

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

**THE COURSES OF STUDY
FOR
TWO-YEAR D.EL.ED. PROGRAMME**

As per NCFTE 2009 Guidelines
&
NCTE regulations 2014

(REGULAR MODE)



**BHAVAN'S TRIPURA TEACHER TRAINING COLLEGE
ANANDANAGAR**

Introduction

The National Curriculum Framework-2005 and the Right of the Children to Free and Compulsory Education Act-2009 clearly speak out the expectations of our country from a teacher. Thus to improve the teaching competence of the teachers a new trend of teacher education programme has been introduced.

There are two forms of Teacher Education---Pre service and In-service. The aim of one is to prepare an individual for the profession, while the aim of the other is to update a teacher in accordance with the challenges of education.

The pre-service –curriculum currently focuses on learning about various pedagogic methods and techniques and allows or puts a teacher educator into any challenging situation to prove the curriculum effective one

The in-service part of the teacher education is a systemic work. The teachers, who are called for orientation without any concern over whether they need such trainings at all or not, mostly do not apply or have to apply the concepts in real class-room situations.

However the new Curriculum of teacher education has to begin to address the following questions such as :

- ✓ who a quality teacher is?
- ✓ what makes an innovative and reflective teacher ?
- ✓ How to give effect to the concept of inclusive Education in the real classroom situations?
- ✓ How to address the diverse cultural background and multi lingual set up in classrooms?
- ✓ How to accommodate the children with special needs?
- ✓ How to address the problem of out of school children?

Therefore revisions in the curriculum have been made on the following directions:

- Replacement of teacher centricity with learner centricity in the real sense of the term.
- Welcoming activity and project oriented self-learning
- Constructing the learner's own knowledge in place of giving and receiving a bagful of information
- Allowing every learner to share his/her experiences
- Moving to the community for sharing knowledge with wisdom, and Integrating knowledge with experiences
- One of the major issues in the revision of Two Year D El Ed curriculum is to prepare the student-teachers for all sorts of challenges in the elementary education including school based activities.
- Mobilization of the Teaching Community to be acquainted with the socio-economic and cultural diversities of different states as well as different parts or districts within the state, to adopt the best practices for their classrooms, is one of the few major goals to achieve through Teacher Education.
- This will ensure respect to the national values like acculturation, acceptance, endurance and sharing in the midst of plurality and diversity.

Emphasis on Practicum

- There should be a balance between the concepts and practices. A teacher must not ask his/her pupils to do what he/she himself/herself cannot do. Herein lies the truth of linking the classroom to the real world as envisaged in the NCF-2005, and duly endorsed by the NCFTE-2009.
- In addition to the practical activities, mentioned above , our curriculum is going to lay due stress on the school-internship programme within the course , not merely in the conventional form of practice teaching for a certain period of time , but through the adoption of certain schools as the laboratories to test the novel concepts of learner centric, activity based strategies for qualitative improvement of education through the all-round development of the child who is at the centre of all such activities.
- Evaluation of such activities would be done continuously and comprehensively in terms of students' response and feedback and in terms of their motivation in the observed & observable, measured and measurable learning situations.
- There would be remedial measures to correct the deficient teachers through live demonstration and active participation of the teacher educator, concerned, within such course.
- However, only on successful completion of the practicum course, student-teachers would be exposed to external evaluation once in every year which is summative in nature.

Education of the teacher-educators is no less important in view of the expectations of teacher education curriculum. Every teacher educator is required to be updated duly in order to cope with the new challenges of education.

The relevance of **educational research**, preferably in the form of short-term, classroom-problem-specific Action Research is unquestionable for the development of the learning process to ensure the desired learning outcome-oriented school Education.

- **Eligibility for entry into the 2-year D.El.Ed. course**

This Two-Year D.El.Ed Course is meant for the candidates who have passed the H.S (+2 stage) or its equivalent examination from a recognised Board/Council with required percentage of marks as stipulated for the course by NCTE regulations, 2014.

Course Structure : Part-1 (First Year)

Total Marks: 1000 (External : 70% ; Internal : 30%)

Sl. No.	Course Code	Course Title	Period per week	Marks
1.	CHS-1	Childhood and the Development of Children	4	100
2.	CNS-1	Contemporary Indian Society	4	100
3.	EDS-1	Education, Society, Curriculum and Learners	4	100
4.	CU & PDS-1	Pedagogy Across the Curriculum	4	100
5.	EDS2	Early Childhood Education	2	50
6.	CU & PDS-2	Proficiency in English	2	50
7.	PDC-1_	Language -1 st Bengali	4	100
8.	PDC-2	Mathematics	4	100
Practicum				
9.	PR-1	Creative Drama, Fine Arts & Education	2	50
10.	PR-2	Physical and Emotional Health Education	2	50
11.	PR-3	Work and Education	2	50
12.	PR-4	YOGA Education -1	2	50
13.	PR-5	School Internship	4 weeks	100
Total Marks				1000

- ❖ CHS = Child Studies
- ❖ CNS = Contemporary Studies
- ❖ EDS = Educational Studies
- ❖ CU & PDS = Curriculum & Pedagogic Studies
- ❖ PR = Practicum
- ❖ PDC = Pedagogy Courses

Course Structure : Part-2 (Second Year)

Total Marks: 1000 (External : 70% ; Internal : 30%)

