this course, the student - teacher shall

- Know different parts of the sewing machine and its maintenance
- Develop skills in stitching, mending and cutting the garments
- Develop aesthetic and creative abilities through tailoring
- Design different garments
- Organize exhibition in various type of designed garments

There will be no separate theoretical instruction. Such theory as is needed for practical work may be given during practical work.

#### Detailed Course Content

##### 1. Machine Parts and Their Maintenance

Study of the various parts of the sewing machine. Process of oiling and cleaning the parts.

##### 2. Different kinds of stitches

Use of the different kind of stitches, such as hem, back stitch, French seam, button-hole stitch.

##### 3. Cutting and Finishing

Cutting and finishing on machine of the following garments: Jumpers, Kamis, Junghiyas, banyans, Kurtas, shirts, half pants, blouses, frocks. Different stitches, such as hem, back stitch, French seam, button holes.

##### 4. Mending of clothes

Mending of clothes as round holes, rectangular holes, torn slits.

##### 5. Measurement for various garments

Measurement for various garments and calculation of the quantity of materials of different width.

## OCSD - 4 : Woodwork

Year - 1	Credit - 2
Marks 50 (Internal)	Contact Hours 32

### Objective

#### On Completion of this course, the student - teacher shall

- Know different types of tools and their safe uses.
- Develop skills in preparing wooden products like pointer, duster, blackboard, chair, table stool etc.
- Know different types of timbers for preparing various finished products and process of protecting wooden materials

#### Detailed Course Content

1. Concept of woodwork

Needs, importance and scope of woodwork.

2. Workshop Activities

Workshop discipline, safety, precaution, safe handling of tools, tools first aid; definition of push and pull saw, fret saw and saw sharpening.

3. Tools for Woodwork

Types of timber and its structure, selection of the size of wood to be planed first, face side marking of marking gauges. Martice gauge and testing with try square. Different types of chisels. Mallets and hammers. Hardware uses in the wood section.

4. Timber and its protection

Timbers - their sources and uses, structure of trunk properties, Insects and wood protection. Natural and artificial seasoning, commercial firm of timber, plywood, particle boards, glues.

5. Quantifying timber and wood finishes

Calculation of measures of timber, Preparing, cutting. Wood finishing : polish, varnish and paints.

In Course of discussion of the above theoretic aspect and related and related practical work, the following articles (at least three by each student-teacher) need to be prepared as a part of practical work.

Hangers, wall-brackets, book-shelves, tools, bench, desk, chair, black-board, pointer, duster, stationery rack, round table, pet table. Wood turning work such as cups, plates, roller, table lamp and other ornamental designs.



## ASSESSMENT CRITERIA FOR THE COURSE

The performance of the student-teachers in the courses under the Groups A and B shall be assessed both internally and externally as detailed below :

### Group A and B :

The performance of each student-teacher in each paper under "Perspectives in Education (PE)" and "Curriculum and Pedagogic Studies (CPS)" shall be assessed internally out of 20 marks and externally out of 80 marks for courses carrying 100 marks and out of 10 marks and 40 marks for papers carrying 50 marks.

Task and Assignments in respect of each student-teacher shall be assessed internally by the faculty member concerned both on the process and the final product (Report) Shall be awarded mark out of 10 on each such work (20 marks for two assignments in each paper carrying 100 marks and 10 marks for one assignment in each paper carrying 50 marks). The detailed criteria of assessment of assignments shall be spelt out by a Committee of faculty members constituted by the Head of the Institution.

### Group C

The Performance of each student-teacher in the courses under C3 (EPC) Shall be assessed internally out of 50 marks in each course/paper.

### Group D

The Performance of each student-teacher in the courses under OCDS Shall be internally assessed separately by the faculty members (s) concerned out of 50 marks.

## EXAMINATION AND CERTIFICATOIN

The respective Universities shall conducted two year-end examinations for B. ED. (Secondary) Course. The time of examination shall be decided by the Examination Committee of the Universities concerned.

The examination shall be conducted by means of Written Test (for Theory Pages) and test of Practicals (for Practical Papers) and shall be in accordance with such instructions as may be decided and issued by the Universities concerned.

The examination shall be open to the candidates who have been duly selected as per the Government approved admission guidelines and admitted in different Teacher Education Institutions of the state.

The candidates who have prosecuted the course by attending both theory and practical classes, thereby securing not less than 80% attendance in each theory paper (70% on production of Medical Certificate), and 90% in school internship programme and have successfully completed the required number of practical assignments (Tasks and Assignments, Practice Teaching etc.) duly assessed internally and fulfilling all other required conditions are to be declared eligible for each year-end examination by the Head of the Teacher Education Institutions concerned.

The candidates who are sent up for admission to the examination by satisfying all the conditions as laid down in the Sl. No. 4 supra but could not appear or having appeared have failed and the examination, shall be allowed to appear as ex regular candidates for three consecutive chances maximum.

The medium of instruction and examination in all the theory papers except the Pedagogy of Language in Odia under CPS 10 shall be English.

Minimum percentage of pass mark in each theory course shall be 40 and in each practical course 50. In aggregate, a candidate has to secure 45 % marks in order to be declared pass, subject to condition that he/she must have passed in each individual theory and practical course.

Each candidate has to secure minimum pass marks (40%) in each Task and Assignment under theory courses (PE, CPS, and EPC). If a candidate fails to secure the minimum pass mark in each Task and Assignment, he/she cannot be eligible to fill up the form to sit in the year end examination.

The performance of each candidate in courses on EPC and OCSD shall internally be assessed continuously on periodical basis (CCA) and the marks secured by him /her in different events of assessment shall be combined and be converted to a score out of 50 and the same shall be added to his/her aggregate marks. The minimum pass mark shall be 40% in each individual course above.

At the final qualifying examination, award of Division shall be considered out of 1700 marks. In award of division, marks obtained by a candidate, both in theory and practical papers, shall be taken into consideration. Division shall be awarded as per the following:

First Class : 1020 marks and above (60% and above)

Second Class : 765 to 1019 marks (45% and above but below 60%)

A candidate failing to secure 40 percent in any theory course(s) and 50 percent marks in any practical course (s) in the year end examination (s) shall be allowed to appear at examination in that course (s) as back paper (s) and be given maximum three consecutive chance to pass in the concerned course (s), /The internal marks secure by candidate in that course(s) shall be retained as such.

If a candidate discontinues the course in the middle at any stage without completing the study of the full course and fulfilling the stipulated requirements thereof, he/she shall not be allowed to appear at the final university examination(s). In such circumstances, he/she may apply afresh for his/her selection and admission to the course, if he/she desires.

All order conditions for conduct of examination and declaration of result shall be determined by the concerned University as per their regulations and statute.

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