



# पाठ्यक्रम

སློབ་ཚན། | SYLLABUS

शिक्षाशास्त्री  
དགེ་འཕེལ་བསྐྱབ་པའི་བསྟན་བཅོས།  
Shiksha Shastri (B.Ed.)

दो वर्षीय शिक्षाशास्त्री  
འོ་ལྷིང་གཉིས་ཅན་དགེ་འཕེལ་བསྐྱབ་པའི་བསྟན་བཅོས།  
Two Year Shiksha Shastri



केन्द्रीय उच्च तिब्बती शिक्षा संस्थान  
དབུས་བོད་ཀྱི་གཙུག་ལག་སློབ་གཉེར་ཁང་།  
Central Institute of Higher Tibetan Studies  
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Sarnath, Varanasi 221007

केन्द्रीय उच्च तिब्बती शिक्षा संस्थान  
(मान्य विश्वविद्यालय)  
सारनाथ, वाराणसी

पाठ्यक्रम

SYLLABUS

शिक्षाशास्त्री

དགོ་འཇམ་བསྐྱབ་པའི་བསྟན་བཅོས།

Shiksha Shastri (B.Ed.)



**CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES**  
(DEEMED UNIVERSITY)  
SARNATH, VARANASI (UP)

**2022**



## विषय सूची

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# शिक्षाशास्त्री

दशोऽस्य वसुवः पतिः वसुवः वसुवः

Shiksha Shastri (B.Ed.)

དགེ་འོས་བསྐྱབ་པའི་བསྟན་བཅོས།  
Shiksha Shastri (B.Ed.)

**Details of Examination Subjects**

This programme will be completed in fourth semesters in the following course.

**Pass Criterion and Minimum Marks**

In Formative Assessment, at least 50% marks or an equivalent grade in internal project /assignment/practical examination is required as pass criteria for internal assessment.

In summative assessment, a minimum of 40% marks has to be obtained to qualify in each theory paper separately i.e. in a 4-credits or a 100 marks paper, a minimum of 28 marks out of 70 and in a 2-credits or 50 marks paper, a minimum of 14 out of 35, is the pass criterion.



## Shiksha Shastri (B.Ed.)

### Semester I

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE101	<b>Perspectives in Education</b>	Psychology of Learner, Growth and Development	100
PE102		Foundations of Teaching and Learning	100
PE103		Optional Course: Any one of (i) Educational & Career Guidance (ii) Value Education & (iii) Human Rights, Non-violence and Peace Education	100
CP101	<b>Curriculum and Pedagogic studies</b>	Language across the Curriculum	50
CP102		Knowledge and Curriculum development – Part I	50
CP103		Tibetan Language & Literature (Compulsory)	50
EPC 1	<b>Enhancing Professional Competency</b>	Reading and Reflecting on Texts	25
EPC 2		Simulated Practice of Teaching Skills	25
EPC 11		Fundamentals of Buddhist Logic, Psychology and Cognitive Science I	25
	<b>Total</b>		525
	<b>Supplement to course EPC2, PE101 &amp; PE103(i)</b>	<ul style="list-style-type: none"> <li>• Teaching Skill Assessment (introductory theoretical knowledge and practice)</li> <li>• Psychological assessment</li> </ul>	

		<ul style="list-style-type: none"><li>• Counselling and Test paper construction (introductory theoretical knowledge and practice)</li></ul>	
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## Shiksha Shastri (B.Ed.)

### Semester II

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE204	<b>Perspectives in Education</b>	Education in Contemporary India	100
CP204	<b>Curriculum and Pedagogic studies</b>	Tibetan Language & Literature (Compulsory)	50
CP205 to CP217 (Two Methodology Papers)		Pedagogy of School Subject I (Methodology)	100
		Pedagogy of School Subject-II (Methodology)	100
CP220		Educational measurement & evaluation	100
EPC 3	<b>Enhancing Professional Competency</b>	Drama, Music and Art in Education	25
EPC 4		ICT in School Education	25
EPC 12		Fundamentals of Buddhist Logic, Psychology and Cognitive Science II	25
	<b>Total</b>		525
	<b>(Internship – I) Preschool Attachment</b>	<b>2 Weeks Duration subject to the requirement of the course</b>	

## Shiksha Shastri (B.Ed.)

### Semester III

#### School Internship

<b>SCHOOL INTERNSHIP (Internship – II)</b>	<b>Practice Teaching</b>	<b>16 Weeks</b>	<b>400 marks</b>
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Evaluation	Pedagogy I School Subject I	Pedagogy II School Subject II	Activities & Teaching Aids/Files etc.	Total Marks
<b>Internal</b>	75	75	50	200
<b>External</b>	75	75	50	200
<b>Total Marks</b>	150	150	100	400

#### Enhancing Professional Competencies

Code	Type of paper	Name of paper	Marks
EPC 5	<b>Enhancing Professional Competency</b>	Scout/Guide and Environmental Management Skills at the School Level	25
EPC 6		School Based Action Research Projects	25
EPC 7		Teaching Skill Assessment	25
EPC 8		Administration of Psychological Test and Reporting (at least two tests)	25
EPC 13		Fundamentals of Buddhist Logic, Psychology and Cognitive Science-III	25
	<b>Total</b>		525

## Shiksha Shastri (B.Ed.)

### Semester IV

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE405	<b>Perspectives in Education</b>	Gender, School and Society	100
PE406		Educational Management	100
PE407		Environmental Education	50
CP421	<b>Curriculum and Pedagogic Studies</b>	Knowledge and Curriculum Development – Part II	50
CP422		Inclusive Education	50
CP423		Understanding Disciplines and Subjects	50
CP424		Tibetan Language & Literature (Compulsory)	50
EPC 9	<b>Enhancing Professional Competency</b>	Health Awareness and Yoga in School Education	25
EPC 10		Understanding the Self	25
EPC 14		Fundamentals of Buddhist Logic, Psychology and Cognitive Science -IV	25
	<b>Total</b>		525



**Detailed Course Layout**

**Content and Strategies**

## **Perspectives in Education**

**Code: PE101 Psychology of Learner, Growth and Development**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

### **Contents**

#### **Unit-I: Nature, scope and methods of educational psychology**

- Meaning, definitions and concepts of educational psychology, its scope and significance, methods of educational psychology.

#### **Unit-II: Human Growth & Development**

- Concepts, nature and principles of growth and development; Domains of development and related theories: physical-psychomotor, cognitive (basic and higher cognition), language, and social-emotional, role of play
- Stages of development from Infancy to adulthood and their implications for organizing teaching–learning situations.
- Factors affecting growth and development in Indian context with a focus on: Community, Caste, Gender and Urbanization.

#### **Unit-III: Individual differences- Intelligence and Creativity**

- Intelligence: Meaning, theories- the academic, associative and unitive theories of intelligence, Types IQ, EQ and SQ and their implications for education. Methods of measuring intelligence.
- Creativity: Defining creativity, process of identifying creative learner. Role of Teacher in nurturing creativity.

#### **Unit-IV: Individual Differences- Personality and Adjustment**

- Personality: Meaning, Concepts and various types. Type and Trait theories of Personality.
- Concept of Defense Mechanism and Mental Health; Role of Personality Development for Adjustment. Methods of measuring Personality.

### **Practical Work**

Each student will be required to administer at least two psychological tests from the following: Intelligence (Verbal and non-verbal), creativity, personality, memory and aptitude.

### **Assignment**

Conduct a case study on any child who has problems either in growth or in his/her adjustment to the environment.

### **Transactional Strategies**



Transaction of the course will be through case presentations, lectures, discussion, multimedia presentation and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation conducted through sessional work/assignments/unit tests.

**Code: PE102**

## **Foundations of Teaching and Learning**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

### **Contents**

#### **Unit-I: Teaching & Learning: Meaning, Concepts and Principles of learning and teaching**

- *Concept of Teaching* -Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills
- *Modalities of teaching*- instruction, training, conditioning and indoctrination.
- *Approaches to Teaching* - Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized etc.
- *Stages of Teaching*– Pre-active, Interactive and Post active phases and teachers' role in them.
- *Levels of Teaching.*

#### **Unit-II: Theoretical perspectives on learning**

- Perspectives on human learning: Behaviourist, cognitivist, Hierarchy of Learning (Gagne's Hierarchy), Individual and social-constructivist, Humanist and Gestaltist.
- (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky). Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations.

#### **Unit-III: Paradigm shifts in teaching-learning**

- Constructivist perspective of learning.
- Experiential Learning: Concept and theories.
- Social Constructivist perspective of learning.
- Innovative practices in learning-Techniques for higher learning-conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new

technologies, online tools of learning, pedagogy of online learning and virtual learning.

#### **Unit-IV: Models of Teaching**

Meaning and elements and families of models of teaching-Information processing models (Concept Attainment and Advance organizer models), Social interaction models (Jurisprudential model) –Personal development model (Non-directive teaching) – Behavior modification model.

Some Teaching Models i.e. Basic Teaching Model, Inquiry Training Model and Concept Attainment Model.

#### **Field Work and Assignment**

Each student will be required to visit a school to observe the prevalent teaching-learning practices with reference to the following: Classroom Teaching, ICT presentations, Teaching and Learning Strategies adopted and practiced in such schools.

#### **Transactional Strategies**

Transaction of the course will be through Group Discussions, Buzz-sessions, Multimedia Presentation, Interactive Lecture Sessions and Field Work.

#### **Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

**Code: PE103**  
**Optional Course (any one from the following)**

**(i) Educational and Career Guidance**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

**Contents**

**Unit–I: Meaning, nature and objectives**

- Meaning, nature, scope and need of Guidance.
- Basic assumptions and principles of Guidance.
- Objectives and functions of Guidance Services at Primary and Secondary education levels.

**Unit–II: Three types of formal guidance and major services**

- Types of Guidance: Educational, Career and Personal.
- Concept of information service, preparatory service, placement and follow-up services.
- Need, planning and process of Educational, Career and Personal Guidance; salient theoretical perspectives to career guidance, career counselling
- Role of Guidance in effective school management.

**Unit–III: Nature, types, and roles in Counselling**

- Counseling: meaning, types, methods and techniques for use with children having specific learning disabilities.
- Functions of School Counsellor.
- Role of Teacher in Counseling.

**Unit–IV: Assessment and Documentation in guidance & counselling**

- Standardized and non-standardized tests in evaluation.
- Anecdotal and cumulative records, rating scales, case study, sociometry and interview.
- Role of measurement of intelligence and personality tests.

**Field Work and Assignment**

Preparing a special guidance programme for secondary students to meet out the challenges in the present-day scenario.

**Transactional Strategies**

The course content will be implemented through school based case presentations, discussions, interactive sessions and multimedia presentations.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **(ii) Value Education**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

### **Contents**

#### **Unit–I: Meaning, nature and need of values**

- Meaning, nature, objectives, importance and scope of value education. Approaches to value education.

