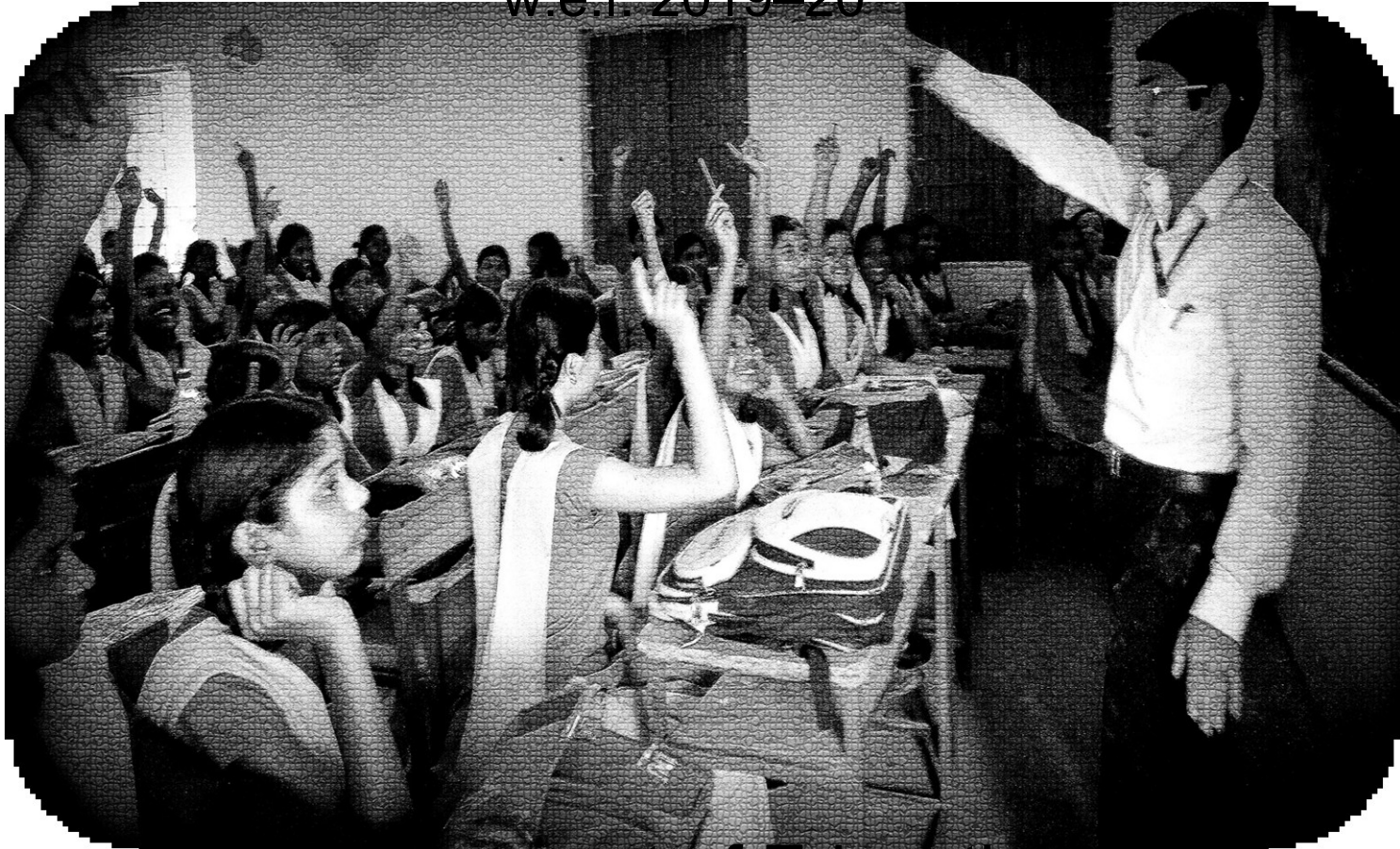


Curriculum for  
**Two–Year B.Ed. Programme**

w.e.f. 2019–20



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)

Bilaspur, Chhattisgarh

## Objectives of B.Ed. Programme:

The Bachelor of Education Programme is a professional course that prepares teachers for upper-primary up to senior secondary level. The objectives of B.Ed. programme are to provide a various input to student teachers that are following-

- Developing an understanding about teacher's in social and historical perspectives.
- Developing an understanding of classroom learners in respect to individual differences and learning process.
- Developing an understanding of school subjects with respect to their nature, content, methods, media and assessment.
- To develop basic competence in instructional skills, identifying and utilising resource materials within the school for the purpose of teaching.
- Developing the self-concept and self esteem of the prospective teachers and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.

## Duration of B.Ed. Programme:

The B.Ed. programme is a two-year (four semesters) full time professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and practicum and 90% for school internship (as per NCTE Regulation, 2014)

## Curriculum Framework:

The details of the curriculum framework along with the aims of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed. curriculum shall comprise of five groups of courses as depicted below:

- |                  |                                     |   |  |
|------------------|-------------------------------------|---|--|
| <b>Group I</b>   | – Core Courses                      | : | <i>Courses in Group I shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development.</i>   |
| <b>Group II</b>  | – Pedagogy Courses                  | : | <i>Courses in Group II shall enable the prospective teachers become effective teachers. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.</i> |
| <b>Group III</b> | – Optional courses                  | : | <i>Courses in Group III shall provide choices to the prospective teachers to be acquainted with some key issues in school education.</i>   |
| <b>Group IV</b>  | – Enhancing Professional Capacities | : | <i>The skill oriented courses under the Group IV visualise a set of experiences that shall help the prospective teachers to develop an appropriate self-concept, enhance their self-esteem, and also to enhance their professional capacity.</i>   |
| <b>Group V</b>   | – Practicum &Engagement with Field  | : | <i>The Group V provides the prospective teachers a context of hands on experience to practice their professional skills in the real school situation and to get a holistic understanding of various complexities in the process of school education.</i>   |

**DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS**

<b>SEMESTER I</b>							
<b>GROUPS</b>	<b>COURSES</b>	<b>PAPER CODE</b>	<b>CREDITS</b>	<b>TOTAL MARKS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MINIMUM PASS MARK</b>
<b>Group-I</b> Core courses	Childhood & growing up	C11	4	100	30	70	50
	Contemporary India & education	C12	4	100	30	70	50
<b>Group-II</b> Pedagogy courses	Understanding the discipline-A Physical Science Social Science	P1AP P1AS	2	50	15	35	25
	Understanding the discipline-B Biology Mathematics English Hindi	P1BB P1BM P1BE P1BH	2	50	15	35	25
<b>Group-III</b> Optional courses	<i>Any one from -</i> Value education OR Physical and health education OR Guidance and counselling	O111 O112 O113	2	50	15	35	25
	<i>Any one Optional skill training from-</i> Indian Sign language OR Communication through Braille	O121 O122	2	50	50		25
<b>Group -IV</b> Enhancing Professional Capacities courses	Critical understanding of ICT in education	EPC1	2	50	50		25
<b>Group -V</b> Engagement with Field	School visit-I (Upper Primary to Higher Secondary)	SI 1	2	50	50		25
<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>255</b>	<b>245</b>	<b>250</b>
<b>SEMESTER II</b>							
<b>GROUPS</b>	<b>COURSES</b>	<b>PAPER CODE</b>	<b>CREDITS</b>	<b>TOTAL MARKS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MINIMUM PASS MARK</b>
<b>Group-I</b> Core courses	Learning and teaching	C23	4	100	30	70	50
	Knowledge and curriculum	C24	4	100	30	70	50
	Language across the curriculum	CH25	2	50	15	35	25
<b>Group-II</b> Pedagogy courses	Pedagogy-I (A) Physical Science Social Science	P2AP P2AS	2	50	15	35	25
	Pedagogy-I (B) Biology Mathematics English Hindi	P2BB P2BM P2BE P2BH	2	50	15	35	25
<b>Group -IV</b> Enhancing Professional Capacities courses	Drama & Art in Education	EPC2	2	50	50		25
<b>Group -V</b> Engagement with Field	School visit-II (Upper Primary to Higher Secondary)	SI 2	2	50	50		25
	Practicing teaching skills	PTS	4	100	100		50
<b>TOTAL</b>			<b>22</b>	<b>550</b>	<b>305</b>	<b>245</b>	<b>275</b>

SEMESTER III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	Assessment and evaluation	C36	4	100	30	70	50
<b>Group-II</b> Pedagogy courses	Pedagogy-II (A) Physical Science Social Science	P3AP P3AS	2	50	15	35	25
	Pedagogy-II (B) Biology Mathematics English Hindi	P3BB P3BM P3BE P3BH	2	50	15	35	25
<b>Group -IV</b> Enhancing Professional Capacities courses	Reading & reflecting on text	EPC3	2	50	50		25
<b>Group -V</b> Engagement with Field	Psychological testing	PT	2	50	50		25
	School internship-I (Upper Primary to Higher Secondary)	SI 3	8	200	200		100
	<i>Teaching-I</i> <i>Teaching of Sub-I:(40 marks)</i> <i>Teaching of sub-II:(40 marks)</i>						
	<i>Teaching-II</i> <i>Teaching of sub-I:(60 marks)</i> <i>Teaching of sub-II:(60 marks)</i>						
	<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>360</b>	<b>140</b>
SEMESTER IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	School management & leadership	CH47	2	50	15	35	25
	Creating an inclusive school	CH48	2	50	15	35	25
	Gender, school and society	CH49	2	50	15	35	25
<b>Group-III</b> Optional courses	<i>Any one from –</i> Peace education Vocational & Work Education Legal education	041 042 043	2	50	15	35	25
<b>Group -IV</b> Enhancing Professional Capacities courses	Understanding the self	EPC4	2	50	50		25
<b>Group -V</b> Engagement with Field	School Internship-II (Upper Primary to Higher Secondary)	SI 4	8	200	200		100
	<i>Case Study/Individual Portfolio-25marks</i>						
	<i>School participation-25marks</i>						
	<i>Teaching and Subject assessment-50 marks</i>						
	<i>Action Research-25 marks</i>						
	<i>Administrative Work-25 marks</i>						
	<i>Conducting morning assembly &amp; CCA-25marks</i> <i>Preparation of TLM-25 marks</i>						
<b>TOTAL</b>			<b>18</b>	<b>450</b>	<b>310</b>	<b>140</b>	<b>225</b>
<b>TOTAL CREDITS FOR TWO YEAR</b>			<b>80</b>	<b>2000</b>	<b>1230</b>	<b>770</b>	<b>1000</b>

**Weightage of Evaluation:**

Weightage for Internal and External evaluation for every component in Group I to Group V will be as stated below:

<b>Group</b>	<b>Internal</b>	<b>External</b>
Group I –Core Courses	30%	70%
Group II –Pedagogy Courses	30%	70%
Group III –Optional Courses	30%	70%
Group IV –Enhancing Professional Capacities courses	100%	
Group V –School Internship& Field Experience	100% (As per University guidelines)	

**Internal Examination Scheme:**

\*Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

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## COURSE C11: CHILDHOOD & GROWING UP

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### COURSE OBJECTIVES

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand various aspects of child development and factors affecting it
- get insight for creating suitable environment helping students to develop a positive identity and realistic self-concept
- understand critical issues of gender and marginalization in development of sense of identity
- understand individual differences in abilities and thoughts in the context of environment and thus to create a situation to reach to every child

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### UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

### UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

### UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self-concept and identity; education for self realisation
- Gender and identity, Sense of identity among socially disadvantaged and marginalised groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counselling

### UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Individual differences; Educational implication-reaching every student

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### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India
- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

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### MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

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### Suggested Readings:

- Agarwal, Kanika (1991). *Mother Craft and Child Development*, Rajeev Publication, Meerut.  
Aswal G.S. (2009). *Iied Educational Psychology*, VaniPrakashan, Patna  
Elizabeth B. Hurlock (1997) *Child Development (VI Ed.)*. Tata Mcgrow Hilt Publishing Company Limited, Noida.  
Mishra, R.C. (2005). *Early Childhood Education Today*, Prentice Hall Publisher.  
Mishra, Bhawna (1999). *Education and child Development*. Mohit Publications, New Delhi  
Kumar R.(2009): *Child Development (VOLI,II)* APH Publishing Corporation, New Delhi.  
Pandey Ram Shakal (2007). *Education Psychology*, Surya Publication, Meerut  
Sharma, Kamlesh, *ManavBikas*, syar publication, Agra.  
Woolfolk, A. Misra, G. Jha, A. (2012), *Fundamental Educational Psychology*, Delhi: Pearsons

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**COURSE C12 : CONTEMPORARY INDIA AND EDUCATION****COURSE OBJECTIVES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand the social diversity in the country, state and the class room and its implication for teaching
- understand and be able to use some key concepts relating to social stratification
- understand the nature of caste and the problems of scheduled castes and their education
- understand the tribal communities and the issues in education of tribal children
- understand the constitutional goals and values and provisions relating to education
- analyze educational policy during the post-independence period.
- understand some sociological concept in relation to education.
- examine some emerging concerns in the area of education.