Sl. No.	Course Code	Course Title	Period per week	Marks
1.	CHS-2	Cognition, Learning & the Socio-Cultural Context	4	100
2.	EDS-3	School Culture, Leadership & Change	4	100
3.	CNS-2	Diversity, Gender & Inclusive Education	2	50
4.	EDS-4	Development of self	2	50
5.	CU & PDS-3	Computer Application in Education	2	50
6.	PDC-3	Language -2 (English)	4	100
7.	PDC-4	Environment Studies	2	50
Practicum				
8	PR-5	Creative Drama, Fine Arts & Education	2	50
9.	PR-6	Physical Education : special emphasis on YOGA education	2	50
10.	PR-7	School Internship	16 weeks	400
Total Marks				1000

- ❖ CHS = Child Studies
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First Year Course Curriculum Part-1

CHS-1 Childhood and the Development of Children

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Perspectives in Development

- Introduction to development – Concept of development (meaning, principles and objectives)
- Development as multidimensional and plural.
- Stages of Development
- Ways of development : continuous and discontinuous
- Gathering data from different context: observation, interview, journal about children, anecdotal records, clinical method etc.

Unit 2: Physical-Motor Development

- Growth and Maturation
- Gross and fine motor development skills in infancy, pre-school children and elementary school children
- Role of parents and teachers in providing opportunities for physical & motor development, for example, play.

Unit 3: Social Development

- Concept of socialization: Family environment, Parent-child relationships, Child rearing practices,
- Separation of parents: Children in crèches, orphanages etc.
- Schooling: peer influences, Teacher-child relationships, out of school experiences
- Development of children through socialization process
- Personality development – Freud
- Psycho-social development as proposed by Erikson

Unit 4: Childhood

- Childhood as modern construct in the context of poverty, globalization and modern culture
- Commonalities and diversities within the notion of childhood with reference to Indian context

Unit 5: Emotional Development

- Development of emotions and ability to regulate them (Love, affection, fear, anger, jealousy etc.)
- Basic understanding of emotions
- Functions of Emotions
- Development of emotions at different stages (pre-school, late childhood and pubertal stages)
- Development of emotions as continuous and discontinuous

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 100 marks**

Distribution of the Marks:

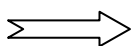
Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

CNS-1



Contemporary Indian Society

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: India: Freedom Struggle and Independence

- Impact of colonialism and anti-colonial struggle.
- Education: Pre and Post Independence period in India.

Unit 2: Constitution of India and Education

- Constitution and Education: Concurrent status of education
- Reservation as an egalitarian policy
- Equality and justice in the Indian constitution, Differential school system and the idea of common neighborhood school
- Right to Education Act-2009

Unit 3: Structure of Indian Nation State

- Institutional Structures of the Indian Nation State
- Constitutional vision of Independent India
- Democratic systems: party system and electoral politics.
- The centre and the state, the judiciary, legislature and executive.

Unit 4: Contemporary Indian issues

- Constitutional values as practiced in Educational Institutions
- First Generation Learners in school
- Education for Democracy
- Education for Peace
- Language within School

Unit 5: Current Trends

- Educational status, opportunities and experiences of Dalits, Tribal, and Religious Minorities in India
- Marginalization and education of Children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 100 marks

Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

EDS-1 Education, Society, Curriculum and Learners

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Philosophical Understanding of Education

- The nature and need of education in human society
- Relationship between schooling and education
- Aims and Objectives of Education
- Factors of education-teacher, Learner, Curriculum, School
- Child centric education and its importance

Unit 2: Learning, Learner and Teaching

- Learning – concept and nature
- Learning – Knowledge and skills
- Learning – different ways
- Meaning of teaching and its relationship with learning and learner

Unit 3: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and experience
- Definition of Curriculum and types of Curriculum.
- Factors of curriculum

- Purpose of Curriculum
- Principle of Curriculum construction

Unit 4: Great Educators

- Indian Thinkers- Gandhi, Aurobindo, Tagore, Vidyasagar, Vivekananda
- Western Thinkers- Rousseau, Froebel, Dewey, Montessori, Piaget

Unit 5: Education Politics and Society

- Prominent characteristic of education in India during colonial rules
- Political nature of Education
- Role of Education in reproducing dominance and challenging marginalization with reference to class, caste, Gender and Religion
- Teacher and Society: A critical appraisal of teachers' status

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 100 marks

Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

CU & PDS-1 Pedagogy across the Curriculum

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Pedagogic Practice and Process of Learning

- Concept of Pedagogy
- Pedagogy across Curriculum – meaning, features, objectives & Principles
- Critical understanding of the process of concept formation
- Constructivist approach in pedagogy across curriculum
- Concept of Integrated teaching-learning
- Socio-cultural aspects in pedagogy across curriculum

Unit 2: Knowledge and Methods of Enquiry

- Concept of knowledge, information and their differences
- Knowledge of experience examples from elementary school subjects
- Methods of Enquiry, different types of thinking – scientific, mathematical and social thinking
- Relation between knowledge ,curriculum, text books, learners and pedagogy
- Concept of interdisciplinary approach – difference with multidisciplinary approach
- Significance of interdisciplinary approach in integrated teaching at the elementary level

Unit 3: Learner and their Context

- Alternative frameworks of children's thinking
- Everyday concepts and situated cognition
- Eradication of Child and adult misconceptions
- Pedagogical perspective and concerns of Inclusive Education

Unit 4: Use of ICT for Pedagogy across Curriculum

- Role of ICT in education
- Use of ICT for pedagogy across curriculum
- Capacity development in the use of ICT for integrated teaching
- Significance of ICT in catering to diverse needs of children

Unit 5: Pedagogy across Curriculum for Elementary Education

- Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan., Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Monitoring the progress during and after lesson
- Follow-up activities- Maintenance of student profile, reporting progress
- Diagnosis and diagnostic tests on pedagogical course

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 100 marks**

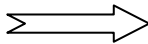
Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

EDS2  **Early Childhood Care and Education (ECCE) in India**

Full Marks = 50, (Internal Marks = 15, External Marks = 35)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Concept and Significance of ECCE

- Understanding terminologies, “Child”, “Childhood”, and “Early Childhood Care and Education” in consonance with theory as well as National and International policies.