#### **Unit–II: Theoretical bases:**

- Philosophical perspectives:  
Four Purusharthas- Virtue, Wealth, Pleasure, Self-realization.  
Self-Realization- Panchakosha- Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandmaya.
- Social Cultural Basis- Family, Neighborhood, Religion, Education, Institute, Constitution, Traditions.
- Psychological Basis of value development- Cognitive development approach by Lawrence Kohlberg- pre-conventional, conventional and post conventional

#### **Unit–III: Eight Categories of Human Values and their inculcation through school programmes:**

- Social Values- friendship, love, brotherhood.
- Aesthetic Values-beauty.
- Intellectual Values- Knowledge, attainment of truth.
- Ethical Values- truthfulness, justice, benevolence, self-control.
- Religious Values- worship, devotion, commitment.
- Health Values- Sound, Mental and Physical health, efficiency and productivity.
- Recreation Values- leisure activities that enrich the life of an individual.
- Economic Values- instrumental in other values.

#### **Unit–IV: Ten values to be inculcated through modular presentations in a school related education**

- Ten values to be inculcated through modular presentations in a school related education: Dignity of Labour, National Integration, Patriotism, Sensitivity, Gender Equality, Courtesy, Secularism, Tidiness and Scientific temper.

- Learning Value through various school activities: Student self-Government, celebration of festivals of different religions and communities, tree plantation, organizing campaigns on sanitation, nutrition etc. Participation in community development activities, service to needy, carrying out relief activities.

#### **Field work and Assignment**

- Study of essays and articles on value concerns, autobiographies and biographies, parables, episodes from real life. Listening to speeches, poems and song. Discussion, debates and competitions for value clarification.
- Dealing with value dilemmas: Enactment, role play, simulation, jurisprudential model, street plays.
- Preparing a lesson plan using role play / simulation/ jurisprudential/ street play model and implementing it.
- Visit to community affected by a calamity and writing a report regarding relief programme based on group work.

#### **Transactional Strategies**

The course content will be transacted through interactive sessions, group discussions, tutorials, mentoring, community and group work.

#### **Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

### **(iii) Human Rights, Non-Violence & Peace Education**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

#### **Contents**

##### **Unit-I: Human Rights: Issues and Perspectives**

- History of the idea of Human Rights.
- Political, Civil, Economic, Social and Cultural Rights.
- Indian perspective of Rights and Duties.
- Problem of Violation of Human Rights: some emerging issues.

##### **Unit-II: Non-violence**

- Conceptual development.
- Vedic, Jain, Buddhist & Gandhian Tradition.
- Non-violence in Practice-Respect for all living beings, cruelty against animals, Animal Rights and Non-violence.
- Non-violent Resistant methods and few examples of victory without violence.

##### **Unit-III: Training in Non-violence**

- Conceptual development and necessity.
- Change in Heart: Training of the Mind, Change in attitude: Training in open mindedness.
- Change in life style: Training in life style modification and structural change: Training for change in the system.
- Conflict & conflict Management.

##### **Unit-IV: Peace Education**

- Concept of Peace and Peace Education.
- Development of Peace Education.
- Peace Education and Disarmament Education for a new world order.
- Legitimacy and limitation of Peace Education.

#### **Field Work and Assignment**

Preparing a Training programme and conducting a Training of Mind/Training in open mindedness / training in life style/ Training for change in the system.

#### **Transactional Strategies**



The course content will be transacted through interactive sessions, case presentations, tutorials, training sessions and demonstrations.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

**Code: PE204**  
**Education in Contemporary India**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

**Contents**

**Unit-I: Features of Indian society**

Concept of social diversity- diversity at individual level, regional diversities, diversity in language- caste and class, religion in Indian society- tribal groups in India and their diversities. Role of education in respecting diversities. Aspirations of Indian Society.

**Unit-II: Status of Education in India**

- *Development of Education in India*- A brief history of education in ancient and medieval India- Gurukula education, Sanghas and Viharas, Nalanda , Taxila, universities, , basic education (Nai-Talim) integration of life, work and education.
- *Education and Contemporary India*-Education –fundamental understandings- meaning, definitions, functions and aims, nature of education as a discipline- types of education formal, informal and non-formal- levels of education- pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education.

**Unit-III: Constitutional safeguards for education**

Preamble of the constitution- Rights and Duties of Indian citizen - Constitution and Education: Concurrent status of education- directive principles of state policies- promoting human values under the constitutional provisions.

**Unit-IV: Policy Frameworks for education in India in the context of the following**

- Recommendations of different policy frameworks- Radhakrishnan Commission, Mudaliar Commission, Kothari Commission, NPE and Revised NPE, NCF 2005. SSA, RMSA, Right to Education Act-2009, NCF 2005, NCFTE 2009, midday meal and other legal provisions.
- Some important interventions used for addressing the issues of inequality and equity at various levels of school education with reference to -- Minimum Level of Learning (MLL), Free Education for Girls, Vocationalisation, Universalization of enrolment, access and retention, Quality concerns in school education.

**Field Work and Assignment**

Each student will be required to visit the schools to observe the practices in vogue and undertake a project on one of the following interventions as practiced in the school:

- Minimum Level of Learning (MLL)
- Mid-Day Meal (MDM)
- Free Education for Girls
- Vocationalisation
- Universalization of enrolment, access and retention

**Transactional Strategies**

Transaction of the course will be through reading and reflections on excerpts taken from the various commissions' reports, lectures, group discussion, multimedia presentation, quizzes, interactive sessions and field work.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation in respect of sessional work/assignments/unit tests.

**Code: PE405**  
**Gender, School & Society**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

**Contents**

**Unit-I: Gender identity construction**

- **Gender as a Social construct**-Gender- distinction between gender and sex- gender role- in family, caste, religion and culture, patriarchy and gender, status of women in different ages, ancient, medieval and colonial-gender sensitivity- gender stereotyping- feminist perspectives, radical and liberal.
- **Gender in society and groups** -Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) – social system – social structure – social groups – social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

**Unit-II: Gender Issues in schools**

- Problems of women in contemporary India - Experience of being a boy or girl unequal access to education- gender identity construction in school- distribution of roles and responsibilities in classroom and schools- child rights violation among girls- role of schools, peers, teachers, curriculum ,text books classroom processes, and student-teacher interactions in challenging gender inequalities.
- Working towards gender equality in the classroom. Co-education- Issues related with content and process of providing education in a co-education mode.

**Unit-III: Gender, sexual harassment and abuse**

- Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models)
- Sites of conflict: social and emotional understanding – importance of addressing sexual harassment in family, neighborhood, other formal and informal institutions –agencies perpetuating violence.

- Institutions redressing sexual harassment and abuse. Identification of sexual abuse/violence verbalization of sexual abuse/violence-objectification of female body- propagation of popular beliefs through media- film, advertisements and songs.
- Role of teachers, counselors, parents NGOs and other groups in reinforcing gender parity.
- Constitutional and legal provisions for prevention of Gender discrimination.

#### **Unit – IV: School and Social Change**

- School as an agent of change- instrument of social change. Role of School in a democratic Society- School as a miniature society, functions of schools in society. Responsibilities of society towards Education.
- Catalyst role of school education and relevance of classroom/school based activities such as elocution contest, brain-storming, project and experiential learning based programmes for a new socio-cultural ethos.

#### **Field Work and Assignment**

As assigned by the Head of Department.

#### **Transactional Strategies**

The course content will be implemented through case presentations, lectures, discussions, interactive sessions, school activities/programmes, group work and multimedia presentations.

#### **Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/ assignment/unit tests.

**Code: PE406**  
**Educational Management**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

**Contents**

**Unit I: Concept of School management**

- Meaning, Definition, Importance and scope of school management - Functions of school management: Planning, Organizing, Leading (Directing and Motivating), Controlling-Decision making. Types of Educational Management, Theories of management relevant to School
- The structure of Indian school education - academic and administrative structure-Responsibilities of Central Government in school education - Responsibilities of State government – Central provisions for school education.

**Unit II: School as an Organisation and its planning**

- Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements. Infrastructural facilities for an ideal Secondary School.
- Organizational process in schools: Academic planning, Resource mobilization, Curricular activities. Co-curricular activities, Planning, Time allocation, Monitoring, Evaluation, Feedback.
- Institutional Climate: Concept, Dimensions of school climate, Types of Institutional climate- Democratic and autocratic. Impact of organizational climate on the performance of teachers, parents, students etc.
- Institutional planning: meaning, definition, importance and steps of institutional planning. School management committee (SMC): structure, functions – School Development Programme (SDP).

**Unit III: Management process: micro and macro applications**

- Concept and importance of classroom management.
- School management and school administration.
- Managing and leading – concepts, difference between managing and leading processes, leadership styles in respect of school management, situational leadership.
- School discipline- concept and its development.

- Inspection and Supervision- Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

#### **Unit IV: Achieving Excellence**

- Total quality management (TQM)- concept, objective and its application in school for better classroom management
- SWOC analysis- concept and its educational implications.
- Resource development-Human, material and finance.

#### **Field work and Assignment**

Locating Strength and Weaknesses of any Educational Institution.

#### **Transactional Strategies**

The course content will be transacted through lectures, discussions, tutorials and report preparations.

#### **Evaluation**

The course content will be of 4 credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

**Code: PE407**  
**Environmental Education**

**Maximum Marks: 50**  
**Theory: 35**

**Internal Assessment: 15**  
**Credits: 02**

**Contents**

**Unit-I: Information about Environmental Education**

- Concept of Environmental Education and Need of Environmental Education.
- Objectives of Environmental Education at Secondary School Level.
- Methodologies of Environmental Education.

**Unit-II: Global Environmental Issues**

- Components of Environment.
- Concept of healthy environment & efforts made in this direction.
- Global Environment issues:
  - i. Conservation of environment: government commitment in national and international fields.
  - ii. Depletion of ozone layer.
  - iii. Global warming (greenhouse effect).

**Unit-III: Pollution**

Environmental Pollution: Various types of pollution and strategies for addressing them.

**Unit-IV: Role of Schools and teachers in improving the quality of environment**

- What can schools do?
- What can teachers do?
- What are the various agencies with which schools can collaborate?
- Environmental management at micro and macro level.

**Assignment**

Study on any one environmental problem. The report on the study must include efforts of the pupil teacher in developing awareness among people about the concerned environmental problem(s).

**Transactional Strategies**



The course will be transacted through lecture-cum-demonstration sessions with major segment of the course devoted to formulation, implementation and evaluation of action research interventions relevant for a secondary school. The course transaction will also include group-discussions, brainstorming and interactive sessions.