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**UNIT I: UNDERSTANDING EDUCATION**

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

**UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM**

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

**UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT**

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

**UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA**

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalisation v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

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**MODE OF TRANSACTION:** Lecture cum demonstration, project, and observation**Suggested Readings:**

AzimPremji Foundation

The Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004

Danda, A. K. [edit.]

Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.

Danda, A. K. [edit.]	Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
Dubey, S.C.	Indian Society (Also available in Hindi) NBT, Delhi
F. Haimendorf	Tribes in India, OUP
Govinda, R.	Who Goes To School? OUP, New Delhi, 2010
Govt. of India	Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
Jha, P	Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
Naik, JP & Nurullah, S	A Students' History of Education in India, Macmillan (available in Hindi)
Nambissan, G.	Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
NCERT	Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
NCERT	Sociology, (Text books for class XI and XII) NCERT, New Delhi
Russel & Hiralal	Tribes and Castes of CP & Berar
Thorat, S.	Dalits in India, 2009
Veerbhadranaika, P. et al	'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
World Bank	Poverty and Social Exclusion in India, World Bank, 2011

#### Films & Documentaries

1. Shyam Benegal, Making of the Constitution (12 parts)
2. Shyam Benegal, Bharat Ek Khoj (relevant parts on National movement)
3. India Untouched.
4. Buddha Weeps at Jadugoda



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## **COURSE P1AP: UNDERSTANDING THE DISCIPLINE–PHYSICAL SCIENCE**

### **COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand the nature of science and its development as a discipline of knowledge
- develop understanding of science education and its changing nature across time
- develop ability to critically analyse the relation of science with other disciplines and with the society
- be able to visualize various aims of teaching Physical Science in schools of modern India
- be able to reconceptualise unifying concepts of Physical Science in the context of classroom teaching

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### **UNIT I: NATURE OF SCIENCE**

- Nature of science: Product and process
- Epistemological differences and Relation among Science, Social Science and Humanities
- Fact, concept, principle, theory and law; assumption and hypothesis; generalisations
- Scientific literacy

### **UNIT II: SCIENCE LEARNING AND TEACHING**

- Science learning as 'given' and 'constructed'
- Teaching Science: Change across time and place
- Connecting Science with real life & society
- Vocation oriented science teaching through Examples and Textbook

### **UNIT III: PHYSICAL SCIENCE AS A SCHOOL SUBJECT**

- Role of Physical Science in School Curriculum
- Aims and objectives of teaching Physical science
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society like superstitions, gender biasness, fundamentalism, and others

### **UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE**

- Revisiting the big ideas or Unifying concepts of physical science: (1) system, order and organization, (2) evidence, model and explanation, (3) change, constancy and measurement, (4) scale, form and function, (5) cause, effect and causality
- Revisiting Basic ideas: Atomic structure, energy, force, pressure, motion

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### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Critical Study of aims of teaching science in school curricula of various nations for comparative analysis
- Study of students understanding of the aims of science teaching, role of science learning
- Identification of unifying concepts in any theme

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### **MODE OF TRANSACTION:** lectures, discussion, small projects

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### **Suggested Readings:**

- Das, R.C. *Science Teaching in Schools*. New Delhi. Sterling Publishers Private Limited.
- Mangal, S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
- Sounders *The teaching of Gen. Science in Tropical Secondary Press London School*, Oxford
- Nair, C.P.S. *Teaching Science in our Schools*, S. Chand & Co. Pvt. Ltd. New Delhi.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. *Teaching of Science*, Amol Publications.
- Anderson, H. O. *Readings in Science Education for the Secondary School*. New York
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- NCERT(2005): *National Curriculum Frame work 2005, NCERT, New Delhi.*
- Shukla, R. (2005). *India Science Report*. National Council of Applied Economic Research, ISBN: 81-88830-07-0
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLj16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5vErdfA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>

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**COURSE P1AS: UNDERSTANDING THE DISCIPLINE–SOCIAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To Enable Students:

- to develop understanding about the Nature and Scope of Social Science.
- to develop awareness about prevalent perspective of Social Science
- develop the ability to analyse the social science curriculum
- to develop and apply concepts, generalization and hypothesis
- to understand cultural perspective and issues in Social Science
- to develop social consciousness

**UNIT-I NATURE AND SCOPE OF SOCIAL SCIENCE**

- Meaning and concept of Social Science
- Nature and Scope of Social Science
- Prevailing perception and the issues to be addressed
- Aims and objectives of Social Science
- Aims of Education in India and the Social Science

**UNIT-II CURRICULUM ISSUES IN SOCIAL SCIENCE**

- Selecting Social Science Subject Matter
- The sources of Subject matters (History, Geography, Civics, Economics etc.)
- The School and the Community as Sources of Social Data

**UNIT-III DEVELOPING AND APPLYING CONCEPTS, GENERALISATION AND HYPOTHESIS**

- Concepts in the social science curriculum, texts and materials
- Facts, generalizations and hypothesis in the social science curriculum
- The Reflective Citizen and Problem Solving

**UNIT-IV INTEGRATION OF VARIOUS ISSUES IN SOCIAL SCIENCE**

- Balancing National and Global Concerns (needs and Importance)
- Multicultural Education perspective and issues in Social Science
- Social Consciousness and Social Action

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**PRACTICUM-**

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized

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**Suggested Reading:**

**Agrawal, J.C.:** Teaching Social Studies Vikas Publishing House New Delhi.

**Bining and Bining:** Teaching of Social Studies in Secondary School, McGraw Hill Book co. New York.

**Forrester, I.F.:** Introduction Social Studies, Orient Longman Bombay.

**Jems Flaming:** The Teaching of Social Studies in Secondary School, Longman, Green & co. London.

**Kochar, S.K.:** The Teaching of Social Studies, Sterling Publishers, Delhi.

**Kumar, Sujeet:** Aspects of History Teaching, Anubhav Publishing House, Allahabad.

**Maurice, P. Hunt:** Teaching High School Social Studies, H. Lawrence E. Metleaf & Brothers, New York.

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

**NCERT:** 9<sup>th</sup> & 10<sup>th</sup> Book of Social Science, NCERT, New Delhi.

**State Board:** 9<sup>th</sup> & 10<sup>th</sup> Book of Social Science, SCERT, Raipur

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## **COURSE P1BB : UNDERSTANDING THE DISCIPLINE–BIOLOGY**

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### **COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3Hrs./wk** Course the

prospective teachers will be able to:

- appreciate that biological science is a dynamic and expanding body of knowledge.
  - identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
  - Know the different professions and scope of biology.
  - analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
  - examine different pedagogical issues in learning biological science.
  - develop ability to use biological science concepts in daily life.
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### **UNIT I: UNDERSTANDING BIOLOGY**

- History of biological science; (brief), Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.
- What is Biology? Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- \* Contributions of eminent scientist in biology

### **UNIT 2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE**

- Why biology? ; Biological Science for environment, health, peace and development.(importance of Biology in daily life)
- Branches/professions in the area of biological sciences
- \* Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)

### **UNIT 3: BIOLOGY THE SCIENCE OF LIFE**

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- \* Path tracking landmarks in biology

### **UNIT 4: BIOLOGY AND SOCIETY**

- Place of biology in school curriculum
  - \* Interdependence of science, technology and society
  - Integrating academic disciplines for better conservation practice/ correlation of Biology with other subjects.
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**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits

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### **PRACTICUM**

- Illustration of a biological process using scientific method.
  - Preparation of a scrap book on landmarks in biology.
  - Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (\* topics will be dealt under practicum)
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### **Suggested readings:**

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|--------------------------------|--|
| Bremmer, J.                    | Teaching Biology   |
| Carin, R.A.                    | Teaching Science through discovery   |
| Green, T.L.                    | Teaching of Biology in Tropical Secondary Schools                              |
| Miller, D.F. and Blaydes, G.W. | Methods and Materials for Teaching Biological Sciences                         |
| UNESCO                         | New Trends in Biology Teaching   |
| Mangal, S.K.                   | Teaching of Biological Sciences, Agra book Depot.                              |
| Sounders                       | The teaching of Gen. Science in Tropical Secondary Press London School, Oxford |
| Kulshrestha, S. P              | JeevVigyanShikshan ,Lyal Book Depot, Meerut                                    |
| Rawat, D. S.                   | Vigyanshikshan, Vinod PustakMandir, Agra.                                      |
| UNESCO                         | Essential of learning in Environment.  |
| NCERT, (2006).                 | National Curriculum Framework- 2005, NCERT. New Delhi.                         |
| NCERT, (2005).                 | 'Focus Group Report' Teaching of Science NCERT New Delhi.                      |
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**COURSE P1BM : UNDERSTANDING THE DISCIPLINE–MATHEMATICS****COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

- To understand the Introduction and development of mathematics
- To understand the value of mathematics
- To understand the Curriculum of mathematics
- To understand the Mathematics contents at secondary level

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**UNIT- I- INTRODUCTION AND DEVELOPMENT OF MATHEMATICS**

- Meaning, Nature and Scope of Mathematics
- Aims and Objectives of Mathematics
- Historical development in mathematics

**UNIT-II- VALUE OF MATHEMATICS CURRICULUM**

- Importance of mathematics in school curriculum
- Correlation of mathematics with other subjects
- Quality of effective mathematics teacher

**UNIT- III- CURRICULUM OF MATHEMATICS**

- Meaning and concept of curriculum
- Mathematics curriculum: its concept and principles
- Critical appraisal of existing mathematics curriculum and text books.

**UNIT- IV- UNDERSTANDING THE CONTENT**

- Concept of numbers, ratio, units, percentage, algebraic variables,
- Concept of trigonometry. Trigonometric angles and Ratio, distance and heights
- Concepts of set theory- set operations, Venn diagram

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**PRACTIUM:**

- 1- Formulation and construction of instructional objectives of their subject of secondary education
- 2- PPT on historical development and innovations in mathematics.
- 3- Evaluation of Mathematics text book.
- 4- Use of Computer in Teaching of Mathematics.
- 5- Use of Mathematics activities for recreation.