Unit 2: Historical Development of ECCE in India

- Importance of early years and development as indicated in traditional practices of the Indian culture.
- Role of ICDS programme.

Unit 3: Early Childhood education in Contemporary India and Socio-Cultural perspective

- Understanding about Indian context, its importance and impact on early years from the perspective of: family, community, caste, gender, religion, and geographic location.

Unit 4: Policies and Programmes in ECCE in India and Related Issues

- ECCE Policy Framework: National Policy on Education (1986), Article 45 in
- Indian Constitution and 86th Amendment, National Curriculum Framework (2005)
- ECCE in Right to Education (2010)
- Education for All (EFA)

Unit 5: Child’s Rights and Socio-Political Framework

- Needs of children – types of needs; difference between needs and rights.

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 50 marks**

Internal Evaluation: -15 marks

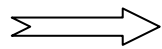
❖ **Distribution of the Marks :**

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

CU & PDS-2



Proficiency in English

Full Marks = 50, (Internal Marks = 15, External Marks = 35)

**Pass Marks = 40% of Marks in each of the External & Internal Evaluation
(Medium of Instruction along with answering question – English)**

Unit 1: Nature of Language

- Meaning of language: first, second and foreign language
- Language as a means of communication and thinking
- Communicative language teaching
- Understanding the importance of a language-rich classroom.

Unit 2: Listening and Speaking

- Listening with comprehension
- Sound system of language – phonology
- Organizing listening and speaking activities

Unit 3: Reading

- Reading with comprehension different types of texts
- Reading strategies including word-attack strategies
- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading

Unit 4: Writing

- Improving Writing Skills
- Writing a paragraph
- Different forms of writing
- Genre writing
- Free and creative writing

Unit 5: Grammar

- Parts of speech; Phrases; Verbs
- Kinds of sentences; Subject-verb agreement; Tenses; Clauses and Connectors
- Non-finites; Voices; Narration

❖ **Mode of Curriculum Transaction**

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 50 marks**

Internal Evaluation: -15 marks

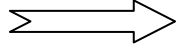
❖ **Distribution of the Marks :**

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

PDC-1



Language - 1st (Method) Bengali

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

পাঠ একক - ১

বিষয়বস্তু:

প্রথম শ্রেণী থেকে অষ্টম শ্রেণী পর্যন্ত ত্রিপুরা রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পর্যদ কতৃক নির্ধারিত পাঠ্যপুস্তক অনুযায়ী পর্যাপ্ত জ্ঞান অর্জন এবং বিস্তৃত ধারণা লাভ।

পাঠ একক - ২

বাংলা ভাষা শিক্ষনের উদ্দেশ্য :

- মাতৃভাষা শিক্ষার লক্ষ্য ও উদ্দেশ্য এবং প্রয়োজনীয়তা।
- শিক্ষার মাধ্যমরূপে মাতৃভাষার গুরুত্ব ও সংজ্ঞা।
- প্রারম্ভিক স্তর-র মাতৃভাষা-ক মাধ্যম রূ-প গ্রহন করার সপ-ক্ষ বিভিন্ন।
- কমিশন ও কমিটি এবং শিক্ষাবিদ-দের অবিমতা।

পাঠ একক - ৩

বাংলা ভাষা শিক্ষ-নের বিভিন্ন পদ্ধতি:

- শব্দানুক্রমিক পদ্ধতি।
- বর্ণানুক্রমিক পদ্ধতি।
- বাক্যানুক্রমিক পদ্ধতি।
- অভিনয় পদ্ধতি।
- অনুকরণ পদ্ধতি।
- অনুবন্ধ পদ্ধতি।
- বিবৃতিমূলক পদ্ধতি।
- অ-লাচনা, প্রকল্প ও ছড়ার মাধ্য-ম শিক্ষাদা-নের পদ্ধতি।

পাঠ একক - ৪

বাংলা ভাষা শিক্ষ-নের বিভিন্ন স্তর এবং দক্ষতা বিকাশ :

- শ্রবণ, কথন, পঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি বানানবিধি।
- শব্দ ভাষা-রর বিকাশ।

পাঠ একক - ৫

পাঠ পরিকল্পনা ও পাঠটীকা প্রণয়ন:

- পাঠ পরিকল্পনার উদ্দেশ্য, গুরুত্ব ও প্রয়োজনীয়তা
- আনুপাঠটীকা বৃহৎ পাঠটীকা প্রস্তুকরণ এবং অভ্যাস গঠন
- সক্রিয়তাভিত্তিক কর্মপত্র রচনা
- শিক্ষণ সহায়ক উপকরণ সমূহ-শ্রীক-ক্ষ ব্যবহার ও প্র-য়োগ পদ্ধতি(দৃশ্য-শ্রাব্য-সক্রিয়তাভিত্তিক)
- স্বল্পমূল্যের শিক্ষণ সহায়ক উপলব্ধি প্রস্তুতকরণ।