**Evaluation**

The course content will be of two (2) credits which are equivalent to 50 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be credited on the basis of evaluation of sessional work.

# Curriculum and Pedagogic Studies (CP)

Code: CP101

## Language across the Curriculum

Maximum Marks: 50

Internal Assessment: 15

Theory: 35

Credits: 02

### Contents

#### Unit I: Nature and Functions of Language

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

#### Unit II: Language Diversity in Classrooms

First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

#### Unit III: Methods of learning language in school subject areas

Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.

#### Unit IV: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

### Field Work and Assignment

Each student will be required to visit a modern school to observe the language used in terms of the following practices: Classroom Teaching, ICT

presentations, Teaching and Learning Strategies adopted and practiced in such schools. The observation will be followed by presentation of a brief document thereon.

**Transactional Strategies**

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and field work.

**Evaluation**

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests and observation report.

**Code: CP102**  
**Knowledge and Curriculum development Part -I**

**Maximum Marks: 50**  
**Theory: 35**

**Internal Assessment: 15**  
**Credits: 02**

**Contents**

**Unit–I: Epistemological basis of Knowledge:**

- Types of knowledge based on experience, reasoning and intuition (empirical, intuitive and logical).
- Differentiating between knowledge and information.
- Developing knowledge as a continuous process.

**Unit–II: Basis of knowledge generation:**

- Classification of knowledge levels, Western (Bloom’s Taxonomy). Levels of Knowledge in terms of memory, understanding and reflective engagements.
- Indian perspectives (with reference to Upanishadic thoughts of Shravana, Manana and Nididhyasana).
- Role of Heuristics and Didactics.
- Social basis of knowledge: Knowledge derived from peers and mentors.

**Unit–III: Expanding the basis of knowledge:**

- Knowledge, Communication and barriers in Communication.
- Devices to address gaps in knowledge.
- Transformation of knowledge process of configuring and re-configuring.
- Using Transactional strategies; direct and indirect.
- Scope for creative and dynamic orientation to knowledge with focus on diversity of learning opportunities and learner needs.

**Unit–IV: Theoretical foundations of knowledge and Curriculum as evident in the following schools of thought/philosophy:**

- Idealism
- Experimentalism
- Existentialism
- Constructivism
- Realism.

**Field Work and Assignment**

Each student will be required to visit the library and go through the curriculum pertaining to subjects of study at upper primary and secondary levels of education in the context of understanding the integrated approach of educating the learners through various subjects of study at respective levels of education.

**Transactional Strategies**

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and visit to school libraries.

**Evaluation**

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

**Code: CP220**  
**Educational Measurement and Evaluation**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

**Contents**

**Unit-I: Evaluation in Teaching Learning Process**

- Concept: Needs & Importance of Evaluation.
- Educational measurement, assessment and evaluation, Distinction between Evaluation, Assessment & Measurement.
- Level of measurement- nominal, ordinal, interval and ratio.
- Purpose of Evaluation-Diagnostic, Prognostic & Placement.
- Formative and Summative Evaluation including Continuous and Comprehensive Evaluation (CCE).
- Distinction between Formative & Summative Evaluation.
- Norm-referenced & Criterion-referenced Evaluation.
- Grading System: Concept and Significance.

**Unit-II: Instructional Objectives and their use in test construction**

- Educational & Instructional Objectives; Meaning and Concepts.
- Classification of Educational Objectives; Bloom's Taxonomy, Cognitive, Affective & Psychomotor Domains, and its relevance for measurement and evaluation.

**Unit-III: Designing of tests for evaluation of learning outcomes**

- Principles of test construction and standardization
- Characteristic of a good test- reliability, validity, objectivity and practicability.
- Classification of test items- essay type and objective type test items and their construction procedures.

**Unit-IV: Basic Statistics for Measurement and Evaluation:**

- Classification & Organization of Data, Frequency Distribution, Class Intervals, Statistical Series.
- Graphical Presentation of Data: Bar Diagram, Pie Chart, Histogram, Frequency, Polygon, Cumulative Frequency Curve and Ogive.
- Measures of Central Tendency: Mean, Median and Mode.

- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation.
- Coefficient of Correlations- product moment and rank difference methods.
- Normal Distribution Curve & its application.

**Field work and Assignment**

Preparation and administration of tests.

**Transactional strategies**

Transaction of the course will be through workshop mode, group discussions, multimedia presentation, and preparation of test items individually and in groups and field work.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation of sessional work/assignment/unit tests.

**Code: CP421**  
**Knowledge and Curriculum Development Part– II**

**Maximum Marks: 50**  
**Theory: 35**

**Internal Assessment: 15**  
**Credits: 02**

**Contents**

**Unit-I: Knowledge and Curriculum**

Knowledge, wisdom –meaning – distinction between knowledge and wisdom– knowledge with skill, Information.

Meaning and need for curriculum – Domains of curriculum – Epistemological basis of Curriculum. Curriculum organization - subject matter and curriculum organization.

Types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

**Unit-II: Principles of Curriculum**

Aims, goals and objectives of curriculum –curriculum design and its components –curriculum development: approach to curriculum development.

curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education.

**Unit-III: Curriculum Transaction**

Strategies for curriculum transaction –Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes –Activity Based Learning (ABL)- Activity Learning Methodology (ALM)- resources for curriculum transaction – computer and internet – role and importance.

**Unit-IV: Issues in Curriculum Development**

Approaches to curriculum development-Learner Centered, Content Centered, Teacher Centered.

Critical issues: teacher centred to learner centred, subject centred to practical knowledge – Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity- centralized Vs decentralized curriculum, role of state in the curriculum development, role of curriculum in national development. Curriculum makes an intellectual



society – curriculum for 21st century – UNESCO’s concept of four pillars of education.

**Field Work and Assignment**

Each student will be required to undertake a project based on the readings available in the library and go through the curriculum pertaining to subjects of study at upper primary and secondary levels of education in context of understanding the integrated approach of educating the learners through various subjects of study at respective levels of education.

**Transactional Strategies**

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and visit to libraries.

**Evaluation**

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

**Code: CP422**  
**Inclusive Education**

**Maximum Marks: 50**  
**Theory: 35**

**Internal Assessment: 15**  
**Credits: 02**

**Contents**

**Unit–I: Concept and relevance of inclusion**

- Concept of Inclusive Education: Segregation, Integration and Inclusion, Need and importance of Inclusive Education;
- Practice of exclusion in Indian society.
- Basis of exclusion: caste, class, ethnicity, disability, gender & language, displaced population.
- Learner’s diversity with respect

**Unit–II: Major policy initiatives and culture of inclusion**

- Emphasis from major National and International policy & initiatives, role of RCI
- Creating a Culture for inclusive education, engagement with school and society.
- Promoting values for inclusive society and inclusive education. Role of Teacher in promoting inclusive culture.

**Unit–III: Challenges and interventions in Inclusion**

- Addressing challenges towards inclusive education, some important interventions based on various types of mental and physical disabilities, interventions in socio-economic and cultural diversity.
- Designing classroom based and school-based practices to encourage inclusive values.

**Unit–IV: The inclusive school and activities promoting inclusion**

- The concept of an inclusive school, experiments for promoting an inclusive school concept.
- Co-scholastic, cultural and social programs within the school complex for adopting inclusive education culture. Evaluation of impact and effects on the mindset of learners.
- Promoting values for inclusive society and inclusive education, role of teacher in promoting inclusive culture.

**Field work and Assignment**

Visit to an inclusive school or special education school to see the interventions initiated by such schools to meet the challenges of learners belonging to social, mental and physical handicaps.

A brief report on the same may be prepared as a part of assignment work.

**Transactional Strategies**

The course content will be transacted through case presentations, interactive sessions, lectures, tutorials, field work and ICT presentations on inclusive education.

**Evaluation**

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be awarded on the basis of sessional work/assignment/unit tests.

**Code: CP423**  
**Understanding Disciplines and Subjects**

**Maximum Marks: 50**  
**Theory: 35**

**Internal Assessment: 15**  
**Credits: 02**

**Contents**

**Unit-I Humanities:**

- Nature, Concept and Development of Humanities Stream.
- Various Career Options in Subjects of Humanities.

**Unit-II Social Science:**

- Nature, Concept and Development of Social Science Stream.
- Various Career Options in Subjects of Social Science.

**Unit-III Science including Computer Science:**

- Nature, Concept and Development of Science Stream.
- Various Career Options in Subjects of Science.

**Unit-IV Mathematics:**

- Nature, Concept and Development of Mathematics.
- Various Career Options in Mathematics.

**Field Work and Assignment**

Each student teacher will be required to write a project on any one of the above streams based on their academic strength, interest and choice made for the methodology paper. The brief project should consist of the following sections: Background of the Stream/Subject, Degree/Diploma courses available in the respective stream, Eligibility for Admission, Career and Potentials of Employment, Hindrances and Suggestions.

**Transactional Strategies**

Transaction of the course will be through reflective discussions, multimedia presentations, interactive seminars, symposia and project work.

**Evaluation**

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

## **Pedagogy Section**

Code CP103, CP204 & CP424 Tibetan Language and Literature (Compulsory) and Two Methodology of Teaching Papers Code CP206 to CP220 are given below from which any Two Methodology Subjects have to be opted from the List of Pedagogy/Methodology Papers based on the Subjects of Studies at Graduate Level Course.