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**Suggested Reading:**

Kulshreshtha, A.K.	<i>Teaching of Mathematics</i> , Meerut. R L Book Depot
Gakhar, S.C.	<i>Teaching of Mathematics</i> , Haryana. N M Publication Panipat
Bhatnagar, A.B.	<i>Teaching of Mathematics</i> , Meerut. R L Book Depot
Negi, J.S.	<i>Teaching of Mathematics</i> , Agra. Vinod Pustak Mandhir
Shaw & Wright	<i>Discovering Mathematics</i> ,
V.N. Agrawal	<i>The Teaching of Mathematics in India</i> ,
Chandha, B.N.	<i>The teaching of Mathematics</i>
Young, I.W.A.	<i>Teaching of Mathematics</i>
Kuppuswami Aiyangar, N.K.	<i>Teaching of Mathematics in the New Education</i>
Sidu, K.S.	<i>The Teaching of Mathematics</i>
NCERT, (2005).	<i>National Curriculum Framework- 2005</i> , New Delhi.
NCERT, (2005).	<i>'Focus Group Report' Teaching of Science</i> , New Delhi
NCERT, (2008).	<i>Mathematics textbook for class 8<sup>th</sup></i> . New Delhi
NCERT, (2006).	<i>Mathematics textbook for class 9<sup>th</sup></i> . New Delhi.
NCERT, (2006).	<i>Mathematics textbook for class 10<sup>th</sup></i> . New Delhi
SCERT,	<i>Mathematics textbook for class 8<sup>th</sup></i> . Raipur, C.G.
SCERT,	<i>Mathematics textbook for class 9<sup>th</sup></i> . Raipur, C.G.
SCERT	<i>Mathematics textbook for class 10<sup>th</sup></i> . Raipur, C.G.

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**COURSE P1BE : UNDERSTANDING THE DISCIPLINE –ENGLISH**

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**COURSEOBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and appreciate English language as a discipline
- Understand the role of disciplinary knowledge in school curriculum
- Understand the historical development of English language as a discipline
- Analyse the challenges of English language at school level

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**UNIT – I : GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE**

- Understanding theories of language origin
- Genesis of English language origin
- Concept of Discipline, History of English as a Discipline

**UNIT – II : ENGLISH IN PRE AND POST INDEPENDENT INDIA**

- Introduction of English in Pre-Independent India: Macaulay Minute; and Socio, Political and Intellectual Context of English
- English language in post-independent India – policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964-66, and NCF 2005)

**UNIT – III : LANGUAGE LEARNING AND ACQUISITION**

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behaviouristic, Nativist, Cognitive and Social Interactionist perspective

**UNIT – IV: LANGUAGE IN INDIAN SCHOOLS**

- Language of home and language of School
- Language as a school subject and language as a medium of instruction
- Relation of language with other subjects

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Preparing list of English words having foreign and Indian origin
- Observation of process of language learning and acquisition of a child
- Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre and post independence)
- Reflecting how English language is related with other subjects

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**MODE OF TRANSACTION:**

- Discussion/lecture
- Group presentation/peer group discussion

**Suggested Readings:**

1. Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
2. Brumfit, C. J. & Johnson, K. (1987)The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
3. Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
4. Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
5. Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.

6. Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
7. Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
8. Hornby, A. S. A guide to pattern and usage in English, oxford university press.
9. Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
10. Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
11. NCERT (2005)National Curriculum Framework, National Council of Educational and Research and Training, New Delhi.
12. NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
13. NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
14. Vijayalakshi, M &Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

**COURSE P1BH: UNDERSTANDING THE DISCIPLINE –HINDI**

उद्देश्य:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

- भाषा की उत्पत्ति एवं विकास का ज्ञान
- दैनिक जीवन में भाषा का महत्व एवं भाषा के कार्य को समझना
- हिन्दी भाषा की संरचना का ज्ञान एवं बोध विकसित करना
- हिन्दी भाषाई कौशलों के प्रति समझ विकसित करना
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध का ज्ञान
- हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्यकता में महत्व की समझ
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- बालक के विकास में भाषा का महत्व

**इकाई I: हिन्दी भाषा की संकल्पना**

- हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि
- हिन्दी भाषा संकाय के रूप में

**इकाई II: हिन्दी भाषा की संरचना**

- हिन्दी भाषा की संरचनात्मक विशेषताएँ
- हिन्दी भाषा के घटक
- हिन्दी भाषा की प्रकृति एवं विशेषताएँ
- विद्यालय में हिन्दी विषय के रूप में महत्व

**इकाई III हिंदी साहित्य का संक्षिप्त इतिहास**

- हिन्दी साहित्य का काल विभाजन संक्षिप्त इतिहास एवं रचनाएँ
- आदिकाल
- भक्तिकाल
- रीतिकाल
- आधुनिक काल

**इकाई IV: हिन्दी भाषा शिक्षण में लक्ष्य, अभिप्राय एवं उद्देश्य**

- हिन्दी भाषा शिक्षण में उद्देश्यों की आवश्यकता एवं महत्व
- प्राथमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- उच्च माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- क) पाठ्य वस्तु में से किसी एक पर निबंध
- ख) हिन्दी भाषा में एक पाठ गद् रचना
- ग) सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्य के निर्माण
- घ) हिन्दी भाषा में एक पाठ पद रचना

**MODE OF TRANSACTION: संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग**

**Suggested Readings/सन्दर्भसूची:—**

- भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोदपुस्तकमंदिरआगरा
- क्षत्रिय के० मातृभाषा शिक्षण , विनोद पुस्तक मंदिर आगरा
- लल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा
- शुक्ल राम चन्द्र, हिन्दी भाषा का इतिहास, DPH नईदिल्ली
- पाण्डेय श्रुतिकान्त. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली

- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguistics. Hutchinson & Co, London.
- Aitchinson, J.(2003). Teach Your Self Linguistics. Hodder& Stoughton Ltd, UK.
- Ingram, D. First Language Acquisition: Method, Description And Explanation, Cambridge University Presses: Cambridge, 1989.
- Kumar,K.2001.Skul Ki Hindi. Patna: Rajkamal
- Pinker, S.(1994).The Language Instinct. London: Allen Lane.
- Srivastava, R.N. (1983). BhashashaashtraKeSuutradhaar. National Publishing House, Delhi.
- Yule,G.(2006). The Study Of Language. Cambridge University Press, India.



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**COURSE O111: VALUE EDUCATION**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop the understanding about the nature, and disvalues.
  - Develop the understanding about the classification of values under different types.
  - Develop the understanding to appreciate the educational values like democratic, secular, and socialist.
- 

**UNIT I: UNDERSTANDING VALUE**

- Concept of value, Classification of values and the nature of various kinds of values
- Morality and value – difference
- Value Education: concept and need.

**UNIT II: VIEWS OF VALUE DEVELOPMENT**

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

**UNIT III: DEVELOPING VALUES**

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

**UNIT IV: METHODS**

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
  - Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.
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**PRACTICUM**

- Designing activities to inculcate various kinds of values
  - Story telling & discussion
  - Planning for a Cleanliness programme: self, class-room, campus.
  - Preparation of a measure of value: Rating Scale
- 

**MODE OF TRANSACTION:**

Lecture, Discussion, field work, Observation & rating.

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**Suggested Readings:**

- |                                       |  |
|---------------------------------------|--|
| Harsh,R.N.,Miller,J.P.,&Eiolding,G.B. | Model of Moral Education:An Appraisal,Long Man:New York            |
| Passi B.K,& Singh.                    | Value Education, National Psychological Corporation, Agra.         |
| Roots, I.E.Mearill                    | Value and Teaching, McGraw-Hill, co.                               |
| Rockeach, M.                          | The nature of human values collier McMillan Publishers,London.     |
| Frankel, J.R                          | How to teach value in analytical approach,Prentice Hall,New Jersey |
| Pandey, Ramshukh                      | Value Education, R.Lall Book, Meerut.                              |
| Fraenkel, J.R                         | How to teach about values.   |
| Gupta, N.L.                           | Value Education  |
| Kishore,L.                            | Value oriented Education.  |
| Rath,H.&Siomon                        | Values and teaching.   |
| Ruhela,S.P.                           | Human values and Education   |

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**COURSE O112: PHYSICAL AND HEALTH EDUCATION**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand the concept and role of physical and health education
  - Understand various types of Health Services particularly in schools
  - Understand various issues related to health problems particularly among school children
  - Understand ways for maintaining safety and physical fitness
- 

**UNIT – I: HEALTH & PHYSICAL EDUCATION**

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

**UNIT – II: HEALTH SERVICES IN SCHOOLS**

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

**UNIT – III: DISEASES AND SAFETY ISSUES**

- Communicable and Non Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

**UNIT – IV: HEALTH AND LIFESTYLE**

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
  - Issues of Malnutrition, Adulteration in food, and Environmental pollution.
  - Management of lifestyle and Prevention of disease and disorders.
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Study and group presentation on the health statistics of the school going children of India
  - Study of the school environment in the perspective of health and hygiene
  - Assessing awareness of personal safety/hygiene among students
  - Quiz/Games/Aids on health issues
  - Preparing journal on lifestyle diseases from news paper/online news reports
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**MODE OF TRANSACTION:**

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.

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**Suggested Readings:**

Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India, Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media  
Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,  
Meeta Lall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness  
Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India  
N. Taylor, F. Quinn, M. Littledyke & Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,  
Anil Kumar (2005) Health Education, Mittal Publications,  
M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,  
IIPS (2011) Key Indicators for India from NFHS-3 <http://www.rchiips.org/nfhs/pdf/India.pdf>  
MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at [http://mospi.nic.in/Mospi\\_New/upload/Children\\_in\\_India\\_2012.pdf](http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf)

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UNICEF (2013) Statistics at [http://www.unicef.org/infobycountry/india\\_statistics.html](http://www.unicef.org/infobycountry/india_statistics.html)

UNICEF (2011) The situation of children in India at [http://unicef.in/Uploads/Publications/Resources/pub\\_doc36.pdf](http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf)

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**COURSE O113: GUIDANCE AND COUNSELLING**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop understanding about theoretical background of guidance and counseling.
- develop understanding about the implementation of guidance and counseling.
- develop understanding about the significance of vocational guidance.
- develop understanding about the counseling and its process.
- develop understanding about the therapeutic techniques helpful in student's guidance & counseling.

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**UNIT I: CONCEPT AND NEED OF GUIDANCE & COUNSELING**

- Guidance : Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

**UNIT II: TOOLS AND APPROACHES**

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

**UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.**

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

**UNIT IV: GUIDANCE AND COUNSELING PROCESSES**

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase & Terminal Phase; Role of a Counsellor

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes Or for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

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**MODE OF TRANSACTION:** Lecture, Discussion, Demonstration, School visit.

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**Suggested Readings:**

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). Nirdeshanevam Paramarsh, Vinod Pustak Mandir, Agra.
- Verma & Upadhyay, (1967). Shaikshikevam Vyavshaik Nirdeshan, Vinod Pustak Mandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- Dhuveldu. (1959). Basic Essentials of Counseling, (1959), (Sterling).
- Cameron N. 1953, Personality Development and Psychopathology, Sifilin.
- Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.
- Singh R.S. (1985). Correlates of Anxiety, National Psychological Corporation, Agra.
- Singh R.P. (1981). Naidanik Manovigyan, V.P.U. Mandir, Agra.
- Talent .N. (1978). Psychology of Adjustment, Nast and.
- Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).
- Kapil .H.K., (1989). Apsamanya Manovigyaan, Harprasad Bhargav, Kachari Ghat, Agra.