পাঠ একক - ৬

ব্যাকরণ (কার্যগত):

- ব্যাকরণ শিক্ষার লক্ষ্য-উদ্দেশ্য-গুরুত্ব প্রয়োজনীয়তা।
- পাঠ্যপুস্তকের অন্তর্ভুক্ত ব্যাকরণ শিক্ষার সুবিধা ও অসুবিধা।
- ব্যাকরণ শিক্ষাদা-নর বিবিধ পদ্ধতি - আ-রাহী-অব-রাহী-সূত্র পদ্ধতি।
- প্রথম -শ্রী -থ-ক অষ্টম -শ্রী পর্যন্ত নির্ধারিত পাঠ্যসূচি অনুযায়ী(কার্যগত) বাগধারা,বাক্যসমূহ এবং বা-ক্যর -শ্রী বিভাগ ইত্যাদি।
- সমুচ্চারিত ভিন্নার্থক শব্দ - বিপরীতার্থক শব্দ- প্রতিশব্দ সম্পর্ক বিশদভা-ব অবগত হওয়া।

পাঠ একক - ৭

লিখন:

- লিখন দক্ষতার উৎকর্ষসাধন।
- অনুচ্ছেদ রচনা: বিষয়বস্তুর বাক্যসমূহ চিহ্নিতকরণ, বাক্যসমূহের যুক্তিযুক্ত বিন্যাস,সংযোগকারী শব্দ ও বাগবিধির সাহায্যে বাক্যসমূহের সংযুক্তিকরণ।
- লিখনের বিভিন্ন রূপ: পত্ররচনা, আবেদন পত্র, অবিয়োগ পত্র, নিমন্ত্রন পত্র,বার্তা,নোটিশ, পোস্টার ইত্যাদি।
- শিখনশৈলী/ঘরনা।
- নিয়ন্ত্রিত/নি-দর্শিত লিখন।
- অবাধ ও সৃষ্টিশীল।

পাঠ একক - ৮

প্রারম্ভিক স্ত-র বাংলা ভাষা শিক্ষণ নি-য় বিভিন্ন প্রশ্ন:

- বহু ভাষাভাষী ও বিধি সংস্কৃতির -প্রক্ষি-ত বাংলা শিক্ষণ।
- প্রথম ভাষা হিসা-ব বাংলা শিক্ষণ, দ্বিতীয় ভাষা হিসা-ব বাংলা শিক্ষণ বিকাশমূলক আর্থ-সামাজি-কা মনস্তাত্ত্বিক উপাদানসমূহ; প্রথম ভাষা আত্মশুকর-ণর মূল উপকরণসমূহ।
- বাংলা ভাষা শিক্ষণ সূচনার উপযুক্ত বয়ঃক্রমজনিত প্রেক্ষিত বিবেচনা।

পাঠ একক - ৯

ভাষার স্বরূপ:

- ভাষা বল-ত কি বুঝায়: প্রথম ভাষা, দ্বিতীয় ভাষা এবং বি-দশি ভাষা।
- আদান-প্রদান ও চিন্তা-নর মাধ্যম হিসা-ব ভাষা।
- ভাষা আয়ত্তীকরণ, ভাষা শিক্ষক-শিখন।
- শ্রেণিকক্ষে পঞ্জার নির্মাণ।
- ভাষাসমৃদ্ধ শ্রেণিকক্ষের গুরুত্ব অনুধাবন।

পাঠ একক - ১০

মূল্যায়ন:

- নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন।
- -মৌখিক ও লিখিত পদ্ধতির মাধ্য-ম মূল্যায়ন।
- কার্যসম্পাদনমূলক মূল্যায়ন।
- অভ্যন্তরীণ-বহিঃমূল্যায়ন।
- পারদর্শিতার অভীক্ষা ও বিষয়বস্তুর বিশ্লেষণ।
- রু প্রিন্ট (খসড়া পত্র)
- দক্ষতাভিত্তিক প্রশ্নপত্র তৈরি এবং একক ভিত্তিক নমুনা প্রশ্নপত্র সৃজন।

হাতে কলমে অভিজ্ঞতা অর্জনের জন্য সক্রিয়তাভিত্তিক কার্যাবলি

- (১) প্রকল্প: দেওয়াল পত্রিকা - তথ্যসংগ্রহ, মাতৃভাষা দিবস পালন-বিতর্ক-আ-লাচনা।
- (২) পাঠক্রম প্রয়োগের মাধ্যম: শ্রেণিকক্ষ মিথস্ক্রিয়া, দলগত কাজ, দলগত আলোচনা, স্বলিখন, প্রযুক্তি বিদ্যার মাধ্য-ম শিখন।
- (৩) মূল্যায়ন : অভ্যন্তরীণ ৩০
 - (ক) অ্যাসাইন-মন্ট: ১০
 - (খ) প্রকল্প: ১০
 - (গ) বিভিন্ন ভাষাভিত্তিক কার্যাবলিতে অংশগ্রহন
 - (ঘ) -দেওয়াল পত্রিকা লিখন
 - (ঙ) স্বলিখন
- (৪) বহির্মূল্যায়ন : ৭০ নম্বর লিখিত

PDC-1 Language – 2nd Alternative English

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Issues of teaching English

- Objectives of teaching English at the Elementary level in India
- Importance of English at present in India
- Colonial perspective - the role of Missionaries and Macaulay for Introduction of English language in India
- Three Language Policy