- CP205 Method of Teaching Physical Science
- CP206 Method of Teaching Mathematics
- CP207 Method of Teaching Life Science
- CP208 Method of Teaching Social Science
- CP209 Method of Teaching History
- CP210 Method of Teaching Geography
- CP211 Method of Teaching Civics
- CP212 Method of Teaching Economics
- CP213 Method of Teaching English
- CP214 Method of Teaching Hindi
- CP215 Method of Teaching Sanskrit
- CP216 Method of Teaching Tibetan Language & Literature
- CP217 Method of Teaching Tibetan History



བོད་དགེ་ཆེད་ལས་འོས་སྤྱོད་གི་སྐད་ཡིག་བསྐྱབ་གཞི།

**Elective Tibetan Language and Literature**  
**(Compulsory)**

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
ELECTIVE**

**1<sup>st</sup> Semester**

**རྒྱལ་སྤྱི་ལྷན་ཁྲིམས་ལྷན་ཚོགས་ཀྱི་**

**Marks: 50**

**Credits: 02**

**བད་སྒྲིབ།**

**(Grammar)**

**དཔེ་དེབ།**

ཐོན་མིའི་ཞལ་ལྷན་། སྤྱི་ཚུ་པའི་འགྲེལ་བ། (Full text – Part I)

ཚུམ་པ་ལོ། ཚེ་ཉན་ཞབས་བྱུང་།

**དག་ཡིག།**

**(Lexicon)**

**དཔེ་དེབ།**

དག་ཡིག་སྐྱུ་རེངས་གསར་བ། ལེུ་དང་ལོ་ནས་ལྷ་པའི་བར། (Chapters 1 to 5)

ཚུམ་པ་ལོ། བསྟན་དར་ལྷ་རམས་བ།

**ཚུམ་རིག།**

**(Theory of Literature)**

**དཔེ་དེབ།**

ཚུམ་གཞུང་མོ་གསར་འཛུགས་སྒྲིག་ལེུ་དང་ལོ་ནས་བདུན་པའི་བར། (Chapters 1 to 7)

**ཚུམ་སྒྲིག།**

པོད་སྐྱོངས་སྒྲིག་གྲུ་ཚེན་མའི་པོད་ཡིག་ཚན་ཁག



**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
ELECTIVE**

**2<sup>nd</sup> Semester**

**རྒྱལ་སྐད་སྐད་ལཱ་ལོ་སྦྱོར་བ་**

**Marks: 50**

**Credits: 02**

<b>བདམ་སྐོད།</b>	<b>(Grammar)</b>
<b>དཔེ་དེབ།</b>	ཐོན་མིའི་ཞལ་ལུང་། རྒྱལ་སྐད་ལཱ་ལོ་སྦྱོར་བ་ (Full text – Part II)
<b>ཚུམ་པ་ལོ།</b>	ཚོ་ཉན་ཞབས་བྱུང་།
<b>དག་ཡིག</b>	<b>(Lexicon)</b>
<b>དཔེ་དེབ།</b>	དག་ཡིག་སྐྱུ་རེངས་གསར་བ། ལེའུ་བརྒྱུད་པ་ནས་བརྩམས་པའི་དེབ། (The text book as given in first semester, Chapters 6 to 10)
<b>ཚུམ་པ་ལོ།</b>	བསྟན་དར་ལྷ་རམས་པ།
<b>ཚུམ་རིག</b>	<b>(Theory of Literature)</b>
<b>དཔེ་དེབ།</b>	ཚུམ་གཞུང་སློབ་གསར་འཇུག་སློབ། ལེའུ་བརྒྱུད་པ་ནས་བརྩམས་པའི་དེབ།
<b>ཚུམ་སྒྲིག</b>	བོད་ལྗོངས་སློབ་གྲྭ་ཆེན་མོའི་བོད་ཡིག་ཚན་ཁག།
<b>དཔེ་དེབ།</b>	(The text book as given in first semester, Chapters 8 to 12)
<b>ཚུམ་པ་ལོ།</b>	ཚུམ་རིག་སྐྱུ་རེངས་ལྷན་པོའི་ལྷན་པོའི་ཚུམ་རིག་གི་སློབ། ( Literature in general, Tibetan Literature in particular )
<b>ཚུམ་པ་ལོ།</b>	མཁས་དབང་ཟམ་གདོང་རིན་པོ་ཆེ།

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)**

**ELECTIVE**

**3<sup>rd</sup> Semester**

ཀླགས་དུས་གསུམ་པ།

ཀླགས་དུས་གསུམ་པ་ཡོངས་ཚོགས་སློབ་འཁྲིད་སྐྱོང་བཅར་ལ་ལེབས་དགོས་བས་བསྐྱབ་གཞི་མེད།

*(They have to go for school attachment programme with major participation in practice teaching programmes.)*

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
ELECTIVE**

**4<sup>th</sup> Semester**

**Marks: 50**

**རྒྱལ་སྐད་ལུས་བཞི་པ།**

**Credits: 02**

**ཚོམ་རིག་ (Outline of poetical theory)**

དཔེ་དེབ། ལྷན་ངག་སྒྲི་དོན།  
ཚོམ་པ་པོ། ཆོ་ཉན་ཞབས་བྱང་།

**སྐད་སྒྲི་ (Poetic Composition)**

དཔེ་དེབ། བྱ་མགྲིན་སྒྲི་རྒྱ་བའི་རྒྱལ་སྐད་བཞི་ད།  
ཚོམ་པ་པོ། ལྷན་སྐད་སྒྲི་བཞི་ད།



དགོ་ཚུན་འོས་སྤྱོད་གི་སྤྱིར་བཏང་བོད་ཀྱི་སྐད་ཡིག་གི་བསྐྱབ་གཞི།

**General Tibetan Language and Literature  
(Compulsory)**

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)**

**GENERAL**

**1<sup>st</sup> Semester**

**རྒྱལ་སྤྱི་ལུགས་སྤྱི་འཇུག་སློབ་ཐོག་**

**Marks: 50**

**Credits: 02**

**བརྗེས་སློབ་**

**(Grammar)**

**དཔེ་དེབ།**

སྤྱི་ལུགས་སྤྱི་འཇུག་སློབ་ཐོག་གི་བརྗེས་སློབ་དཔེ་དེབ།

**ཚིག་པ་ལོ།**

ཉན་པུལ་མཁུན་རབ་འོད་གསལ།

**དག་ཡིག་**

**(Lexicon)**

**དཔེ་དེབ།**

སྤྱི་ལུགས་དག་ཡིག་ཆ་སྤྱི་འཇུག་

**ཚིག་པ་ལོ།**

པོད་རང་སྤྱི་ལུགས་སྤྱི་འཇུག་གི་ཚིག་སྤྱི་འཇུག་ཁང་།

**ཚིག་རིག་ (Literature)**

**དཔེ་དེབ།**

བཙུན་ལོ་བ་རྒྱལ་སྤྱི་ལུགས་

**ཚིག་པ་ལོ།**

དོན་གྲུབ་རྒྱལ་སྤྱི་ལུགས་

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
GENERAL**

**2<sup>nd</sup> Semester**

**Marks: 50**

**རྒྱལ་སྤྱི་སྐད་ལྟོས་པ།**

**Credits: 02**

**བད་སྒྲིབ། (Grammar)**  
དཔེ་དེབ། ཏགས་འཇུག་གི་དཀའ་འགྲེལ་གནད་ཀྱི་སྒྲིབ་མེ།  
ཚུལ་པ་པོ། ཉན་ཤུལ་མཁྱེན་རབ་འོད་གསལ།

**དག་ཡིག (Lexicon)**  
དཔེ་དེབ། སློབ་ཚུང་དག་ཡིག ར་སྐྱའི་བར།  
ཚུལ་པ་པོ། བོད་རང་སྐྱོད་ལྗོངས་སློབ་གཞི་ཚུལ་སྐྱེག་ཁང་།

**ཚུལ་རིག (Literature)**  
དཔེ་དེབ། བ་སྐྱེལ་གྱི་གཏམ་རྒྱུད།  
ཚུལ་པ་པོ། རྩོམ་པ་ལྷན་བསྐྱེད་འཛིན་དཔལ་འབྱོར།

**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
GENERAL**

**3<sup>rd</sup> Semester**

**ཀླགས་དུས་གསུམ་པ།**

ཀླགས་དུས་གསུམ་པ་ཡོངས་ཚོགས་སློབ་འཁྱིད་སློབ་བཅར་ལ་ཕེབས་དགོས་པས་བསྐབ་གཞི་མེད།  
(School attachment programmes: Focus: Practice teaching)



**CP103, CP204 & 424 Tibetan Language and Literature  
(Compulsory)  
GENERAL**

**4<sup>th</sup> Semester**

**Marks: 50**

**རྒྱལ་སྤྱི་བཞེ་བ།**

**Credits: 02**

**ཚུམ་རིག་ (Theory of Literature)**

**དཔེ་དེབ། ཚུམ་རིག་སློབ་བའི་སྐྱུར་ལམ།**

**ཚུམ་པ་པོ། བསོད་ནམས་དར་རྒྱས།**

**སྐྱུང་ཚོམ། (Legendary story of Drowa Sangmo)**

**དཔེ་དེབ། འགྲོ་བ་བཟང་མོའི་རྣམ་ཐར།**

**ཚུམ་པ་པོ། དམངས་ཁྲོད།**

## **CP205**

### **Method of Teaching Physical Science**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

#### **Contents**

##### **Unit-I: Critical Review of the School Level Curriculum in physical Science**

- A critical review of the school level curriculum in physical science, content analysis in terms of concepts and principles: Their pedagogic implications.
- Aims and Objectives of teaching physical science.
- Physical Science curriculum – its significance at secondary level.
- Formulation of specific objectives in behavioral terms.
- Curriculum and Textbooks – Meaning, nature, principle.

##### **Unit-II: Approaches and Methods of Teaching physical Science**

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Laboratory method.
- Project method.
- Heuristic method.
- Constructivist approach.
- Qualities of a Good Science Teacher.

##### **Unit-III: Planning and Designing the effective Instructions in Physical Science**

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan/unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Use and management of science laboratory.

##### **Unit-IV: Evaluation in Physical Science**

- Evaluation and assessment-concept and importance in physical science.
- Techniques of assessment for theory and practical.
- Construction of achievement test in physical science.
- Monitoring of learners' progress through CCE.
- Diagnostic tests and remedial measures in physical science.

**Assignment**

The student teachers will be asked to prepare teaching aids/charts/models pertaining to the topics as given by the respective subject teachers.

**Transactional Strategies**

The course content will be transacted through practicum, discussion, interactive lectures and extensive use of demonstrations.

**Evaluation**

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP206**

### **Method of Teaching Mathematics**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

#### **Content**

##### **Unit-I: Mathematics Syllabus as Prescribed at School Level**

- Mathematics syllabus as prescribed at school level and its analysis with the intent of understanding the logical structures & their pedagogic implications.
- Aims and objectives of teaching Mathematics.
- Integration of Mathematics with other subjects.
- Principles of curriculum construction.

##### **Unit-II: Instructional Strategies in Teaching Mathematics**

- Inductive, deductive approach.
- Analytic and synthetic approach.
- Heuristic and project approach.
- Graded assignments in Mathematics.
- Problem solving.

##### **Unit-III: Organization of Teaching Mathematics and related Problems**

- Developing objectives of teaching mathematics in behavioral terms.
- Preparation of a lesson plan/unit plan.
- Selecting appropriate instructional strategies and teaching aids related to various topics included in secondary education in the following areas:  
Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).
- Mathematics club.

##### **Unit-IV: Evaluation in Mathematics**

- Concept of measurement and evaluation in Mathematics.
- Evaluation Techniques in Mathematics.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).

- Construction of tests in Mathematics.

**Assignment**

The student teachers will prepare teaching aids/charts/models pertaining to the following topics or topics: Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).

**Transactional Strategies**

The course content will be transacted through specially prepared modular material/text books in math, discussion, demonstrations and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

**CP207**  
**Method of Teaching Life Science**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

**Content**

**Unit-I: Critical Study of the School Level Syllabus prescribed for Life Science**

- A critical study of the school level syllabus prescribed for life science in schools: Content analysis in terms of concepts.
- Application and significance of life science.
- Life science as an integrated area of study.
- Aims of teaching life science at secondary stage.
- Instructional objectives of teaching life science.
- Formulation of specific objectives in behavioral terms.