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**COURSE 0121 :INDIAN SIGN LANGUAGE**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

After learning this course the student-teachers will be able to

- Discuss the two manual options with reference to Indian special schools.
  - Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
  - Describe manual options in the light of issues like language, culture and identify.
  - Exhibit beginner level hands on skills in using manual options.
  - Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
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**UNIT I: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT**

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

**UNIT II: INTRODUCING ISL**

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

**UNIT III: BASICS OF ISL**

- Basic signs: Alphabates, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

**UNIT IV: ISL SKILL DEVELOPMENT**

- Eye Contact in expression and reception
  - Natural Signing in Short Common Conversations
  - Natural Signing in Stories/Poems
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
  - II. Role Play and Dramatization in ISL
  - III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
  - IV. Recording Self Narrated Stories/ Poems and Writing Reflections
  - V. Interacting with Deaf for Practicing Expansion of Ideas
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**MODE OF TRANSACTION: lectures and workshop/activities**

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**Suggested Readings:**

- *Communication Options and Students with Deafness.* (2010). Rehabilitation Council of India, New Delhi.
  - Heller, R. (1999). *Managing Change.* DK Publishing: New York.
  - ISS Learning Material and Dictionaries
  - Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.
  - *Teaching Learning ISL Material Developed at* AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
  - Zeshan, U. (2000). *Sign Language in Indo-Pakistan.* John Benjamins Pub. Co, Philadelphia.
  - Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
-

- Andrews, J.F., Winograd, P., &DeVile, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., &Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* . (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication* . DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., &Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. &Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishtha, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishtha, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15-22.

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**COURSE O122: COMMUNICATION THROUGH BRAILLE**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects.
  - Get basic information on types and significance of different Braille devices.
  - Communicate through Braille scripts and prepare learning materials in Braille
- 

**UNIT 1: INTRODUCTION TO BRAILLE**

- Introduction to Visual Impairment
- Louis Braille and the Evolution of Braille
- Continuing Relevance of Braille vis-a-vis Audio Material

**UNIT 2: BRAILLE DEVICES**

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

**UNIT 3: UNDERSTANDING BRAILLE SCRIPT**

- Braille Signs—English Braille, number
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed – Maps & Models

**UNIT 4: BRAILLE READING AND WRITING**

- Braille Reading Process
  - Braille Writing Process
  - Using short cut in Braille using words, framing sentences
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

*Each Student-Teacher*

- a. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment. **OR**
- b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school **AND**
- c. Prepare two Braille material for any class of school subject/B.Ed. Courses

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**COURSE EPC1: CRITICAL UNDERSTANDING OF ICT IN EDUCATION****COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information on nature, components and significance of ICT
- Use computer software for preparing learning materials
- Use computer software for evaluation, keeping student record, presentation
- Use various learning tools through internet
- Use various interfaces effectively for sharing and presenting information

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**WORKSHOP-I: ICT AND WORD PROCESSING**

ICT : Meaning, components, Scope in school education, Basics of computer: Hardware and Software, various components, basic computer operations including file management

Preparing learning materials through word processing software; paragraphing, font-editing, illustrations through tabular and diagrammatic representations, page setting, managing word files and using various interfaces for printing and sharing (using portable formats)

**WORKSHOP-II: ICT AND PRESENTATIONS**

Preparing learning materials as well as individual instructional materials through MS Office PowerPoint; paragraphing, font-editing; illustrations through tabular and diagrammatic representations, audio and video clips, hyper linking; page setting– designing and animating, managing PPT files and using various interfaces for printing and sharing; Judicious presentation

**WORKSHOP-III: ICT AND DATA PROCESSING**

Preparing student records through MS Office Excel and Comparing various dimensions; Processing data for evaluation reporting (NRT and CRT); illustrations through tabular and diagrammatic representations; managing XLS files and using various interfaces for printing and sharing;

**WORKSHOP-IV: ICT AND LEARNING RESOURCES**

Concept of internet; Knowledge sharing interface; finding and using learning materials on internet–youtube clips, e-books, Using Google forms for evaluation and student record; using various interfaces for printing and sharing; Using Blogs for teaching-learning; Risks and safety measures on using learning materials available on net

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Developing a learning material
- Preparing and presenting school visit report in PPT format
- Preparing Students record/Evaluation report
- Preparing online evaluation tool/ student record tool



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**COURSE SI 1: SCHOOL VISIT-I (UPPER PRIMARY TO HIGHER SECONDARY)**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 2 Weeks**

After completing the course the student-teachers will be able to

- Acquire sufficient basic information regarding various kinds of schools
- Understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail
- Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

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Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe 'the school' from a teachers' point of view. They are expected to revisit the processes going on within a school systems to understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their memories of school days with the present realities of school systems in order to sensitise them 'what kind of a teacher they wish to become', 'what kind of a school they wish to be a part of' and 'what should their role be in achieving that'. Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx:
  - The physical environment
  - The socio-cultural ethos of the school
  - The infrastructure: Basic and academic
  - The nature of administration and governance
  - Teachers and learners
  - General methodologies of teaching-learning in different subjects
  - Examination
  - Time table, discipline, CCA and physical exercises
  - Scope of interaction with the society
  - Welfare services (Health, financial, academic, etc.)
  - Local resources around the school
  - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

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**COURSE C23: LEARNING AND TEACHING**

**COURSE OBJECTIVES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

- Understand and reflect on the concept of teaching and learning
- Understand and appreciate various views of learning
- Understand and appreciate the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
- Be able to design teaching for promoting self-regulated learning, higher order thinking and survival in the competitive world
- Get an insight of how to address the challenges in teaching in today's classroom full of students with diverse needs

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**UNIT: I LEARNING AND TEACHING**

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How or Reflective Teaching to enhance learning.
- Communicating contents effectively, two-way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

**UNIT: II HOW CHILDREN LEARN:**

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi-media, mnemonics, meaningful contextualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.

**UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS**

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self-regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem solving ability

**UNIT: IV TEACHING-LEARNING IN TODAY'S CLASSROOM**

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching-Learning in electronic and digital world: issues and challenges, and needs for individualization of learning,
- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self regulation,, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it

- Observe, analyze and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

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**MODE OF TRANSACTION:**lectures, video clips, discussion, small group activity

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**Suggested Readings:**

1. Ekdqank deyk] Ldwy esa rgeus D;k iwNk] ,dYkO;] Hkksiky] 2013
2. lh[kus esa xfr dh Lora=rk] jfodkUr rks"kuhoky,] foe'kZ] ekPkZ 1999] fnxkarj] t;iqj
3. lekos'kh f'k{kk% fopkj vkSj vuqHko] enueksgu>k dh fo'oEHkj ls ckrphr] f'k{kk foe'kZ] ebZ twu 2007] fnxarj] t;iqj
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
6. Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
7. Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
8. Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
10. Woolfolk, Anita (2012) Educational Psychology (12<sup>th</sup> Edition). Pearson Indian Education Services Publication
11. NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
12. Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
13. Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
14. Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
15. Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
16. Mangal, S.K. Shiksha Manovigyan, Pearson Publications
17. Pandey, Kalpalata. ShikhshaManovigyan, Tata MacGrow Hill publication Co.

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**COURSE C24: KNOWLEDGE & CURRICULUM**

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**COURSE OBJECTIVES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- to develop an understanding of the knowledge and their nature.
- to understand the subjects as a medium of knowledge.
- to understand the relationship of curriculum and formal education.
- to understand the role of teacher in curriculum.
- to understand the value and curriculum.

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**UNIT-1: KNOWLEDGE AND ITS NATURE**

- Meaning and concept of knowledge
- Genesis of knowledge
- Characteristics of Knowledge.
- Types of knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge

**UNIT-2: CURRICULUM IN FORMAL EDUCATION**

- Broad concept of curriculum, relation with syllabus
- Types of curriculum
- Psychological and sociological foundations of curriculum
- Basic structure of a curriculum
- Styles of content representation in syllabus/curriculum

**UNIT-3: SCIENCE AND MATHEMATICS**

- Nature of knowledge of science and its implications for teaching learning of science
- Nature of knowledge of mathematics and its implications for teaching learning of mathematics
- Values embedded in learning of science and mathematics

**UNIT -4: SOCIAL SCIENCE AND LANGUAGE**

- Nature of knowledge of social science and its implications for teaching learning of social science
- Nature of knowledge of Language and its implications for teaching learning of language
- Values embedded in learning of social science and language

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**PRACTICUM**

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
  - Students will identify cocurriculum for some given topics in different subjects
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**Suggested Reading:**

**Seth, Shyamkishor and Mishra Neelima:** Philosophy of Knowledge, LokbhartiPrakashan Allahabad.

**Tiwari ,Kedarnath:** Metaphysics and Epistemology, Motilal Banarsidas Delhi.

**Mishra ,Hridyanarayan:** Problems of Epistemology, Shekher Prakashan Allahabad.

**Agrawal, S. K.:** Techniques of Teaching, Rajesh Publishing House Meerut.

**Gupta, S.P.:** History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.

**Lakshmi, T. K. S.:** Value Reflection ,BanasthaliVidyapith.

**Vashist, R.P.** Curriculum Deveopment, Commonwealth

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**COURSE CH25: LANGUAGE ACROSS THE CURRICULUM**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop an understanding the language background of the learner
  - understand the multilingualism in the society
  - understand the classroom practices for language
  - understand the reading comprehension
  - understand the writing aspects
- 

**UNIT I: LANGUAGE BACKGROUD OF THE LEARNER**

- Need to understand the language background of the learner
- Characteristics and importance of first language and second language teaching in the school
- Communication – Meaning and Concept

**UNIT II: CONCEPT OF MULTILINGUALISM**

- Sensitivity to the language diversity that exists in the classrooms: Identification and importance
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the ‘standard’ language as the school language vs. home language or ‘dialects’;
- Language and culture

**UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION**

- The nature of classroom discourse
- strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Reading aspects in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children

**UNIT IV: WRITING ASPECTS**

- Language Skills: Listening, Reading, Writing, Speaking; Activities to develop skills
  - Note-making, summarizing; making reading-writing connections; process writing: Components
- 

**PRACTICUM**

- School Visit to Find out Communication Problem/Apprehension in Students
  - Prepare a report on multilingualism
  - Prepare a news of your departmental activity
  - Prepare presentation on language diversity through the use of ICT
  - Workshop on reading activities
  - Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
  - Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
  - Assignments on Developing Listening Skills – Listening to speech, directions
- 

**Suggested Readings:**

- |   |   |
|---|---|
| Nagaraj, Geetha                                 | (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.  |
| Littlewood, William                             | (2000) Communicative Language Teaching, Cambridge University Press.   |
| Teacher’s Handbook for Primary Stage            | (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.   |
| Mohan, Krishna & Banerji, Meera                 | (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.                                      |
| Richards, Jack C. & Rodgers, Theodore S. (1995) | Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.            |
| Kohli, A. L. & Sharma L. M.                     | (2002) Techniques of Teaching English ( in the New Millannium), Dhanpat Rai Publishing Co. (P) Ltd., New Delhi. |
| Floyd, K. (2009).                               | Interpersonal Communication. New York: McGraw Hill Companies Inc.   |
| Fromkin, V, Rodman, R & Hymes, N. (2011).       | Introduction to Language. (9th ed.). Canada: Cengage Learning.  |
| Akmajian, A. et al. (2010).                     | Linguistics: Introduction to Language and Communication. (6th ed.). Cambridge: MIT Press.                       |
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**COURSE P2AP: PEDAGOGY-I (A) PHYSICAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand how to analyse content and delineate the logical order of a content
- develop ability to decide what to teach, and how to teach
- understand the psychological basis of different approaches for teaching
- understand different aspects of science teaching and be able to effectively deliver a science lesson