Unit 2: Linguistic Skills

- Importance of LSRW
- Intensive and Extensive (Listening and Reading)
- IP Alphabets(Consonants, Vowels, Diphthongs)
- Qualities of Good handwriting
- Role of Mother-tongue in teaching English as Second language

Unit 3: Writing Skills

- Notice, Paragraph, Report Writing
- Stories from Pictures /Skeletons.
- Official Letters
- Dialogue Writing

Unit 4: Grammar

- Determiners, Articles, Modals
- Wh-questions
- Transformation
- Idioms
- Narration

Unit 5: Evaluation and Framing Test Items

- Difference between evaluation and examination.
- Significance of Continuous and comprehensive Evaluation
- Present system of Evaluation of English in Tripura at the primary level.
- Framing test items from a text /unit: Very short answer type, short answer type, True/False type, Matching type, Multiple choice type, Fill in the blanks.

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and

- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 100 marks**

Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

PDC-2  **Mathematics for The Elementary Teacher Education**

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Perspective about Mathematical Knowledge

- Meaning, nature and characteristics of mathematics.
- Processes in mathematics – mathematical representations, mathematical relations, mathematical reasoning, problem solving in mathematics and communication in mathematics.
- Aims of teaching mathematics- disciplinary, utilitarian, recreational.
- Objectives of mathematics education at the elementary level.

Unit 2: Pedagogic Content Knowledge

- Number : Number concepts, counting, place value, rational numbers, Arithmetic operations, Fractions, Decimals.
- Spatial understanding and Shapes – vocabulary of special relationship, basic geometrical shapes and their characteristics, Triangle, Rectangle, Square, Circle, Sphere, Cylinder and Cone.
- Rectangular parallelepiped, cube.
- Measurement : Length, perimeter and area of square & rectangle, circle, weight, volume, Time and money
- Data handling : Tables, pictogram graphs
- Basic concepts in statistics, Measure of Central Tendency and Dispersion

Unit 3: Conceptualization of Mathematics

- Constructivist Approach in Mathematics
- Activity based learning, strategies for concept formation and concept attainment
- Co-operative learning strategies
- Theory of Mathematics learning : Piaget, Vygotsky
- Use of out of School Mathematics for conceptualization of Formal Mathematics

Unit 4: Planning for Teaching Mathematics

- Preparation and use of learning materials in mathematics.
- Principles of selection and effective use of TLM
- Methods, experimentation, Demonstration, Problem Solving Project
- Unit wise process based lesson planning, Preparation of lesson notes on the basis of competencies
- Planning for Teaching – Addressing problems in mathematics teaching and their probable solutions.

Unit 5: Assessment of mathematics Learning

- Meaning and purpose of assessment and evaluations
- CCE in mathematics, Formative and Summative
- Tools of assessment in mathematics – Achievement test and Diagnostic test in mathematics: construction and use
- Assessment of misconceptions in Mathematics

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 100 marks

Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

Unit 1: Indian Music & Instrument

- Preliminary Ideas of Indian Music
- Preliminary Ideas of Notation
- Preliminary Knowledge of Instrument
- Structure of Tabla, Harmonium

Unit 2: Practice, leading to performance

- Prayer Song -5
- Seasonal Song-5
- Folk Song- 5

Unit 3: Teaching & Learning through Music(Project activity)

- Integrating songs and music with other curricular areas
- Presentation of Concepts through songs and rhymes

UNIT 4: Fine Arts

- Arts in Practice
- Different forms of Visual Arts
- Basic Concept of Colors
- Shapes & Forms
- Perspective
- Balance
- Rhythm
- Dimensions

❖ Mode of Curriculum Transaction

- **For Theoretical parts** : Debate and discussion
- **For Practical parts** :
 - Group Activities
 - Project Activities
 - Performances

❖ Evaluation:**• Internal Evaluation:**

- 20 marks for round the year performance, achievement including project, group and individual activities as parts of the CCE (10+10)

• Term End Evaluation

30 marks for Performance based evaluation at the end of the Year (internal evaluation only)

PR-2 Physical and Emotional Health Education

Full Marks=50

Unit 1: Understanding Children's Health Needs

- Physical Education, aims objectives of Physical Education
- Reciprocal Linkage between Health and Education
- Childhood Health Concerns, Hunger and Malnutrition- meaning and measures and country/state data
- Methods to understand children's health perceptions and self assessment of health

Unit 2: Health and Hygiene

- Personal Health and Hygiene – care of teeth, eyes, ear, nose, nails, clothing, bathing etc.
- Charts for communicable disease and its prevention
- Good habits for maintenance of good posture – sitting on the floor and chair/desk during reading, standing, walking, stair climbing Picking-up and object from the floor.