**Unit-II: Planning and Instructional Strategies in Life Science**

- Developing a Unit and Lesson plans.
- Demonstration Method.
- Lecture Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.
- Use of Audio Visual aids and importance of laboratory.
- Competencies associated with laboratory techniques.

**Unit-III: Curriculum, Text Books and use of ICT in Life Science**

- Place of Life Science in School Curriculum.
- Life Science as a component of Integrated Science at Secondary Level.
- Principles of constructing a Life Science curriculum.
- Textbooks in Life Science, its need and use, evaluation of textbooks in Life Science.
- Computer assisted learning in Life Science.

**Unit-IV: Evaluation**

- Concept of measurement and evaluation in Life Science.
- Evaluation Techniques in Life Science.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Construction of tests in Life Science.

**Assignment**

The student teachers will be asked to prepare teaching aids/charts/models pertaining to the topics as given by the respective subject teachers.

**Transactional Strategies**

The course content will be transacted through visits to local places for identification of academic resources, lectures, discussion, laboratory work, extensive use of demonstrations and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP208**

### **Method of Teaching Social Science**

**Maximum Marks: 100**

**Internal Assessment: 30**

**Theory: 70**

**Credits: 04**

#### **Content**

##### **Unit-I: Critical Study of the School Level Syllabus for Social Science**

- A critical study of the school level syllabus as prescribed for social science: content and concept analysis with pedagogic implications.
- Meaning and nature of Social Science.
- Development and scope of Social Science.
- Approaches to the study of Social Science.
- Aims and objectives of teaching Social Science.
- Writing specific objectives of teaching social science in behavioral terms.

##### **Unit-II: Approaches and Methods of Teaching Social Science**

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Story telling approach.
- Project method.
- Discovery approach.
- Constructivist approach.

##### **Unit-III: Planning and Designing the effective Instructions in Social Science**

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan and unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Excursions and field trip.

##### **Unit-IV: Evaluation**

- Concept of measurement and evaluation in Social Science.
- Evaluation Techniques in Social Science.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Nature and construction of tests in Social Science.



**Assignment**

The student teachers will be asked to prepare teaching aids/charts/models pertaining to the topics as given by the respective subject teachers or prepare a project on historical/geographical study of a place of local importance.

**Transactional Strategies**

The course content will be transacted through lectures, discussion, field interactions, extensive use of demonstrations and interactive presentations.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP209**

### **Method of Teaching History**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

#### **Contents**

##### **Unit-I: School Level Curriculum in History**

- A critical survey of the school level curriculum in history: The content and its relevance, Interdisciplinary perspectives in history as a subject of study.
- Aims and objectives of teaching history at the secondary stage.
- Importance of the study of history with reference to national integration and international understanding.

##### **Unit-II: Curriculum Approaches and Methods**

- Meaning and definition of curriculum: Principles of designing a school level history curriculum.
- Different approaches to organizing history curriculum.
  - (i) Chronological
  - (ii) Topical
  - (iii) Concentric
- Methods of teaching history: Storytelling, Problem Solving, Project Methods, Socialized recitation and Source Method.

##### **Unit-III: Co-curricular Activities and History Teacher**

- Types and importance of organizing co-curricular activities.
- Organizing co-curricular activities through history teaching- excursions, dramatization and visit to museum.
- Qualities and functions of history teacher.

##### **Unit-IV: Planning and Designing of Instructional Material and Evaluation**

- Lesson plan- Designing of lesson plans and unit plans: format and structure.
- Instructional Material-
  - (i) Black board, maps, graphs, charts, models, slides.
  - (ii) Slide projector, epidiroscope, Tape recorder, radio, Television and use of ICT.
- Concept, types and techniques of Evaluation for learning outcomes in history at school level.

**Assignment**

Historical study of a place of local importance.

**Transactional Strategies**

The course content will be transacted through lectures, discussion, field trip, extensive use of demonstrations and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP210**

### **Method of Teaching Geography**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

#### **Contents**

##### **Unit-I: Critical Review of the School Level Syllabus of Geography**

- A critical review of the school level syllabus of geography: Structure and the Concepts emphasized.
- Geography as study of spatial relationship and spatial organization.
- Aims and objectives of teaching geography.
- Writing behavioral objectives for geography teaching.

##### **Unit-II: Approaches to Teaching Geography**

- Expository approach, Storytelling and Regional Method.
- Discovery approach.
- Project method.
- Individualized instruction.
- Map reading skills.

##### **Unit-III: Transactional Strategies**

- Preparation of lesson plans.
- Preparation of unit plans.
- Teaching aids, designing a geography laboratory and co-curricular activities, excursion.
- Bulletin board and Geography club.
- Geography exhibition.
- Use of community resources.

##### **Unit-IV: Evaluation**

- Concept of measurement and evaluation in Geography.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Developments of test items: essay, short answer type and objective types.
- Diagnostic testing and its use for remedial teaching.

**Assignment**

The student teachers will be asked to prepare a project on the geographical location and features of Varanasi or other places of geographical importance and submit a report thereon.

**Transactional Strategies**

The course content will be transacted through lectures, discussion, and extensive use of demonstrations, field trips, excursions and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

# CP211

## Method of Teaching Civics

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

### Objectives

### Contents

#### **Unit-I: Content of Civics at School Level**

- A Critical study of the content and its interdisciplinary perspectives at school level.
- Development of the content in a historic perspective.
- Implications of the content structure for effective pedagogy.

#### **Unit-II: Objectives, Methodology and Approaches**

- Objectives of teachings civics at school level: Formulating objectives in behavioral terms; methodology and approaches for teaching Civics: Direct Vs. Indirect: teacher presentations, monologic, dialogic, discussions, inquiry approach, project approach, seminar & quiz.

#### **Unit-III: Planning and Instructional Aids**

- Lesson Planning – Formats & structure.
- Unit Planning – Formats & structure.
- Instructional Aids – Meaning, Importance & Precautions. Use of aids in Civics teaching – Black Board, Charts, Model, Pictures, OHP, Radio & TV and ICT.

#### **Unit-IV: Assessment of Learning Outcomes**

- Concept of Testing, Measurement, Evaluation & Assessment.
- Assessment of Learning Outcomes in Civics – Oral, Written & Performance Tests.
- Various Types of Tests – Objective, Short Answer & Essay type, their characteristic, developments, merits & demerits.

### **Assignment**

Preparing a plan to develop democratic attitude among the prospective teachers.

### **Transactional Strategies**

The course content will be transacted through Lectures, Discussions, Interactive Sessions, Presentations, Tutorials and Brainstorming Sessions.

**Evaluation**

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP212**

### **Method of Teaching Economics**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

#### **Contents**

##### **Unit-I: School Level Curriculum in Economics**

- A critical analysis of the content from pedagogic perspective: inter-disciplinary basis of the subject of economics at school level.
- Aims and objectives of teaching Economics at various levels.
- Instructional objectives: Writing objectives in behavioral terms.

##### **Unit-II: Methodology and Planning for Effective Pedagogy of Economics**

- Methodology and planning for Effective pedagogy of Economics.
- Teaching techniques- explanation, illustration, question and response technique.
- Lesson Plan- (i) Concept and importance.  
(ii) Various approaches to lesson planning.

##### **Unit-III: Curriculum and Text Book**

- Principles of designing curriculum for teaching Economics: Assessing the Congruence between content and objectives of teaching economics at the school level.
- Evaluation of text-books in Economics at the school level:
  - (i) Criteria of goods text-books.
  - (ii) Assignments, Exercises, Glossary and Summary in the text.
  - (iii) Qualities and functions of Economics teacher in changing world perspective.

##### **Unit-IV: Instructional Material and Evaluation in Economics**

- Instructional materials- Black-board, Maps, Graphs, slides & Transparency, Audio-visual aids, Slide Projector, Overhead Projector etc.
- Concept, Purpose and Importance of evaluation in teaching of economics.
- Different type of tests, their merits and limitation (Essay type, short answer and objectives type).

#### **Assignment**

Review of a text-book at school level.



**Teaching Strategies**

The content will be transacted through lecture cum discussions, tutorials, and brainstorming and demonstration sessions.

**Evaluation**

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

## **CP213**

### **Method of Teaching English**

**Maximum Marks: 100**  
**Theory: 70**

**Internal Assessment: 30**  
**Credits: 04**

#### **Contents**

##### **Unit-I: English Syllabus prescribed at School Level**

- A brief review of English syllabus as prescribed at school level and its content analysis with pedagogic implications.
- Nature of English language including that of language.
- Principles of language learning.
- Some specific features of English language.
- Aims and objectives of teaching English at junior and senior levels.

##### **Unit-II: Foundations of Language Learning and Teaching with reference to English as a Second Language**

- Principles of language teaching.
- English phonology: segmental and supra segmental phonemes in English.
- English morphology: Inflectional and Derivational morphemes.
- English Syntax; Kernel sentences: Derived sentences: Rules of formation and derivation in English language.
- English vocabulary: Content and function words.

##### **Unit-III: Approaches, Methods and Techniques of Teaching English as a Second Language**

- Some important approaches to the teaching of English: Audio- lingual (structural) and cognitive code approaches, Direct method, Mimicry-memorization method, pattern practice method and bilingual method.
- Four fundamental skills in learning of English: listening, speaking, reading and writing: Procedures for teaching them: Basic practice activities- substitution, replacement, transformation, expansion, reduction, integration and progressive replacement.
- Teaching of prose, poetry, grammar and composition in English language: procedures and devices used in teaching.
- Materials & techniques of instruction to be used in classrooms: the picture file, charts, flash cards or word cards, the pocket chart, the flannel board,

games, real objects, the record player, the language laboratory, filmstrips, films, radio, television: programmed instruction.

**Unit-IV:**

- Why, when, how and what of testing in English language learning.
- Testing knowledge of the sound system, grasp of structure and knowledge of vocabulary.
- Developing an attainment test of objective type items in English and estimating its reliability and validity.
- Using tests for organizing remedial instruction.

**Assignment**

The student teachers will be asked to prepare teaching aids/ charts/power point presentations etc. pertaining to the topics as given by the respective subject teachers

**Transactional Strategies**

The course- content will be transacted through lectures, discussion, demonstrations, presentations and interactive sessions.

**Evaluation**

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work assignment/unit tests.