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**UNIT I: PLANNING FOR A PHYSICAL SCIENCE LESSON**

- Content analysis through concept mapping and identifying hierarchy;
- Elements of lesson planning
- Unit planning
- Deciding and framing the objectives of teaching—learning and instructional objectives

**UNIT II: DECIDING STRATEGIES AND APPROACHES**

- Deciding appropriate strategy: Teacher-centered and Learner-centered - nature of interaction, pros and cons
- Teaching approaches: Moving from particular, concrete and simple to general, abstract and complex; Inductive approach; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner and Ausubel; Constructivist approach—5Es

**UNIT III: DELIVERING A PHYSICAL SCIENCE LESSON**

- Building up ideas: Compare, contrast and similarising—with brief reference to Piaget; Placing appropriate Examples; maintaining logical sequence; organized representation—verbal, visual;
- Appropriate Questioning for ensuring empirical and active mind, and for probing into the learner's mind
- Nurturing interest of the students: Appeal to a variety of senses, Motivation: extrinsic and intrinsic (briefly referring to Maslow's theory); Ensuring maximum participation and equity

**UNIT IV: MAKING A LESSON MEANINGFUL**

- Emphasising validating and appropriate concluding scientific information
- Making science teaching meaningful, personally relevant and emphasising social implication
- Focusing on scientific communication: oral and written,
- Handling and developing learning resources—print, audio-visual, soft media
- Reflecting on teaching

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Content analysis of given science content
- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions

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**MODE OF TRANSACTION:** lectures, video clips, discussion, small group activity

**Suggested Readings:**

- Das, R.C. *Science Teaching in Schools*. New Delhi. Sterling Publishers Private Limited.
- Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: Dhanpat Rai Publications,
- Sounders: *The teaching of Gen. Science in Tropical Secondary Press London School*, Oxford
- Rawat D. S. *Vigyanshikshan*, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. *Teaching of Science*, Amol Publications.
- Anderson, H. O. *Readings in Science Education for the Secondary School*. New York
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- [http://phys205.physics.tamu.edu/WebPageDocuments/Article\\_UsingInquiry.pdf](http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf)
- [http://sbcf.fr/docs/The\\_Teaching\\_of\\_Science-Ch\\_7\\_march2011-Bybee.pdf](http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf)
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnLCQ45f7KM>

<http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

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**COURSE P2AS: PEDAGOGY-I (A) SOCIAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop the classroom skills needed for teaching of social science.
- acquire the competence to plan for social science instruction.
- acquire the ability to develop instructional support materials.
- acquire the ability decide and develop appropriate learning recourses

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**UNIT I: APPROACHES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES**

- Teaching Approaches: Particular to General, Concrete to Abstract, Simple to Complex, etc.
- Deciding Appropriate Techniques: Narration, Description, Questioning, Illustration, Field Trip, Story Telling, Role Playing, Simulation, Dramatizing etc.

**UNIT II: METHODS OF TEACHING IN SOCIAL SCIENCE**

- Need of Methods in Social Science
- Deciding Appropriate Strategy/methods in Social Science
- Some Methods: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method

**UNIT III: TEACHING AIDS AND REFERENCE MATERIAL IN SOCIAL SCIENCE**

- Deciding and Developing Appropriate Learning Recourses
- Projected v/s Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

**UNIT IV: DELIVERING A SOCIAL SCIENCE LESSON**

- Objectives of Social Science Teaching
- Deciding and Framing the Objectives of Teaching-Learning
- Reflection of Teaching

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Social Awareness Programme
- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan
- Construction of unit plan
- Delivering the model social science lesson

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**MODE OF TRANSACTION:** Lecture cum demonstration

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**Suggested Readings:**

- |                   |  |
|-------------------|--|
| Agrawal, J.C.     | Teaching social studies, vikas publishing house pvt.Ltd. New Delhi                               |
| Singh Rampal      | Samajikadhyayankashikshan, laxminarayanagrawal, Agra   |
| Tyagi, Gurusharan | Teaching of Social Science, VinodPustak Agra.  |
| James Fleming     | The teaching of Social studies in Secondary School, Longman, Greon & Co, London.                 |
| Bining & Bining   | Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.               |
| Sharma, A.P.      | Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.                                 |
| Ralph, C. Preston | Teaching Social Studies in the Elementary School (New York, Rinehart & Company).                 |
| Maurice, P. Hunt  | Teaching High School Social Studies (HarparLawrance E. Metealf& Brothers, Publishers, New York). |
| John Jarolimek    | Social Studies in Elementary Education (The Macmillan Co., New York).                            |
| Kochhar, S. K.    | The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.                                |
| Forrester, I. F.  | Introducing Social Studies (Orient, Long Mans, Bombay) 1956.                                     |
| NCERT, (2006).    | National Curriculum Framework- 2005, NCERT. New Delhi.   |



NCERT, (2005).  
Gupta, R.

*'Focus Group Report' Teaching of Social Science* NCERT New Delhi.  
The methods of teaching Social Studies

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**COURSE P2BM: PEDAGOGY-I (B) MATHEMATICS**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

- To understand the Instructional objectives in mathematics
- To understand the planning in mathematics
- To understand the maxims and method of teaching mathematics
- To understand the techniques in mathematics teaching
- To understand the Instructional support system

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**UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS**

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioural terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

**UNIT- II- PLANNING IN MATHEMATICS**

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

**UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS**

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

**UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING**

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

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**Practicum:**

- 1-Preparation of five effective lesson plans on mathematics
- 2-Teaching of two lesson plan through internet/Online
- 3-Use of Computer in Teaching of Mathematics.
- 4-Use of Mathematics activities for recreation.
- 5-Development and use of Mathematics laboratory.
- 6-Prepare mathematical activities in the context of socio-cultural aspects.

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**Suggested Reading:**

- |                   |   |
|-------------------|---|
| Kulshreshtha, A K | <i>Teaching of Mathmatics</i> , Meerut ,R L Book Depot.           |
| Jain, S.H.        | <i>GanitShikshan</i> .Jaipur.Raj.HindiGranthAcandmy.              |
| Kapoor, J.N.      | <i>VidhyalayaGanitkeliyesauprayog</i> .New Delhi Arya book depot. |
| Mangal, S.K.      | <i>Teaching of Mathematics</i> - New Delhi Arya book depot.       |
| Rawat, M.S.,      | <i>Teaching of mathematics</i> - Agra, Vinodpustakmandir.         |
| Siddhu,K.S.       | <i>Teaching of mathematics</i> - New Delhi Sterling Pub.          |

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**COURSE P2BB: PEDAGOGY-I (B) BIOLOGY**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

After Completion of Course the prospective teachers will be able to:

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
  - appreciate various approaches of teaching-learning of biological science.
  - explore the process skill in science and role of laboratory in teaching-learning.
  - use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science and formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
  - develop competencies for teaching, learning of biological science through different measures.
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**UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY**

- Concerns( Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning : a vision for biology education,) of biology.
- Objectives of teaching biology at secondary level
- \*Writing specific objectives in different content areas.

**UNIT II: CURRICULUM AND PLANNING**

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level\*
- \*Concept, importance and Basic elements of lesson plan

**UNIT III: METHODS AND APPROACHES**

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration-characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: \*Concept maps, activity based learning, panel discussion and brainstorming, Collaborative learning strategies
- Constructivist approaches – meaning, basic considerations, five ‘E’s of constructivist teaching.

**UNIT IV: INSTRUCTIONAL SUPPORT**

- \*Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
  - Identification and use of learning resources in biological science from immediate environment and community resources, exploring alternative sources; audio-visual materials
  - Use of ICT experiences in learning biological science (\*use of online resources)
  - Textbooks: characteristics of a good biology textbook, Analysis of textbooks\*.
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**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits

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**PRACTICUM**

- Critical analysis of a biology text book.
  - Identification of various online resources in biology teaching
  - Comparing syllabus of state board with the syllabus of national/ international organization. (\* topics will be dealt under practicum)
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**Suggested readings:**

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.:	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
UNESCO	Essential of learning in Environment.

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- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.  
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

**COURSE P2BE: PEDAGOGY-I (B) ENGLISH**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop an understanding of the epistemology and pedagogy of English language
- understand the nature of English language
- understand the basic concepts of English language
- understand the teaching learning process in English language
- understand the planning of teaching skills.

**UNIT I: NATURE OF ENGLISH LANGUAGE**

- Language Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of teaching English language as a second language.
- Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English language
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

**UNIT II: BASIC CONCEPTS OF ENGLISH LANGUAGE**

- Basic concepts of English language-
  - Determiners -Question Forms including Question Tags
  - Infinitives and Participles -Direct and Indirect speech
  - Tenses -Connectors
  - Prepositions -Punctuation

**UNIT III: PLANNING AND TEACHING SKILLS**

- Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

**UNIT IV: INCULCATION OF HABITS**

- Listening comprehension
- Communication Habits
- Good reading Habits
- Good writing Habits
- English Language Lab: Concept and Importance

**PRACTICUM**

- Prepare a dictionary
- Prepare any audio-visual aids for 8th std.
- Prepare Lesson plan of prose/poetry/grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare a audio visual clip/program of inculcation of communication/listening/reading habits.
- Prepare a project on English Language Lab

**Suggested Readings:**

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.

- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.  
Makey, Sandra L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.  
Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

**COURSE P2BH: PEDAGOGY-I (B) HINDI**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- हिन्दीभाषा के वैज्ञानिक स्वरूप का ज्ञान देना ।
- श्रवण, भाषण, वाचन, लेखन एवं अभिव्यक्तिसम्बन्धी कौशलों का ज्ञान देना ।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति व महत्व से अवगत कराना ।
- हिन्दीभाषा की पाठ्यपुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से अवगत कराना ।
- हिन्दी की विधाओं एवं उनके व्यवहारिक शिक्षण की संस्थितियों का ज्ञान देना ।
- इकाई व दैनिक पाठ योजना के महत्व तथा निर्माण का ज्ञान देना ।
- हिन्दी भाषा का अन्य पाठ्य विषयों से समन्वय स्थापित कर सकने का ज्ञान देना ।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना

**इकाई 1 . गद्य शिक्षण :**

- गद्य का स्वरूप एवं विशेषताएं
- गद्य शिक्षण के उद्देश्य , महत्व एवं विधियाँ
- गद्य की पाठयोजना

**इकाई 2 . पद्य शिक्षण**

- पद्य का स्वरूप
- पद्य शिक्षण के उद्देश्य , महत्व एवं विधियाँ
- पद्य की पाठयोजना

**इकाई 3. व्याकरण शिक्षण**

- हिन्दी भाषा में व्याकरण का स्वरूप
- व्याकरण शिक्षण के उद्देश्य, महत्व एवं विधियाँ
- हिन्दी व्याकरण की पाठयोजना

**इकाई 4: हिन्दी भाषा शिक्षण में नवाचार**

- भाषाई कौशल और उनका महत्व
- हिंदी भाषा शिक्षण में सूचना संचार तकनीक का प्रयोग
- हिन्दी भाषा शिक्षण में शिक्षण सहायक सामग्री का उपयोग एवं महत्व
- मॉडल ऑफ टीचिंग एवं हिन्दी शिक्षण

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- हिन्दी पद्य शिक्षण की पाठ योजनाएँ, इकाई योजना
- गद्य शिक्षण की इकाई एवं पाठ योजनाएँ
- एक पुस्तक की समीक्षा
- प्रश्न पत्र निर्माण
- सहायक सामग्री के रूप में दो पीपीटी तैयार करना

**MODE OF TRANSACTION** संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

**Suggested Readings/सन्दर्भ सूची :**

- भाई योगेन्द्र जीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के० मातृभाषा शिक्षण , विनोद पुस्तक मंदिर आगरा
- लाल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घर जालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहास, DPH नई दिल्ली
- पाण्डेय श्रुतिकान्त. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली

- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism. International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguistics. Hutchinson & Co, London.