Unit 3: Track and Field Events

- Fundamental Skills of Running, Jumping, hand ball, walking. Fundamental Skills of the Games
- Football, Volleyball, Cricket, Throw ball, Kabaddi, Kho kho

❖ Mode of Curriculum Transaction

- **For Theoretical parts** : Debate and discussion
- **For Practical parts** :
 - Group Activities
 - Project Activities
 - Performances

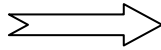
❖ **Only Internal Evaluation:**

1. 15 marks for round the year performance (practical)

❖ **Term End Evaluation**

2. 35 marks evaluation theory at the end of the Year (internal evaluation only)

PR-3



Work and Education

Full Marks=50

- **Student –Teacher has to participate in any two activities and prepare a Report book for each**
 - **Internal Evaluation only**
-

Unit 1:

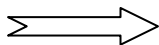
- Nature scope of work experience at Elementary Stage.
- Need & Importance of work experience, Aims & Objective of work experience

Practical Work:

- Pen/Pencil stand
- Utility box with cardboard
- Making items from scrap of wood
- Making different items of out of waste
- Greeting Card
- Making file cover & Decorate it
- Fabric painting on sheet or cloth
- Book mark
- Scrap file- Feathers, Leaves and different stitches
- 6 charts of each teaching subject
- Make item from Ice-Cream Sticks, Match Box
- Use of drill machine
- Importance of Hammer & their uses
- Different types of Hammer
- Use of different tools
- Screw Driver, Plier, Cutter

❖ **Mode of Evaluation**

- **Only Internal Evaluation:**
50 marks for two practical works and report

**Unit 1: Introduction to Yoga**

- Meaning and definition of Yoga
- Scope of Yoga
- Aims and objectives of Yoga

Unit 2: Development of Concept of Yoga

- Patanjali Yoga
- Post Patanjali Yoga

Unit 3: Role of Yoga on Physiology and Psychology

- Role of Yoga in Psychological development of Children
- Effects of Yoga on Physiological system.

Unit 4: Yoga Practice (Asana and Pranayamas)

- Padmasana
- Sukhasana
- Suryanamaskar
- Kapalbhata
- Anulum Bilum

❖ Mode of Curriculum Transaction

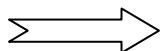
- **For Theoretical parts** : Discussion and practice
- **For Practical parts** :
 - Group Activities
 - Project Activities
 - Performances

❖ Only Internal Evaluation:

15 marks for round the year performance (practical)

❖ Term End Evaluation

35 marks evaluation theory at the end of the Year (internal evaluation only)



❖ Specific Objectives

1. To observe children and the teaching learning process in a systematic manner.
2. To learn to relate to and communicate with children.
3. To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
4. To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
5. To reflect critically on practice by visiting a learning centre

These objectives can be achieved by the following components of the programme, with the proposed weightage for each:

	<u>Weightage in Marks</u>
• Developing student profiles	10
• Critical analysis of texts and material	10
• Developing resource material	10
• Interacting with and observing students	10
• Visiting a learning centre and reporting	15

Total = 50

School Based Activities

- ❖ A Student teacher has to participate in any one activity and prepare a Report Book for the activity (for 25 Marks + 25 marks for micro teaching)
 - **Activity 1:** Organization of Educational Excursion
 - **Activity 2:** Organization of Awareness Campaign in the locality for Preservation of Environment through Performing Arts.
 - **Activity 3:** Organization of Quiz/Brainstorming/Role Play/Debate in subject Areas
 - **Activity 4:** Organization of Independence Day/Republic Day /any Public Holiday through Musical Performances.
 - **Activity 5:** Organizing Different Sports Event
 - **Activity 6:** Organizing School Magazines/Wall Magazines/Exhibition of TLM/Beautification of School Surroundings.
 - **Activity 7:** Organization of Extension Activities to correlate textbook-based activities

Second Year
Course Curriculum
Part-2

CHS-2 

Cognition, Learning & the Socio-Cultural Context

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Learning

- Learning: Concept of learning (meaning, principles and objectives)
- Theories of learning(Trial and Error theory, Conditioning- classical and operant, Gestalt Theory)
- Learning: Ideas of behaviorism

Unit 2: Cognition

- Constructivism: introduction to the concept, Piaget's theory: Structures and processes of cognitive development, (Characteristic of thoughts in different stages)
- Vygotsky's theory - introduction, the general genetic law, concept of zone of proximal development, implications for teaching.

Unit 3: Play

- Meaning of Play: Characteristics, kinds and types of Play
- Functions of Play: Linkages with the physical, social, emotional, language, cognitive and motor development of children
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict

Unit 4: Language

- Perspectives in Language development : Skinner
- Social Learning Theory : Bandura
- Language Development : Chomsky's perspective
- Bilingual or Multilingual children: Implications for teachers, multilingual classrooms, story - telling as a pedagogic tool

Unit 5: Moral development

- The concept of moral development
- Moral development: perspectives
- Theory of Moral development - Lawrence Kohlberg

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and

- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 100 marks**

Distribution of the Marks:

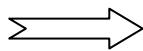
Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

EDS-3



School Culture, Leadership and Change

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Structure and process of Education system

- Types of schools within different Administration Bodies
- Roles and responsibilities of education functionaries
- Relationships between support organizations and the School

Unit 2: Concept of School Culture

- School culture, organization
- Role of School Activities such as Assemblies, Annual Days etc. in the creation of School culture

Unit 3: School Effectiveness and School Standards

- School effectiveness and its measurement
- Classroom management and the teacher
- Lesson plans, Preparation for transaction and inclusive education
- Communication in the classroom and multiple learning levels in the classroom

Unit 4: School Leadership and Management

- Administrative Leadership
- Team Leadership
- Pedagogical Leadership
- Leadership for change
- Change Management

Unit 5: Change facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences
- Equity in Education
- Incentives and schemes for girl children
- Issues in educational and school reform
- Preparing for and facilitating change in Education

❖ **Mode of Curriculum Transaction**

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 100 marks**

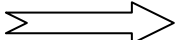
Distribution of the Marks:

Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

CNS-2 

Diversity, Gender & Inclusive Education

Full Marks = 50, (Internal Marks = 15, External Marks = 35)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Inclusive Education

- Concept & Meaning of Inclusive Education
- Forms of inclusion and exclusions in Indian education (marginalized sections gender, children with special needs)

Unit 2: Inequality and diversity

- Addressing Inequality and Diversity in Indian classroom :
- pedagogical and curriculum concerns of inequality and diversity

Unit 3: Children with Special Needs

- Concept of special need
- Contemporary Perspectives to disability

Unit 4: Assessment of special needs

- Disability identification, assessment and teaching strategies (Visual Impairment, Auditory Impairment , Mild Mental Retardation , Orthopedically handicapped)

Unit 5: Gender, School and Society

- Gender-balance in school Curriculum, Text-books and classroom processes
- Gender equality in the classroom

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 50 marks

Internal Evaluation: -15 marks

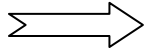
❖ Distribution of the Marks :

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

EDS 4



Development of Self

Full Marks = 50, (Internal Marks =15, External Marks =35)

Pass Marks =40% of Marks in each of the External & Internal Evaluation

Unit 1: Enhancing Personal Development

- Understand of Self Concept
- A sense of self: Self-description, self-concept, self-esteem, social comparison, internalization and self-control

Unit 2: Development of mental skills

- Developing Thinking and Reflective Skills
- Developing Positive Mental Attitude

Unit 3: Enhancing Communication Skills

- Using Visual Aids Effectively
- Strengthening Spoken English and Basic Grammar
-

Unit 4: Advanced Writing / Creative Writing

- Visit to library and book/ journal/ report reading sessions to understand library texts Creative Writing for Children

Unit 5: Enhancing Professional Development

- Develop an understanding of self directed learning

❖ Evaluation Mode of 50 marks

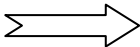
Internal Evaluation: -15 marks

❖ Distribution of the Marks :

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

CU & PDS -3 

Computer Application In Education

Full Marks = 50, (Internal Marks = 15, External Marks = 35)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Basic Concept in Computer

- Objectives of Computer Education
- Some common Functions/Operations of Computer
- Various Features of the Computer System

Unit 2: Computer Operating System

- Operating System
- Computer Network
- Word Processing System
- Printing Documents
- MS Excel Work Sheet
- Uses of Charts and Graphs in Excel Sheet

Unit 3: Using Power Point in Teaching Learning Process

- Basic Concepts of Power Point
- Preparations through Power Point
- Planning Lessons by Using Power Point

Unit 4: Computer Aided Learning

- Computer Aided Learning-Concept Formation
- Preparation of Learning-Teaching Materials by using Computer
- Fundamentals of Internet
- Uses of Internet
- Importance of Email in Communication and Teaching-Learning System

Unit 5: Virus Protection in Computer

- Concept of Virus in Computer

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and

- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ **Evaluation Mode of 50 marks**

Internal Evaluation: -15 marks

❖ **Distribution of the Marks :**

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

PDC-3 **Teaching Second Language: English at the Elementary Level**

Full Marks = 100, (Internal Marks = 30, External Marks = 70)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Issues of Teaching English at the Elementary Level

- A historical overview of development of English language Teaching in India
- Aims and objectives of teaching English as per the Kothari Commission and NCF-2005
- Objectives of teaching English as second language in the elementary level in Tripura

Unit 2: Approaches, Methods and Techniques of Teaching English in the Elementary level

- Concept of Approach, Method and Technique – definition and differences between them
- Grammar Translation Method, Situational Language Teaching
- Communicative Language Teaching, Eclectic method

Unit3: strategy for Development of English Language Skills

- The basic skills of language
- Development of listening skill – importance of listening skill, types of listening, aims of teaching listening to learners at the elementary level, problems, strategies
- Development of speaking skill – importance of speaking skill, aims of teaching speaking to learners at the elementary level, problems, strategies
- Development of reading skill – importance of reading skill, types of reading, stages, aims of teaching reading to learners at the elementary level, problems, strategies
- Development of writing skill – importance of writing skill, types of writing, aims of teaching writing to learners at the elementary level, problems, strategies

Unit 4: Material Development and Mode of Interaction for teaching English including CALL (Computer Aided Language Learning)

- Teaching Learning Material – Nature, Importance in language teaching-learning, Preparation of low cost TLM, principles for preparation of TLM for children with special needs
- CALL(Computer Assisted Language Learning)
- Creating a child-centric environment for teaching English
- Concept of fluency and accuracy

Unit 5: Planning of Lessons and Evaluation

- Lesson plans – Process based teaching and Macro teaching
- Selecting skills at the micro-level of lesson planning
- Developing tools of assessment
- Assessment of students' performance in the four basic skills of listening, Speaking, Reading, Writing

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 100 marks

Distribution of the Marks:

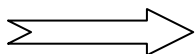
Internal Evaluation : 30 marks

- Assignment = 10 marks
- Internal Examination/Paper Presentation/Group wise or Individual = 10 marks
- Overall Participation = 10 Marks

External Evaluation : 70 marks

- External Marks = 70 marks, Time: 3 hours for answering theory paper

PDC-4



Environment Studies

Full Marks = 50, (Internal Marks = 15, External Marks = 35)

Pass Marks = 40% of Marks in each of the External & Internal Evaluation

Unit 1: Aims and objectives of Environment Studies

- Meaning, Nature and Characteristics of Environment Studies
- Aims of Teaching Environment Studies – Cognitive, Affective and Psychomotor domain

Unit 2: Curriculum and Methods for Teaching in Environment Studies

- Principles of Curriculum Construction
- Organization of Curriculum Construction.