## CP214 हिन्दी शिक्षण

पूर्णांक: 100

सैद्धान्तिक: 70

आंतरिक मूल्यांकन: 30

क्रेडिट: 04

### इकाई-प्रथम - विद्यालय स्तर पर निर्धारित हिन्दी पाठ्यक्रम

1. विद्यालय स्तर पर निर्धारित हिन्दी विषय के पाठ्यक्रम का समीक्षात्मक विप्लेशन एवं उसका षैक्षणिक निहितार्थ ।
2. भाषा का वैज्ञानिक स्वरूप - वाक्य विचार की दृष्टि से वर्ण-विचार, शब्द-विचार, पर्यायवाची, तत्सम, तद्भव, षिक्षण हेतु अपेक्षित युक्तियाँ ।
3. भाषा कौशल के विकास हेतु निम्नांकित पक्षों के स्वरूप का अंकन एवं शिक्षण (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (ङ) अभिव्यक्ति (मौखिक एवं लिखित)
4. हिंदी के 'ध्वनि-विज्ञान' एवं 'रूप-विज्ञान' में व्यावहारिक प्रषिक्षण (पांच सत्रों में)
5. भाषायी पाठ्यक्रम निर्माण का सिद्धान्त ।
6. पाठ्यक्रम स्तरीय पाठ्यपुस्तकों का विश्लेषण सिद्धान्त ।
7. माध्यमिक स्तर के पाठ्यक्रम एवं पाठ्यपुस्तकों का विश्लेषण एवं उसकी समीक्षा ।

### इकाई-द्वितीय - पाठ योजनाएँ एवं शिक्षण विधियाँ

1. कक्षा अध्यापन के सामान्य सिद्धान्त
2. भाषा शिक्षण सम्बन्धी समस्याओं का चयन, विश्लेषण एवं समाधान ।
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाएं (माध्यमिक स्तर पर); उद्देश्य निर्माण के सिद्धान्त एवं प्रक्रिया ।
4. षिक्षण विधियाँ ।

### इकाई-तृतीय - हिन्दी की विभिन्न विधाओं का शिक्षण एवं दृश्य-श्रवण उपकरण

1. विभिन्न विधाओं का शिक्षण एवं उनमें अन्तर ।
2. गद्य शिक्षण (व्यापक एवं गहन-पाठ के रूप में, द्रुत-पाठ के रूप में)
3. पद्य शिक्षण ('रस-पाठ' एवं बोध-पाठ के रूप में)
4. एकांकी शिक्षण (वाचिक, अभिनयात्मक रूप में)
5. कहानी शिक्षण (मौखिक रूप में)
6. व्याकरण शिक्षण (अनौपचारिक एवं व्यावहारिक शिक्षण रूप में)

7. रचना शिक्षण : मौखिक एवं लिखित रचना का कौशल विकास  
**इकाई-चतुर्थ - हिन्दी शिक्षण में दृश्य-श्रव्य उपकरणों का महत्व एवं उपयोग**

1. हिन्दी शिक्षण में मूल्यांकन एवं नवाचार
  - (क) मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
  - (ख) पाठ्यान्तर्गत एवं पाठोपरान्त मूल्यांकन
  - (ग) प्रश्नों के विभिन्न प्रकार एवं रचना सम्बन्धी संस्थितियाँ
  - (घ) मूल्यांकन हेतु प्रश्न-पत्र का निर्माण
2. 'उपचारात्मक शिक्षा' एवं 'निदानात्मक परीक्षण' : अर्थ, स्वरूप महत्व एवं उपयोग
3. भाषा-शिक्षण में नवाचार

**सत्रीय कार्य**

1. हिन्दी भाषा में प्रयुक्त प्रचलित अन्य भाषाओं के शब्दों का सर्वेक्षण तथा प्रतिवेदन प्रस्तुत करना ।
2. माध्यमिक स्तर की किसी एक पाठ्यपुस्तक की समीक्षा एवं संक्षिप्त प्रतिवेदन प्रस्तुत करना ।
3. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना ।

**मूल्यांकन**

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित है ।

**CP215**  
**Method of Teaching Sanskrit**

पूर्णांक: 100

आंतरिक मूल्यांकन: 30

सैद्धान्तिक: 70

क्रेडिट: 04

**इकाई-प्रथम - विद्यालय स्तर पर निर्धारित संस्कृत पाठ्यक्रम**

1. विद्यालय स्तर पर निर्धारित संस्कृत विषय के पाठ्यक्रम का समीक्षात्मक विप्लेशण एवं पैक्षिक निहितार्थ ।
2. संस्कृत व्याकरण प्रयोग, अजन्त-हलन्त, शब्दरूप, सर्वनाम संख्यावाचक तिङन्तलकार, क्रिया, धातुरूप, कारक, विभक्ति, पुरुश, लिङग, विशेषण, सन्धि, समास, उपसर्ग, प्रत्यय, वाच्य-प्रयोग ।
3. संस्कृत ध्वनि विज्ञान तत्व- स्वर, व्यंजन, वर्णों के उच्चारण स्थान प्रत्यय अनुस्वार अनुनासिक बलाघात (शब्द एवं वाक्य) आरोहावरोह, लय तथा हिन्दी की ध्वनियों से तुलना एवं अन्तर ।
4. संस्कृत भाषा की प्रकृति एवं शिक्षण के सिद्धान्त ।
5. संस्कृत शिक्षण के उद्देश्य-
  - (क) उच्च प्राथमिक स्तर पर
  - (ख) माध्यमिक स्तर पर
  - (ग) उच्च माध्यमिक स्तर पर

**इकाई-द्वितीय - भाषाई कौशल शिक्षण एवं सहसम्बन्ध, संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ**

1. भाषागत कौशल
  - (क) श्रवण कौशल
  - (ख) भाषण कौशल
  - (ग) पठन कौशल
  - (घ) लेखन कौशल
2. चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण ।
3. संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ
  - (क) व्याकरण शिक्षण

- (ख) गद्य शिक्षण
- (ग) पद्य शिक्षण
- (घ) नाटक शिक्षण
- (ङ) कथा शिक्षण
- (च) संवाद शिक्षण
- (छ) रचना शिक्षण
- (ज) अनुवाद शिक्षण

4. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग-

- (क) कक्षा, कक्ष, वातावरण और परिस्थितियाँ
- (ख) मातृभाषा की भूमिका
- (ग) शिक्षक, छात्र, पाठ्यपुस्तक तथा दृष्य-श्रव्य सहायक सामग्री की भूमिका
- (घ) त्रुटियाँ एवं उपचारात्मक कार्य
- (ङ) मूल्यांकन

**इकाई-तृतीय - संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री एवं मूल्यांकन**

1. दृष्य श्रव्य का चयन, निर्माण एवं प्रयोग:

श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, तालिका, फ्लैनलकार्ड, रेडियो, टेपरिकॉर्डर, ओ.एच.पी., समाचार पत्र एवं अन्य सामग्रियाँ।

2. मूल्यांकन :

- (क) भाषा शिक्षण में मूल्यांकन का सम्प्रत्यय
- (ख) संस्कृत भाषा शिक्षण का मूल्यांकन
- (ग) व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन।
- (घ) प्रश्न-पत्र निर्माण

**इकाई-चतुर्थ - निदानात्मक एवं उपचारात्मक शिक्षण**

- (क) श्रवण सम्बन्धी
- (ख) भाषण सम्बन्धी
- (ग) पठन सम्बन्धी
- (घ) लेखन सम्बन्धी
- (ङ) व्याकरण सम्बन्धी
- (च) अनुवाद सम्बन्धी

### सत्रीय कार्य

1. माध्यमिक स्तरीय एक संस्कृत पाठ्यपुस्तक की समीक्षा
2. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना।

### मूल्यांकन

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित हैं।



**CP216**  
**Method of Teaching Tibetan Language & Literature**

བོད་ཀྱི་སྐད་ཡིག་སློབ་འབྲིང་བྱེད་ཐབས།

M.M.100 (Theory 70+Internal Assessment 30)

Credits: 04

**Unit-I: སློབ་ཁྲིད་ཐབས་ལམ་བཤའ་བ། Methods of Teaching**

- ༡ བཤའ་ཐབས་ཡན་ལག་ལྔ།
- ༢ རོས་བསམ་སློབ་གསུམ།
- ༣ དགག་བཞག་སློབ་གསུམ།
- ༤ སློབ་དོས་འཇུག་གསུམ།
- ༥ བཤའ་ཁྲིད་དང་། དམར་ཁྲིད།
- ༦ མཇུབ་མོ་དེ་སྟོན་དང་ཞིབ་མོ་རྣམ་དག་

**སློབ་དེབ།** མཁས་པ་ལ་འཇུག་པའི་སློབ་ཀྱི་བའི་བསྟན་བཅོས། མཁས་འཇུག་རང་འགྲུལ། ཚོས་རྗེ་ས་བཀའ།

**Unit 2: སློབ་ཚན་ཁྲིད་ཐབས། (Classroom teaching strategies and tactics)**

- ༡ བརྗེས་ཁྲིད་ཐབས།
- ༢ ཚོམ་རིག་ཁྲིད་ཐབས།
- ༣ དག་ཡིག་ཁྲིད་ཐབས།

**Unit 3: Planning Lessons, Unit plans in Tibetan Language and Literature.**

བོད་ཀྱི་སྐད་ཡིག་དང་ཚོམ་རིག་གི་སློབ་ཚན་འཆར་འགོད་དང་ནང་གསལ་ཚན་བ།

**Unit 4: Evaluation in Tibetan Language and Literature.**

བོད་ཀྱི་སྐད་ཡིག་དང་ཚོམ་རིག་གི་རྒྱགས་སློབ་ལེན་ཚུལ་མི་འདྲ་བ་ལག་

**CP217**  
**Method of Teaching Tibetan History**

བོད་ཀྱི་རྒྱལ་རབས་སློབ་འཁྲིད་བྱེད་ཐབས།

M.M.100 (Theory 70+Internal Assessment 30)

Credits: 04

**Unit I: བོད་ཀྱི་ལོ་རྒྱུས་ཀྱི་གཞི་ཁྲིམས་བཙུགས་པའི་ཡིག་ཆ་གཙོ་ཆའི་རྩོད་སྲོད།**

- ༡ བོད་བཙུན་པོའི་སྐབས་ཀྱི་ཡིག་ཆ། དམ་ཚཱ་བོད་དུ་དར་ཚུལ་དང་འབྲེལ་བའི་ཡིག་ཆ་སྔ་བཞེད། རོ་རིང་དང་བྲག་བཞོས་ཀྱི་ཡིག་ཆེད། ཏུན་ཏང་དང་ལི་ཡུལ་ས་ཁུལ་ནས་བོན་བའི་ཡིག་ཆེད། རྒྱ་ནག་ཐང་རྒྱལ་རབས་ཀྱི་ལོ་རྒྱུས་ཡིག་ཆ།
- ༢ རྒྱ་དར་སྐབས་ཀྱི་ཡིག་ཆ། བཀའ་ཐང་སྡེ་ལྷན། མ་ཉི་བཀའ་འབྲུམ། བཀའ་ཚེམས་ཀ་ཁོལ་མ། ལྷན་ཚོས་འབྲུང་སོགས་དུས་རབས་ ༡༡ ནས་ ༡༣ ལ་བར་གྱི་དུས་ཡུན་རིང་དར་བྱས་བྱུང་བ།