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## COURSE EPC2: DRAMA & ART IN EDUCATION

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### COURSE OBJECTIVES

**MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- understand different forms of art
- appreciate the role of art in human life
- be able to undertake creative initiatives in the field of drama and art for better learning

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### WORKSHOP-I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art
- Designing games and conducting intra–inter group games involving
- Building imagination, memory, associative thinking
- Physical, mental, emotional activity
- Observation, communication, problem solving, situation building
- Interconnecting different forms of art like music, dance, fine arts, performing arts

### WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

### WORKSHOP-III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any two of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.

### WORKSHOP-IV: MUSIC –Suggested themes:

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

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**Mode of transaction:** (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

**Evaluation scheme:** Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake

*dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools.*

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**COURSE SI 2: SCHOOL VISIT-II (UPPER PRIMARY TO HIGHER SECONDARY)**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 2 weeks**

To help the prospective teachers to:

- understand different types of interaction going on in an actual classroom
- be able to reflect various skills in an integrated fashion
- have a critical reflection on how to be an effective teacher
- get acquainted with various types of school activities and their role in education process

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After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

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**COURSE PTS: PRACTICING TEACHING SKILLS**

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**COURSE OBJECTIVES**

**MARKS: 100 | CREDITS: 4 | 8 Hrs./wk**

To help the prospective teachers to:

- understand the significance of various skills that the teachers may use for making teaching effective
- analyse the use of various skills part by part and focus on mastering them
- integrate them in their teaching for effective communication and classroom learning

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This will be a hands-on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching-learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard : basics, developing concept maps or diagrammatical structures

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## COURSE C36: ASSESSMENT & EVALUATION

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### COURSE OBJECTIVES

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The course will enable prospective teachers to:

- gain a critical understanding of issues in assessment and evaluation
- become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
- be exposed to different kinds and forms of assessment that aid student learning.
- make use of a wide range of assessment tools, and learn to select and construct these appropriately
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

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### UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

Measurement, Assessment and Evaluation : Concepts; Differences

Clarification of the terms- Appraisal, Test and Examination,

Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)

Instructional objectives in three domains- cognitive, psychomotor and affective

### UNIT 2: RECENT TRENDS IN ASSESSMENT AND EVALUATION

Marking and Grading System. Semester System. Open Book Examination System. On Demand Examination. Online Examination. Choice Based Credit System (CBCS) Continuous and comprehensive assessment(CCE) .

### UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

### UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING

- Graphical representation of data; Types of Graphs & its use.
- Measures of Central tendency( in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.
  - Percentile & percentile rank –calculation and uses
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics

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**MODE OF TRANSACTION:** Lecture, discussion, power point presentations.

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### PRACTICUM:

- Preparation of a rubrics/ portfolio/anecdotal record
  - Preparation of a teacher made test
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### Suggested reading:

- Asthana, Bipin & Agrawal, R.N.: *Measurement and Evaluation in Psychology and Education*, VinodPustakMandir, Agra.
- Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
- Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
- Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976
- Bhargav, M. *MapanEvamMulyankan*, Bhargav Publication
- Cronbach L.J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970
- Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer & Simens private Ltd, 1975
- Freeman F. S. *Theory and Practice of Psychological Testing*, (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976
- Gupta, S.P. *MapanEvamMulyankan*, New Delhi, ShardaPrakashan
- Harper (Jr.) A. E. & Harper E.S. *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*, New Delhi, Prentice Hall, 1990
- Linn, R.L. & Gronlund, N.E. *Measurement and Assessment in Teaching*, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E., Patpanj, Delhi, 110092, India.
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**COURSE P3AP: PEDAGOGY-II (A)– PHYSICAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and critically reflect upon Physical science curricula and co-curricula in schools
- Critically analyse and reflect upon the suitability of school textbooks of physical science
- Develop various strategies on different dimensions of evaluation
- Diagnose students' misconceptions through various techniques

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**UNIT I: PHYSICAL SCIENCE CURRICULUM**

- Critical study of the School Curriculum of Science and syllabus of CBSE and a state board in reference with Physical sciences at Upper primary and Secondary level
- Critical study of the National Curriculum and syllabus of School Science with particular reference to physical science of other nations

**UNIT II : PHYSICAL SCIENCE TEXTBOOK AND CCA**

- Role of Textbook and suitable structure of its contents, exercises and language
- Critical analysis of the school textbooks of CBSE and state boards
- Co-curricular activities in physical science: need & planning

**UNIT III: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE**

- Nature and dimensions of evaluation in physical science;
- Preparing blue-print; Subjective and objective type evaluation

**UNIT IV: MISCONCEPTIONS IN PHYSICAL SCIENCE**

- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching –learning experience
- Diagnosing and explaining students' misconception, finding remedies with the help of branched questionnaire, concept maps, concept cartoons, etc.

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Report on curricular process for a particular class
- Design and plan for a co-curricular activity for a particular class and simulate
- Preparing objective and subjective items for achievement testing
- Designing diagnostic tool to identify misconceptions
- Case-study for explaining misconceptions

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**MODE OF TRANSACTION:** lectures, video clips, discussion, small group activity

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**Suggested Readings:**

- |                     |  |
|---------------------|--|
| Das, R.C.           | <i>Science Teaching in Schools.</i> New Delhi. Sterling Publishers Private Limited.                  |
| Mangal S. K.        | <i>Teaching of science,</i> New Delhi: Arya Book Depot   |
| Mohan, Radha        | <i>Innovative Science Teaching: For Physical Science Teachers.</i> New Delhi: PHI Learning Pvt. Ltd. |
| Sharma, S.          | <i>Constructivist Approaches to Teaching and Learning,</i> New Delhi: NCERT                          |
| Sharma, R.C.        | <i>Modern Science Teaching,</i> New Delhi: DhanpatRai Publications,                                  |
| Sounders:           | The teaching of Gen. Science in Tropical Secondary Press London School, Oxford                       |
| Nair, C.P.S.        | Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.                                 |
| Negi, J. S.         | BhautikShikshan, VinodPustakMandir, Agra.  |
| Rawat D. S.         | Vigyanshikshan, VinodPustakMandir, Agra.   |
| Misra, K.S.         | Effective Science Teaching.Anubhav Publishing House, Allahabad                                       |
| Vaidya, N.          | <i>The Impact of Science Teaching,</i> New Delhi : Oxford and IBH Publishing Co., India.             |
| Yadav, M.S.         | Teaching of Science, Amol Publications.  |
| Anderson, H. O.     | Readings in Science Education for the Secondary School. New York                                     |
| Jenkins, E.W. (Ed.) | <i>Innovations in Science and Technology Education,</i> Vol. VI, UNESCO, Paris.                      |

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**COURSE P3AS: PEDAGOGY-II (A)- SOCIAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop the ability to construct test items
  - develop the ability to assess social concerns among students
  - develop the ability to construct test items to evaluate students' achievement.
  - develop skill diagnose and remedy students' difficulties in Social Science.
- 

**UNIT I: DEVELOPING SOCIAL CONCERNS AND CITIZENSHIP COMPETENCIES**

- Social concerns and citizenship education
- Dimensions of social concern (beliefs, attitudes , values, value judgment etc.) and its strategies to examine
- Social issues and its related activities
- Nature of citizenship skill

**UNIT II: EVALUATION OF STUDENT'S LEARNING IN SOCIAL SCIENCE**

- Meaning and Types of Evaluation in Social Science
- Dimensions of evaluation (Grades, Assessment and Standards)
- Assessing competence and concerns (Observation, Checklist, rating scale, anecdotal records, research sheet, essay test question, The Daily Diary and Socio-Metric Scales etc.)
- Performance assessments and portfolios

**UNIT III: CONSTRUCTING SOCIAL SCIENCE TEST ITEMS**

- Teacher made paper and pencil test  
-constructing essay and objective type test items
- Preparing Blue print and Achievement Test

**UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE**

- Meaning of Diagnosis
  - Meaning and Definition of Remedial Teaching
  - Objectives and Function of Remedial Teaching
  - Methods and the Strategies of Remedial Teaching
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Preparing a diagnostic test
  - Organizing a remedial class based on the diagnostic test conducted
  - Observation report on the social science curricular process
  - Make a daily diary of any one student
  - Prepare a blue print
- 

Construct the test items to assess learning in social science

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**Suggested Readings:**

Balagopalan, S.

Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.

- Batra, P. (ed.)  
Delhi: Sage.  
Bhattacharya, N.  
Billinge, M. et al. (eds)  
Macmillan  
Bose, S. and Sardana, A.  
Carr, E. H.  
Chakravarty, U.  
Eklavya  
Geetha, V. et al.  
George, A. and Madan, A.  
George, Alex M.  
Hursh, W., D. and E. W. R.  
Jain, M.  
John Dewey  
Kumar, K.  
Mehlinger, Howard D. (ed.)  
NCERT  
NCERT  
Paliwal, R. et al  
Ross, E. Wayne (ed.)  
Sunny, Yemuna.
- Social Science Learning in Schools: Perspective and Challenges, New  
Teaching History in Schools: The Politics of Textbooks in India. History  
Workshop Journal. 67(1), 99-110.  
Recollections of a revolution: Geography as spatial science, London:  
'Teaching Economics in Schools', Economic and Political Weekly, August 9,  
2008, pp 54-60.  
What is History? England: Penguin  
Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of  
'Ancient ' India ', New Delhi: Tulika Books, Chapter on: History as Practice:  
Introduction, 16-30.  
SamajikAdhyayanShikshan: EkPrayog, Hoshangabad: Eklavya.  
Textbook Regimes: A Feminist Critique of Nation and Identity,  
Tamilnadu. Nirantar: New Delhi  
Teaching Social Science in Schools. Sage: New Delhi  
Children's Perception of Sarkar: The Fallacies of Civics Teaching,  
Contemporary Educational Dialogue 1:2, 228-257 and published by  
Eklavya  
Democratic Social Education Social Studies for Social Change, New York:  
Falmer Press, Chapter 9: Not only by our Words: Connecting the  
Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.  
Social Studies and Civics: Past and Present in the Curriculum, Economic  
and Political Weekly, 60(19), 1939-1942.  
School and Society, chapter on Social Science  
Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-  
UNESCO Handbook of Social Studies. France: UNESCO Publications.  
Social Science Textbooks for classes VI – XII. NCERT: New Delhi  
Position Paper National Focus Group on Teaching of Social Sciences.  
NCERT: New Delhi  
'On Contextualization of Curriculum' Contemporary Education-dialogue,  
Learning Curve, APF, 200..  
The Social Studies Curriculum: Purposes, Problems and Possibilities.  
Albany: State University of New York Press, Chapter 1: The Struggle for  
the Social Studies Curriculum, 17-36.  
'Experience and Science in Geography Education', Economic and Political  
Weekly, June 14, 2008, pp 45-49.



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**COURSE P3 BM : PEDAGOGY-II (B) MATHEMATICS**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

- To understand the mathematical content and its instruction
  - To understand the Instructional Skills of mathematics teacher
  - To understand the Communication in mathematics teaching
  - To understand the Computer in mathematics teaching
  - To understand the Assessment in mathematics
- 

**UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS**

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

**UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS**

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

**UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING**

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

**UNIT- IV- COMPUTER IN MATHEMATICS TEACHING**

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
  - Interpretation of mathematical data through computer
  - Preparation of tables through computer
  - Types of questions- Subjective type and Objective type
- 

**PRACTICUM:** 1-Construction of CAI in mathematics for secondary students.

2- Preparation of three lesson plan of mathematics teaching through computer.