Unit 3: Resource and Materials for Teaching – Learning Environment Studies

- Preparation and use of Teaching-Learning – Materials (LTM) in Environment Studies
- Use of Local Resources in Environment Studies
- Organizing Resource Rooms in Schools for preserving Audio-Visual Teaching Aids (ET Lab)

Unit 4: Planning of Teaching on the Content from class I-VIII

- Action Research for improvement of Teaching – Learning of Environment Studies

Unit 5: Learning Assessment in Environment Studies:

- Tools and Techniques of Evaluation
- Construction of Achievement Test
- Knowledge of CCE in Environment Studies

❖ Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

❖ Evaluation Mode of 50 marks

Internal Evaluation: -15 marks

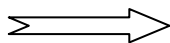
❖ Distribution of the Marks :

- Assignment = 15 marks

External Evaluation: 35 marks

- External Marks = 35, Time: 2 hours for answering theory paper

PR-5



Creative Drama, Fine Arts & Education

Full Marks=50

Unit 1: Practice, leading to performance

- Patriotic Song- 5
- Rhyme Songs – Based on the New Text Books of Classes-I-VIII

Unit 2: Drama

- Concept of Drama & Stage Folk Drama & Stage
- Single Acting & Group Acting Dance Drama
- Mime Acting

Unit 3: Fine Arts

- Drawing & Painting – Sketching- Pastel /Water Colour Alpana – Design / Pattern/ Ornamentation
- Clay Work – Modelling/ Relief Work Paper Art Collage
- Craft with waste / discarded materials Tie& Die and Fabric Painting Graphics – Calligraphy/Prints
- Puppets TLM

Unit 4: Teaching & Learning through Creative Drama and Fine Arts (Project activity)

- Integrating Creative Drama and Fine Arts with other curricular areas
- Presentation of Concepts through Creative Drama and Fine Arts (posters, cartoons etc)

❖ Mode of Curriculum Transaction

- **For Theoretical parts :** Debate and discussion
- **For Practical parts :**
 - Group Activities
 - Project Activities
 - Performances

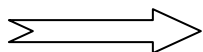
❖ Only Internal Evaluation:

3. 15 marks for round the year performance achievement including project, group and individual activities as a part of the CCE.

❖ Term End Evaluation

4. 35 marks evaluation theory at the end of the Year (internal evaluation only)

PR-6



Physical Education: Special Emphasis on YOGA

Full Marks= 50

Unit 1: Understanding Emotional Health Needs, Diversity and Inclusion

- Understanding Emotional Health
- Emotional Health- Physical Health- Cognition linkages

Unit 2: Health and First Aid

- Preparation for charts for School health programme –Campus Cleaning, Sanitation, Air pollution, sound pollution etc.
- Special Activities: Physically challenged children
- Treatment of wounds, hemorrhage, fracture, dislocation, shock, burning, snakebite, drowning, artificial Respiration, sports injuries, application of ice.

Unit 3: Pranayam

- Meaning of Pranayam
- Different phases of pranayam
- Role of pranayam in psychological and physiological development

Unit 4: Meditation and Education

- Meaning and concept of meditation
- Importance of meditation in education
- Yoga and Modern Education

Unit 5: Yoga Practice (any four to be practical)

- Suryanamaskar, Padmasana, Chakrasana, Paschimatyasana, Halasana, Bhujangasana, Salvasana, Dhanurasana, Vajrasana, Savasana, Pranayama

❖ **Mode of Curriculum Transaction**

- **For Theoretical parts** : Debate and practice
- **For Practical parts** :
 - Group Activities
 - Project Activities
 - Performances

❖ **Only Internal Evaluation:**

15 marks for round the year performance (practical)

❖ **Term End Evaluation**

35 marks evaluation theory at the end of the Year (internal evaluation only)

PR-7 School Internship including Practice

Teaching

Full Marks 250

PRACTIUM

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
- To reflect critically on practice by visiting a learning centre
- To experience the school in its totality; activities in addition to classroom teaching, include school activities and interaction with parents.
- To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on achievement.

Practice Teaching:

Practice teaching will be held in the second year. Minimum 60 lessons should be practiced in 16 weeks. This means at least 3 hours will be used every working day of the allotted 16 weeks. At least ten lessons should be executed in each of the four method subjects (Language-1, Language-2, and Mathematics & Environmental Studies).

The following marking scheme will be used for assessment of performances of the student-teachers.

- ❖ **Macro: 400 marks (200 for internal evaluation & 200 for external evaluation)**
- **Internal Evaluation of 200 marks on macro lessons shall be mainly on the basis of the**
 - Planning lessons (Lesson note book (overall)): 20 marks
 - Use of learning teaching materials, interactive devices to ensure participation of all the students (overall): 20 marks
 - Critical Observation of delivery of Lessons of others in the group(overall): 20 marks
 - Executing two final Lessons on two subject-areas in real class room situation (Overall Participation): 2x 70 = 140 marks

➤ **For External Evaluation of Macro Lessons:**
marks

200

- Two Final Lesson notes on two subject-areas within the periphery of primary education (other than those assessed internally) : $2 \times 30 = 60$
marks
- Classroom-demonstration on any two, one of which must be on language and the rest from other school subjects): $2 \times 70 = 140$
marks