**Unit II: ལོ་རྒྱུས་བསྐྱོད་ཚན་གྱི་དགོ་ཚད།**

- ༡ ལོ་རྒྱུས་ཀྱི་གོ་དོན།
- ༢ ལོ་རྒྱུས་སློང་བའི་དགོས་པའམ་གལ་གནད།
- ༣ མི་རིགས་དང་སྤྱི་ཚོགས་ཀྱི་འཕེལ་རྒྱས་དང་དར་ཚུགས་ཅི་བྱུང་གེས་ཉམས་ཡོང་བར་ལོ་རྒྱུས་སློབ་གཉེར་གལ་ཆེ་ཚུལ།

**Unit III: ལོ་རྒྱུས་སློབ་འཁྲིད་ཀྱི་ཐབས་ལམ་བཤད་བ།**

- ༡ སློབ་དེབ་དང་ལོ་རྒྱུས་དེབ་ཐེར་གྱི་ནང་དོན་བརྗོད་བྱ། གནའ་བོའི་མི་རིགས་ཀྱི་བྱུང་བ། དེ་སྐབས་ཀྱི་ལག་ལེས་རྒྱ་ཆལ། འཚོ་ཐབས་དང་སྲོད་གནས། ཆབ་སྲིད་ཀྱི་འཕོ་འགྲུར་དང་སྤྱི་ཚོགས་ཀྱི་དར་ཚུགས་སོགས་ཀྱི་ལོ་རྒྱུས་ཀྱི་བྱུང་བ་རྣམས་ཅི་ལྟར་བྱུང་བའི་དུས་ཚིགས་ཀྱི་གོ་དེམ་དང་མཐུན་པར་བསྒྲིགས་(Chronological) རྣམ་བུར་རབས་འཆད་དགོས།
- ༢ འཛིག་ཉེན་ཐུན་མོང་དང་ཐུན་མོང་མ་ཡིན་པའི་སྤྲོད་ཚུལ་ལྟ་སྤྱད་ལ་སོགས་པ་མཉམ་སྲེས་མ་བྲས་པར་འཛིག་ཉེན་ཐུན་སྤྲོད་གཙོ་བོར་བཟུང་ནས་འཆད་དགོས།

**Unit IV: སློབ་འཁྲིད་ཀྱི་ཐབས་ལམ་མཁོ་ཆས། (Teaching Instrumental Materials / Tools)**

- ༡ རྒྱལ་པང་། ས་ཁྲ། རི་མོ་དང་འབྲ་བརྟན། རྒྱལ་བརྟན་སོགས་དང་། Power Point Presentation སོགས་ཀྱི་ འཕྲུལ་ཆས་ཀྱི་མཐུན་ཚུན་དང་ལྷན་ན་ལག་བསྟར་གནད་དགོས།

# **Enhancing Professional Competency (EPC)**

## **EPC PAPERS**

(EPC 11, EPC12, EPC13 and EPC14 courses as Fundamentals of Buddhist Logic, Psychology and Cognitive Science Part I, Part II, Part III and Part IV respectively, have been mentioned towards the end of EPC papers)

### **EPC 1**

#### **READING AND REFLECTING ON TEXTS**

**Marks: 25**

**Credit: 01**

#### **Course Content**

The student teacher will opt for any two from the following or other educators and select any two chapters from each of the two educators for reading and reflections on texts:

- HH The Dalai Lama
- Swami Vivekananda
- Mahatma Gandhi
- J.F. Krishnamurti
- Ravindra Nath Tagore
- J.P. Naik
- Gijubhai

#### **Evaluation**

Student teachers will be evaluated on the basis of their reflections as evident from the summary prepared by him/her and power point presentations or oral presentations.

The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. A proper assessment record is to be maintained by the concerned teacher instructor and the same is to be submitted to the examination department prior to the commencement of the semester examination.

## **EPC 2**

### **SIMULATED PRACTICE OF TEACHING SKILLS**

**Marks: 25**

**Credit: 01**

#### **Course Content**

This course comprises of the following teaching skills to be practised by the student teachers under the supervision of faculty members of the department of education:

- Writing Instructional Objectives
- Set Induction
- Probing Questions
- Skill in questioning (process and content questions)
- Skill of Explaining
- Stimulus Variation
- Reinforcement
- Skill of Illustration
- Use of Board
- Closure

The student teachers will write lesson plans for teach and re-teach sessions of the above mentioned skills prior to the presentations in the class.

#### **Evaluation**

Student teachers will be evaluated on the basis of their presentations in the simulated setup and the feedback by the respective supervisors. The distribution of marks will be 10 marks for assignment/files and 15 marks for practical presentations. A proper assessment record in individual file with feedback has to be maintained for each student teacher.

**EPC 3**  
**DRAMA, MUSIC AND ART IN EDUCATION**

**Marks: 25**

**Credit: 01**

**Course Content**

The training sessions/workshops for the dramatics, drawing and designing, music both instrumental and vocal and dance; and its varied forms will be organised for student teachers with a focus on social, cultural and environmental issues under experts and practised by the student teachers under the observation of the experts/ teacher supervisors/trainers.

Each student teacher has to undergo training in any one of the following activities:

- Sketching
- Painting
- Music (Vocal: Hindustani and local traditional forms )
- Music (Instrumental: Harmonium, Tabla and Tibetan Musical Instruments)
- Solo Dance (Indian and Tibetan forms, folk and tribal)
- Group Dance (Indian and Tibetan forms, folk and tribal)
- One Act Play
- Mime Show
- Mimicry
- Skit/play/drama

**Evaluation**

Student teachers will be evaluated on the basis of their performance and presentations recorded on the spot by the concerned supervisors. A proper assessment record in individual file with feedback and marks obtained by the individual student teacher is to be submitted to the examination department prior to the commencement of the semester examination.

## **EPC 4**

### **ICT IN SCHOOL EDUCATION**

**Marks: 25**

**Credit: 01**

#### **Course Content**

The training sessions/workshops for the ICT will be organised in both laboratory and classrooms. The Smart Classes may be utilised to attain the practical orientations of modern classrooms.

The ICT syllabus includes the following key components:

- Operational training on how to use computers
- Use of computer and internet for teaching and learning
- Power Point Presentations
- Using Smart Classes
- Using computers and the Internet for teaching and learning
- E-learning and blended learning

The course will be transacted through demonstration and laboratory based training. The practical training will be imparted by the subject experts and practised by the student teachers under the supervision of the experts/ teacher supervisors. The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations.

#### **Evaluation**

Student teachers will be evaluated on the basis of their performance and presentations in lab based tests. Each student teacher will make and present a PPP on the respective school related subject. A proper assessment record in individual file with feedback and marks obtained by the individual student teacher has to be submitted to the examination department prior to the commencement of the semester examination.

**EPC 5**  
**SCOUT/GUIDE & ENVIRONMENT MANAGEMENT SKILLS AT**  
**SCHOOL LEVEL**

**Marks: 25**

**Credit: 01**

**Course Content**

In this course, the focus will be on developing environment management skills and scout/guide training through participation in the following sets of activities/programmes.

- Classroom based activities/programmes related to cleanliness drive, proper upkeep of the class and its beautification.
- School based activities & programmes related to cleanliness of the campus, free plantation, sanitation and other facilities, safe drinking water facility in the school and garbage disposal etc.
- Community based activity and programmes with a view to promote awareness of problems/issues which are of critical importance in the community life. The activities centred in community such as State/National level interventions introduced from time to time, community linkages and various traditional practices within the community.
- Scout/Guide training under the supervision of designated personnel of Bharat Scout & Guide.

The student-teachers will be called upon to take part in such programmes in a project mode individually or in groups depending upon the facilities available.

**Evaluation**

The evaluation will be conducted on the basis of the project report submitted by the student-teacher after completion of the activities. Such projects will be a short term programme extending up to 2 weeks or more subject to the approval of the designated personnel/faculty members.

The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. The attainment of marks by the individual student teacher has to be submitted to the examination department prior to the commencement of the semester examination.

## **EPC 6**

### **SCHOOL BASED ACTION RESEARCH PROJECTS**

**Marks: 25**

**Credit: 01**

#### **Course Content**

In this course, student-teacher will be given systematic training in project formulation and project implementation relating to scholastic and co-scholastic activities organized by a school. In the scholastic activities projects will be centred on the following:

- Improvement of participation in the subject related transactions.
- Improvement in the areas where deficiency in scholastic performance are reported such as reading deficiency, speech deficiency, spelling deficiency, writing deficiency, mastery of the hard spots in the curriculum.
- Organizing remedial teaching in selected subject areas.

In co-scholastic activities and programmes, projects may relate to the following:

- Participation in cultural and social programmes organized by the school.
- Socio-drama
- Organizing elocution contest
- Organizing indoor and outdoor games

**Note:** The accent on these programmes will be on learning skills for the formulation and implementation of projects which will promote quality concerns in learning, citizenship skill and attitudes necessary for inculcating values especially human values.

#### **Evaluation**

Student teachers will be evaluated on the basis of action research project on any one of the areas mentioned herein before. The evaluation will be conducted for judging both the project formulation skill and the project implementation skill. This activity will be an integral part of the School Internship Programme.



## **EPC 7**

### **Teaching Skill Assessment**

**Marks: 25**

**Credit: 01**

#### **Course Content**

In this course, student-teacher will be given systematic training to assess teaching skills for lesson transactions during the Teaching-Learning process based on certain parameters of teaching skills, which they had already learned in micro teaching and simulated practice teaching. The student teacher will use the teaching skills observation tool to assess the peer students teaching practice during the school internship programme. This course will develop the ability of student teacher to assess the lesson transaction and evaluate it.

#### **Evaluation**

Student teachers will be evaluated on the basis of their competency to use the teaching skills observation tool to evaluate the peer student lesson delivery. This activity will be an integral part of the School Internship Programme.

## **EPC 8**

### **Administration of Psychological Test and Reporting**

**Marks: 25**

**Credit: 01**

#### **Course Content**

In this course, the student-teacher will learn basics of use of standardized psychological assessment techniques to assess and make formal report of status of functioning in the major psychological assessment areas– cognitive, personality and interpersonal.

Practice of test administration, scoring, interpretation and report writing will be a requirement along with understanding test performance related characteristics such as performance profile discrepancy, scatter, ability-achievement gap etc.