3- Preparation of evaluation sheet for CCE.

4-Conducting of Action Research for selected problems.

5-Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.

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**Suggested Reading:**

Kulsheshtha,	A.K. Teaching of Mathmatics , Meerut. R L Book Depot
Fuch, W.R.	Mathematics for modern mind, New york: McMillan& comp.
Clements D.H.	Computer in early and primary education-, Prentice Hall,
Saxena N.R.S. and Oberio S.C.,	Technology of Teaching- Meerut R. Lal.Book Depot.
Molenda Michel, Russel, J.D. et al	Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.
Sharma, R.A.	Technology of Teaching- Meerut, R. Lal Book Depot.
Devnani K.K.	Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.

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## COURSE P3BB : PEDAGOGY–II (B) BIOLOGY

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### COURSE OBJECTIVES

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Know the principles of learning and the contemporary views on learning.
  - Acquaint with different community resources in biology.
  - Understand the importance of planning field visits to different natural and manmade habitats.
  - Explore the process skill in science and role of laboratory in teaching– learning.
  - Facilitate development of scientific attitudes in learners.
  - Construct appropriate assessment tools for evaluating learning of biological science.
- 

### UNIT I PSYCHOLOGY OF LEARNING AND TEACHING OF BIOLOGY

- principles of learning
- \*How students learn? contemporary perspectives on learning: Dewey, Ausubel, Bruner, Piaget, Vygotsky and constructivist view of learning (**brief**)

### UNIT II ENRICHMENT OF BIOLOGY EDUCATION

- \* Planning field visits, Zoo, Sea shore life, Botanical garden, etc. Science club.
- Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

### UNIT III: LABORATORY RESOURCES IN BIOLOGICAL SCIENCE

- Setting up of Biology Lab: Need, Guidelines for organizing practical work, safety precautions to be followed while working in a lab, assessment of laboratory work.
- Developing science kit.

### UNIT IV: EVALUATION OF CHILDREN'S LEARNING

- Changing trends in evaluation, concept and need in reference to constructivist classroom.
  - \* Preparation of blue print and preparation of different test items in biology, concept of teacher made achievement test, diagnostic and remedial test in biology.
- 

**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits

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### PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
  - Preparation of a question bank.
  - Constructing a diagnostic test. (\* topics will be dealt under practicum)
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### Suggested readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	JeevVigyanShikshan, Lyall Book Depot, Meerut
Rawat, D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
UNESCO	Essential of learning in Environment.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
NCERT, (2005).	'Focus Group Report' Teaching of Science NCERT New Delhi.

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**COURSE P3BE : PEDAGOGY-II (B) ENGLISH**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand the school curriculum
  - develop the understanding of the qualities and role of English language teacher
  - able to understand the organization of co-curricular activities
  - understand continuous and comprehensive evaluation (CCE)
  - analyze the process of evaluation and assessment
- 

**UNIT I: SCHOOL CURRICULUM**

- Curriculum of English Language: State Board, Central Board of Secondary Education, International Baccalaureate(IB): characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

**UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES**

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development
- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

**UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)**

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

**UNIT IV: EVALUATION AND ASSESSMENT**

- Evaluation of scholastic area
  - Assessment of Co scholastic aspects of students learning
  - Different types of tests ; their advantages, limitations and suggestions for improvement
- 

**PRACTICUM**

- Preparation of diagnostic test for 8thstd.
  - Prepare a report of co-curricular activities
  - Prepare a text book of English Language for 9thstd. of state board/CBSE/ICSE/IB to develop students interest in Indian English writings.
  - Prepare a class magazine through the use of ICT
  - Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.
  - Prepare a report on the success and failure of CCE in secondary school.
- 

**Suggested Readings:**

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
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- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sandra L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

**COURSE P3BH : PEDAGOGY-II (B) HINDI**

**उद्देश्य:**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- हिन्दी भाषा शिक्षण में मूल्यांकन के उद्देश्य एवं महत्व का ज्ञान देना।
- हिन्दी शिक्षण में मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना।
- हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्यकता में महत्व की समझ विकसित करना
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान कराना।

**इकाई 1 : हिन्दी भाषा पाठ्यक्रम**

- पाठ्यक्रम का अर्थ एवं सम्प्रत्यय
- हिन्दी भाषा पाठ्यक्रम निर्माण के आधार, सिद्धांत एवं महत्व

**इकाई 2 : हिन्दी भाषा शिक्षण में मूल्यांकन**

- समग्र मूल्यांकन, अर्थ, संकल्पना एवं महत्व
- निर्माणात्मक मूल्यांकन, अर्थ, संकल्पना एवं महत्व
- वस्तुनिष्ठ एवं विषयनिष्ठ मूल्यांकन

**इकाई 3: हिंदी भाषा शिक्षण में परीक्षण**

- निदानात्मक एवं उपचारात्मक परीक्षण, अर्थ प्रकृति एवं महत्व
- निदानात्मक एवं उपचारात्मक परीक्षण का अर्थ प्रकृति एवं महत्व
- निकष संदर्भित एवं मानक संदर्भित परीक्षण अर्थ प्रकृति एवं महत्व

**इकाई 4: हिंदी भाषा में परीक्षण निर्माण**

- विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्न: अर्थ, महत्व एवं निर्माण
- नीलीछाया एवं प्रश्न पत्र (निदानात्मक एवं उपचारात्मक परीक्षण) निर्माण
- निकष संदर्भित एवं मानक संदर्भित परीक्षण निर्माण

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- निकष संदर्भित एवं मानक संदर्भित परीक्षण(CRT&NRT)
- निदानात्मक एवं उपचारात्मक परीक्षण (CRT&NRT)
- नीलीछाया एवं प्रश्न पत्र निर्माण
- एक पुस्तक की समीक्षा

**MODE OF TRANSACTION** संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

**सन्दर्भसूची:-**

- भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के0 मातृभाषाशिक्षण, विनोदपुस्तकमंदिरआगरा
- लल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा

- पाण्डेय श्रुतिकांत. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली
- शुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नईदिल्ली
- भाषासम्प्राप्तिमूल्यांकन— के.जी.रस्तोगी
- नागरीलिपिऔरहिन्दीवर्तनी—अनन्तचौधरी

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**COURSE EPC3: READING & REFLECTING ON TEXT**

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**COURSE OBJECTIVES****MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- develop reading comprehension
  - understand the pedagogy of reading and writing
  - understand the variety of texts for reading.
  - understand the relation of reading and writing
  - understand the best practices.
- 

**ACTIVITY- I: READING COMPREHENSION**

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

**ACTIVITY- II: PEDAGOGY OF READING**

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

**ACTIVITY-III: READING VARIETY OF TEXTS**

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people’s experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

**ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES**

- Different types of reading skills and strategies
  - Combining reading and writing leads to the development of critical skills
  - Analyze of various text structures : these contribute to the comprehension of a text
  - Writing with sense of purpose and audience; writing within the context of other’s ideas
- 

**PRACTICUM**

- Workshop on reading variety of texts
  - Prepare a report on best practices in reading/writing texts with the help of ICT
  - Prepare a field notes
  - Prepare pedagogical aspects of reading/writing
  - Draft a report on entire activities
  - Divide the group and provide one text and suggest students to make different interpretations
  - Design vocabulary games to enhance vocabulary
- 

**Suggested Readings:**

Bright, J. A., and McGregor, G. P. (1970).Teaching English as a Second Language. ELBS: Longman.  
Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.  
Hill, L. A., and Dobbyn, M. A. (1979).Training Course, Trainer’s Book. London: Cassell.  
Hubbard, P., and Hywel, J. et al.(1983). A Training Course for TEFL.Oxford University Press.

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**COURSE PT: PSYCHOLOGICAL TESTING**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

The prospective teachers will be able to

- Conduct psychological testing on students
- Record and analyse data scientifically
- Interpret the results and provide guidance if needed in desired direction

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The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum **five** of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.



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**COURSE SI 3: SCHOOL INTERNSHIP-I (UPPER PRIMARY TO HIGHER SECONDARY)**

**OBJECTIVES:**

**MARKS: 200 | CREDITS: 8 | 8 weeks**

The Prospective teachers, after this field experience, will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Participate in the various types of activities in internship, as members of the school
- Show competence in core teaching skills.
- Become a reflective teacher capable of self-regulating learning to teach

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In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full time teacher in the cooperating schools in a block of 3<sup>rd</sup> and 4<sup>th</sup> semester. In this phase of Internship the students are engaged in teaching-learning process at allocated school for least eight weeks. It shall be planed and coordinated by Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

In this phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching.

- *Teaching-I*  
*Teaching of Sub-I (40 marks)*  
*Teaching of sub-II (40 marks)*
- *Teaching-II*  
*Teaching of sub-I (60 marks)*  
*Teaching of sub-II (60 marks)*

-Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.

-It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.

-Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically analyse the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives under the guidance of supervisor.

-**Evaluation:** The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.

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## COURSE CH47: SCHOOL MANAGEMENT AND LEADERSHIP

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### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

To enable the student teachers to:

- to understand school management and managing school system
  - to understand organisational communication and decision making process
  - to understand meaning, concept, nature, types of leadership in educational organization
  - to understand how to enhancing leadership in educational organization
- 

### UNIT I: SCHOOL MANAGEMENT

- Concept of Management; functions of management-planning, organizing, coordinating, staffing, directing and controlling.
- School as a system of human and man-made resources.
- Managing people (Human Resource) -teaching and non-teaching staff of school.
- Managing resources (Physical Resource) -rooms, furniture, library, etc.
- Managing Time-school timetable; types, needs, and importance.

### UNIT II: ORGANISATIONAL COMMUNICATION AND DECISION MAKING

- Meaning and concept of organizational communication and decision making; participants involved in the school management process.
- Importance of co-ordination and communication; essentials of effective communications for school managers and teachers.
- Steps and hierarchy in decision making process.
- Need and importance of democratic decision making.

### UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- Meaning, concept and nature of leadership.
- Different styles of leadership.
- Teacher as a leader for innovation, change, improvement and sustenance.
- Principal or headmaster as effective leader-roles, duties, and personal and professional qualities.