#### **Evaluation**

Per the availability of resource, the student-teacher will prepare **2 *psychological test-reports, each by administering at least two tests***, as part of Internship-II of the School Internship Programme, using at least two tests of cognitive functioning of which one test shall be a test of Intelligence (verbal, performance, verbal and performance) along with tests in other areas of psychological functioning.

**EPC 9**  
**HEALTH AWARENESS AND YOGA IN SCHOOL EDUCATION**

**Marks: 25**

**Credit: 01**

**Course Content**

This course consists of two parts, in the first part a broad orientation into eight limbs of Yoga (Ashtanga Yoga) will be provided through discussion and training sessions by an expert Yoga teacher.

In the second part, a five days camp will be organized for practising yoga in any two of the following domains:

- Asana
- Concentration
- Meditation

**Evaluation**

The evaluation for this EPC will be conducted through practices prescribed by the Yoga teacher. The distribution of marks will be 10 marks for the First Part & 15 marks for the Second Part.

## **EPC 10**

### **UNDERSTANDING THE SELF**

**Marks: 25**

**Credit: 01**

#### **Course Content**

This course comprise of the following components:

- Who am I? (spiritual explanations of the self)
- Understanding the Concept and Traits of Personality.
- Johari Window to determine Personality.
- SWOT analysis.
- Manifestation of what is already in man (Vivekananda's Philosophy for spiritual development).
- Managing Thyself (Stress Management Techniques)

The course will be transacted through small modular presentations designed on the basis of practical sessions conducted by experts/trainers/faculty.

#### **Evaluation**

Student teachers will be evaluated on the basis of assignments, presentations and participation in individual and group activities. The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. The attainment of marks by the individual student teacher is to be submitted to the examination department prior to the commencement of the semester examination.

**EPC – 11**

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – I

**EPC – 12**

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – II

**EPC – 13**

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – III

**EPC – 14**

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – IV

## Course - Fundamentals of Buddhist Logic, Psychology & Cognitive Science

**Objectives:** After completion of four units this course, the student will be able to:

1. details many types of the brain related sensory origins from neurology to five sensory origins and, can expand system of the modern psychology.  
ད་ཡོད་ཀྱི་རྒྱ་རྒྱ་སྒྲིབ་ལ་ལྟོགས་པ་སོགས་ཀྱི་ལ་ལ་བརྟེན་པའི་དབང་པོའི་ལེན་པའི་  
རིགས་མང་པོ་ཞིག་ལ་ཞིབ་ཚགས་དང་། དེང་རབ་སེམས་ཁམས་རིག་པའི་རྣམ་གཞག་རྒྱ་ཇི་ཆེར་  
གཏོང་བྱེད་པ།
2. reduce the self-centered attitude, aversion, greed, discrimination, jealousy, competition etc. in our mind.  
མིའི་བསམ་སྒྲུབ་ནང་གི་རང་གཅེས་འཛིན་དང་། ལྷན་བཞུགས་འདོད་ཇམ། རྒྱུགས་རིས། ལྷན་དོག་འགྲན་  
སེམས་སོགས་ལྷན་ཆུང་དུ་གཏོང་བྱེད་པ།
3. learn the fifty types of mind and mental factors, contradictory among the mental factors, identify the power of particular mind and how-to dissolve others.  
སེམས་དང་སེམས་བྱུང་གི་ལྔ་བརྒྱ་ལྟོགས་ཀྱི་རིས་འཛིན་དང་། སེམས་བྱུང་ནང་མན་ཚུན་འགལ་ཆེད་  
གནད་ལས། རྒྱུ་གཅིག་ལེན་གྱི་སྒྲིབ་སྒྲིབ་དེ། རྒྱུ་གཞན་དེའི་རྣམ་པ་རྒྱུ་འབྱོར་པའི་རིས་པ་  
སོགས་གསལ་བར་ལེན་པ།
4. increase altruism, loving-compassion, awareness, wisdom and etc. in human mind.  
ང་ཚོའི་བསམ་སྒྲུབ་ནང་གཞན་གཅེས་འཛིན་དང་། རྒྱུ་མས་བརྟེན་བཞུགས་ལོད། ལེན་རབ་སོགས་གོང་  
འཕེལ་དུ་གཏོང་བྱེད་པ།
5. to identify new educational structures in combination of modern science and psychology for promoting happiness in human society.  
དེང་རབ་ཚན་རིག་དང་སེམས་ཁམས་རིག་པ་རྒྱུང་འབྲེལ་གྱིས་མིའི་སྤྱི་ཚོགས་ནང་བདེ་སྲིད་ཇི་ལྟར་  
སྐྱོད་ཐབས་ལ་གསར་གཏོང་བྱེད་པ།
6. to develop potential for application of reasoning methods/formulations in subject being taught in the context of empirical situations and field of knowledge.

ཉགས་གསལ་གཏོང་བའི་རིགས་ལམ་ནི། ལྷོ་ཕྱོག་གི་ནམ་དཔྱིད་གོང་ནས་གོང་དུ་འཕེལ་ཞིང་། རིག་  
པ་ལྷུང་བོར་ཡོང་བའི་ཐབས་ལམ་ཞིག་ཡིན། ཤེས་བྱའི་ཕྱེ་ཚན་གང་དང་གང་ཞིག་ཡིན་ཡང་དེ་དག་  
མཐའ་ཚེད་སེལ་རྒྱ་དང་། རང་གི་བསམ་ལྡོག་གྲངས་ལྟོད་དུ་འགྲོ་བ་བཅས་ལ་ཁྲུང་བར་ཆེན་པོ་ཡོད།  
དེས་ན་རིགས་ལམ་གྱི་ཐོག་ནས་འདི་ཡིན་ན་དེ་ཡིན་པས་ཁྲུང་བ་དང་། དེ་ཡིན་ན་འདི་ཡིན་དགོས་  
ཞེས་པའི་ལུ་གསུམ་ལུ་བཞི་དང་འགལ་བ་དོན་གཅིག་གི་སྐོར་ནམས་སློབ་ཚན་ཚང་མའི་ནང་འགྲོ་བུ་  
པ་ཞིག་ཡོང་ཞིང་། དེ་ལྟར་བྱུང་ན་སློབ་ཚན་དེ་ཞིབ་ཚགས་ཤེས་རྒྱ་སོགས་ལ་ཁྲུང་བར་ཆེན་པོ་ཡོད་  
ཅེས་བཀའ་སླུལ་ཡོད། (༡་གོང་ས་མཚོག་གིས།)

**FIRST SEMESTER**  
**Fundamentals of Buddhist Logic, Psychology &  
Cognitive Science-I**

**Marks: 25**

**Credit: 01**

**Course Content:**

**Unit 1- Introduction to preliminary part of Collected Topics in  
pramana**

Bsedsusgrwa (Collected Topics in Logic/Pramana) by  
NgawangTashi *Page No. (1-26)*

- *Bsdusgrwa* : origin, meaning and classification
- Introduction to logical arguments and conclusions (Introduction to debate)
- Mode of debating mutually exclusive or mutually inclusive arguments
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (36-92)
  - Plants
  - Animals
  - Things around us
  - Soil and benefits of it
  - Clarification of terms and concepts for the above
- Dam bca' (thesis) Debating

**Transactional Strategies:** The course will be transacted through- Lecture, Dialogue, Debate (Dialectics)

**Evaluation Rubric:** Unit Test, Presentation, *Dam bca* debating, Assignment

**References:**

1. *Yongzinbsdusgrwa*. By Phurchok Jampa Gyaltso
2. *Ra bsdusgrwa*. By SonamWangyal
3. *Bsdusgrwa' snon 'gro' sbyorwa lo gsl 'jug ngogs*. By Lobsang Kunchok
4. *Teacher's Textbook for teaching science by Method of Reasoning/Logics*. By Lobsang Gyatso



**SECOND SEMESTER**  
**Fundamentals of Buddhist Logic, Psychology &  
Cognitive Science-II**

**Marks: 25**

**Credit: 01**

**Course Content:**

**Unit 2- White and Red color** [*Khadogdkrdmr*] (*Bsebsdusgrwa*) Page No (27-53)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (93-135)
  - Water
  - Wind
  - Energy and Force
  - Light and Shadow
  - Clarification of terms and concepts for the above
- Dam bca' Debating

**Transactional Strategies:** The course will be transacted through- Lecture, Dialogue, Debate

(Dialectics)

**Evaluation Rubric:** Unit Test, Presentation, *Dam bca* debating, Assignment

**References:**

1. *Pramāṇavārttika*. By Acharya Dharmakriti
2. *Ra bsdusgrwa*. By Serkhangdamchoe Namgyal
3. *Teacher's Textbook for teaching science by Method of Reasoning/Logics*. By Lobsang Gyatso
4. *Opening the Methods of Reasoning*. By Geshe Yeshe Wangchuk

**THIRD SEMESTER**  
**Fundamentals of Buddhist Logic, Psychology &  
Cognitive Science-III**

**Marks: 25**

**Credit: 01**

**Course Content:**

**Unit 3- Theory of short presentation of Cause and Effect**

*Bsebsdusgrwa [rgyu 'brscungb'irnambzhag] Page No. (105-131)*

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (136-155)
  - The Solar system
  - Stars and the Moon
  - Living things
  - Human and Living things
  - Clarification of terms and concepts for the above
- Dam bca' Debating

**Transactional Strategies:** The course will be transacted through- Lecture, Dialogue, Debate

(Dialectics)

**Evaluation Rubric:** Unit Test, Presentation, *Dam bca* debating, Assignment

**References:**

1. *Pramāṇavārttika*. By Acharya Dharamakriti
2. *Tsam 'bsdustshen*. By TsengangDorjeeWangchuk
3. Compilation of *bsdusgrwa*. By Chari KalsangThegme

**FOURTH SEMESTER**  
**Fundamentals of Buddhist Logic, Psychology &  
Cognitive Science-IV**

**Marks: 25**

**Credit: 01**

**Course Content:**

**Unit 4- Theory of Perceiver and Object**

*Bsedsusgrwa [yul dang yul can gyirnamzhag] Page No. (131-157)*

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (156-170)
  - Debate on Different Topics
  - Magnet
  - Cells and Brain Cells
  - Debate on Differences of Topics

**Transactional Strategies:** The course will be transacted through-  
Lecture, Dialogue, Debate (Dialectics)

**Evaluation Rubric:** Unit Test, Presentation, *Dam bca* debating,  
Assignment

**References:**

1. *Bsdusgrwa' rnamshag rigs lam mig 'byed.* By Rabjamapa Lobsang Sonam
2. *Bsdusgrwa' rig lam gndkungsib'imelong.* KhenzurKunchokTsering
3. *Bsdusgrwa' dogs dpyod.* By Kalsang Lobsal

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