### UNIT IV: ENHANCING LEADERSHIP

- Encouraging distribution of leadership in the school management process.
  - Supporting leadership effort
  - Encouraging initial leadership training
  - Leadership beyond the border of school
- 

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Identifying leadership qualities through inventories
  - Designing an effective school time table and academic calendar in a given situation
  - Developing fund planning and infrastructure development for a school building
  - Observation and maintain different types of registers for record maintaining
  - Leadership development games
  - Organisational communication in a simulated condition on a given issue
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### Suggested Readings:

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|---------------|--|
| Anand W. P.   | General principles of management for Educational Planner And Administrators, Paris, UNESCO   |
| Fred Luthens. | Organisational Behaviour, Tokyo, McGraw Hill, International Book Co.,1996  |
| Goel,S.D.     | <i>Modern Management Techniques</i> , New Delhi: Dee and Deep,1987   |
| NIEPA         | Modern Management Techniques in Educational Administration. New Delhi: Asian Institute Of Educational Planning and Administration,1971 |
| NIEPA         | Educational Management in India, NIEPA,New Delhi, 1986   |
| Agrawal J. c. | Organisation and Practice of modern Education, Shipra Publication,Delhi,2002   |
| SeemaYadav    | School Management and Pedagogics of Education, Anmol Publication Pvt., New Delhi, 2005   |
| Oberoi P      | Organisation Development, Guwahati,DVS Publication, 5302   |
-

Kaushik, V., & S.R. Sharma: Education and Human Resources Development, Anmol Publication Pvt., New Delhi, 2004  
N.N. Ganihar Leadership Behaviour And Teacher Moral, Discovery Publication House A1 Book.co.in.  
Snowden, P. & Gorton, R (2002) School Leadership and Administration (6<sup>th</sup> ed.) Boston: McGraw-Hill

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## COURSE CH48: CREATING AN INCLUSIVE SCHOOL

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### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

To help the prospective teachers to:

- To understand the properties and development of Inclusive Education.
  - To Understand the Education Policy for Disabled Children.
  - To Understand the Curriculum for differently able children
  - To Understand the Inclusive Classroom setting and teaching strategies.
  - To understand the recent program for Inclusive Education.
- 

### UNIT- I- PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

### UNIT- II- EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

### UNIT- III- CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

### UNIT- IV- INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
  - Classroom setting- Management for differently able children.
  - Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
  - Recent trend of Evaluation- CCE Pattern
- 

### Practicum:

Understanding classroom diversity and reporting the same.

Preparation of model to Use ICT for teaching in inclusive situation

Preparation of a diagnostic test for inclusive Classroom.

Collection of data regarding children with special needs from Municipal records.

Visit to Inclusive Schools and to observe classroom transaction of any one of such schools in Bilaspurcity and make a report of the same.

Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

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### Suggested Reading.

Panda, K.C.

Exceptional Children

Bhargava, M.

VishistBalak- H.P. Bhargava Book Publishers Agra.

Pathak, K.K.

Inclusive Language and communication.-S.R. Publication New Delhi.

Shrivastava, D.N.&Shrivastava,P.

Experimental Psychology, VinodPustakMandir Agra

Report of Kothari Commission,

Education and National development.MHRD New Delhi.

MHRD

Report of New Education Policy 1986 New Delhi.

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## **COURSE CH49: GENDER, SCHOOL AND SOCIETY**

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### **COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand the various concepts related to gender
  - acquire knowledge and understanding about the concept, history and theories of feminism
  - acquire knowledge and understanding about the concept, history and theories of masculinity
  - develop awareness about violence against women
  - acquire knowledge and understanding of inequality based on gender
  - develop strategies to remove the gender inequality and violence against women
- 

### **UNIT I: GENDER: KEY CONCEPTS**

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

### **UNIT II: GENDER AND SCHOOL**

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

### **UNIT III: GENDER AND SOCIETY**

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Social construction of Gender, gender socialization and Gender Roles.
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

### **UNIT IV: SEXUALITY AND POWER**

- Sexuality: meaning, its relation with power
  - Violence against women: Empirical Examples, Impact on the Lives of Women
  - Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
  - Laws related to women, National women commission and other national and international agencies related to women.
- 

### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Visit to institution working for women
  - Where gender discrimination is: an analytical study of a village
  - Upbringing of children in different kinds of families – case studies
  - Gender issues in school education – case studies
  - Develop an awareness programme related to gender issues
  - Analysis of a particular film in India
  - Responding to various forms of gender discrimination
  - Writing a report of growth of boys and girls of a village
  - Develop a programme for women empowerment in the context of Indian society
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### **MODE OF TRANSACTION: Lecture, Observation, project**

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#### **Suggested Readings:**

Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S.

Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Dr. Senllina Gender Analysis of State Policies: A case study of Chhattisgarh

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- Geetha, V. Gender.Stree: Calcutta.  
Ghai, A. Gender and Inclusive education at all levels In VedPrakash&K.Biswal (ed.)  
Perspectives on education and development: Revising Educationcommission and  
after. NUEPA: New Delhi
- Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific  
Region, NUEPA, New Delhi.
- Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita  
Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in  
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- Mehrotra, D.P., India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and  
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- कमलाभसीन, पितृसत्ताक्याहै, जागोरी, नईदिल्ली  
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महरोत्रा दीप्तिप्रिया, भारतीय महिलाआंदोलन: कलआजऔरकल, सम्पूर्ण टस्ट्र, नईदिल्ली  
निरंतर, जेंडरऔर शिक्षारीडर, भाग 1 और 2, निरंतर, नईदिल्ली

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## COURSE O41: PEACE EDUCATION

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### COURSE OBJECTIVES

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To enable the student teacher to:-

- understand the peace education.
  - recognize the relevance of peace education for humanity and to individual, national, and international development.
  - know the methodology of peace education and education for peace.
  - be aware of knowledge, attitudes, and skills for culture of peace.
  - understand the philosophy of peace education and global concerns for peace.
- 

### UNIT I: INTRODUCTION TO PEACE EDUCATION

- Peace Education-concept, Need in school education,
- Various philosophers on peace education: Vivekananda, Rabindranath Tagore, M.K.Gandhi, Aurobindo, J. Krishnamurthy

### UNIT II: GLOBAL CONCERNS FOR PEACE

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

### UNIT III: METHODOLOGY OF PEACE EDUCATION

Peace education at school level-

- Teacher's role in classroom
- Methods of teaching for peace education
- Learning of peace through activities
- Learning conflict resolution skills

### UNIT IV: EDUCATION FOR PEACE

In the context of avoiding violent behavior and developing culture of peace in the society the education for-

- Sustainable development, Human rights
  - Disarmament, knowledge-attitude-skills of peace
  - Environment, Cross-cultural perspectives
  - Democracy, Human values
- 

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- A group presentation on thoughts of peace education of various thinkers other than mentioned in syllabus
  - Critical analysis of NCF 2005 in the context of peace education and presentation
  - Preparing curriculum and content plan for effective initiation for promoting peace
  - Designing co-curriculum for promoting peace initiatives
  - Textbook analysis of different subjects for promoting education for peace
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### Suggested Readings:

UpadhyayPratibha,	Education for Peace Utopia or Reality, KalpzPublication
Sharma,Premala	Modern Methods of Education For International Understanding, Swarup Sons, New Delhi.
NCERT,	Education For Peace ,National Focus group's paper, first edition 2006,NCERT,New Delhi.
NCERT,	Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
CBSE,	Value Education A Handbook For Teachers, CBSE, Delhi.
SarojPanday,	Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
NCERT, (2005).	Focus Group Report' Teaching of Science NCERT New Delhi.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
Dr. B.R. Ambedkar,	Bhagwan Buddha and his Dhammas, BAI AE, Japan, Digital Publication.
Ambedkar,B. Bhagwan	BudhaAourUnakaDhamma, Dr. BabasahebAmbedkarIntrenational Association, JapanPublication

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## **COURSE 042: VOCATIONAL & WORK EDUCATION**

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### **COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop an understanding of vocational and work education.
  - Develop understanding of Carrying out vocational assessment and make vocational education plan.
  - Develop understanding about acquiring the concept of independent living and empowerment.
  - Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education
- 

### **UNIT-I: WORK EXPERIENCE IN SCHOOL**

- Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,
- Socially Useful Productive Work—concept and need

### **UNIT-II: WORK AND VOCATIONAL EDUCATION**

- Work Education and Vocational Education: concept and objectives; Historical perspective; Vocational Education vs. Vocational Training;
- System of Work Education and Vocational Education at different levels; current structure of vocational education

### **UNIT-III: CURRICULAR ISSUES**

- Work education: implementation, curricular options and management in schools; Issues of Evaluation;
- Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)

### **UNIT-IV: POLICY INITIATIVES**

- Centrally Sponsored Scheme of “Vocationalisation of Secondary and Higher Secondary Education”;
  - Place of Vocational and work Education in National Curriculum Framework 2005; *National Skill Development Initiatives*
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### **COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:**

- Analysis of vocational/work education curricula at any level of central/state board
  - Developing curriculum on any vocational skill.
  - Administering any vocational assessment tool.
  - Visit to any vocational Institution.
  - Critical analysis of vocational education in Indian schools in Global perspective
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**MODE OF TRANSACTION:** Lecture Method, Project, Discussion, School-Visit.

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### **Suggested Readings:**

- DSEL, MHRD, Vocational Education, at <http://mhrd.gov.in/vocational-education-overview>
  - Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of Education in India, at <http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>
  - Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi at <http://cbse.nic.in/workeducation.pdf>
  - The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System, Human Development Unit, South Asia Region, The World Bank, at <http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>
  - UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014 at <http://www.unevoc.unesco.org/go.php?q=Online+library&skin=&lang=&akt=id&st=&qs=5646&unevoc=1>
  - MHRD, GOI, (2012) National Vocational Education Qualifications Framework (NVEQF), New Delhi at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/EXECUTIVE%20ORDER\\_new.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/EXECUTIVE%20ORDER_new.pdf)
  - Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems, New York: Routledge
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## **COURSE O43: LEGAL EDUCATION**

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### **COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Become aware of various offences and corresponding legal issues in the context of their expected professional life
  - Become aware of the offences against children and women, and the consequences
  - Be empowered to safeguard their own interest as well as to be able to safeguard the rights and dignity of children and women
  - Be aware of legal issues related to use of media and freedom of speech
  - Be an effective participant to secure national integrity by adapting right behaviour and avoid the legal issues concerned with it
- 

### **UNIT I: OFFENCE AGAINST CHILDREN**

- Child Rights, Violation of Child Rights and Offence against children–Legal issues and Consequences, Corporal punishment and Physical abuse: Legal issues and Consequences;
- Consequences; Issues of Horizontal and Vertical Reservation Policy

### **UNIT II: OFFENCE AGAINST WOMEN**

- Questions of protecting Dignity and life of a Women;
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences [in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Article 21 and at least to IPC Sec. 294, 354, 509] IPC: concept (brief)

### **UNIT III: OFFENCES RELATED TO THREATENING OF NATIONAL INTEGRITY**

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

### **UNIT IV: OFFENCES RELATED TO EXPRESSION AND USE OF MEDIA**

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber crime
  - Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 66A-only66, 67, 469, 499, etc. and also to the sections in unit-III)
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### **COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:**

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
  - Study on offences faced by women, Girl-child in educational context
  - Presenting a report on newspaper cuttings/online news on offences in the context of education
  - Preparing merit-list on the basis of reservation policy
  - Presentation on legal provisions of RTE
  - Presentation on the legal issues related to Public Servants and their duties
  - Preparation of 'legal-dictionary'
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**MODE OF TRANSACTION:**Lectures, Projects, Discussion,

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### **Suggested Readings:**

Crime against Children at <http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf>  
IPC and other Local & Special Laws Pertaining to Crimes Against Children at  
[http://mahilakalyan.up.nic.in/child/IPC\\_and\\_other\\_Local\\_n\\_Special\\_Laws.pdf](http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf)

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The Protection of Children from Sexual Offences Act, 2012 at <http://pib.nic.in/newsite/PrintRelease.aspx>  
National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools  
[http://www.ncpcr.gov.in/view\\_file.php?fid=108](http://www.ncpcr.gov.in/view_file.php?fid=108)  
Corporal Punishment: Violation of Child Rights in Schools at <http://www.legalservicesindia.com/articles/punish.htm>  
Child Rights and Law: a guidebook for legal interventions at <https://www.childlineindia.org.in/pdf/Law-Manual.pdf>  
National Commission for Women. Sexual Harassment of Women at Workplace Act 2013 at  
<http://ncw.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf>  
National Commission for Women. The Indecent Representation of Women Prohibition Act 1986 <http://ncw.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf>  
<http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf>  
The Protection of Child Marriage Act at <http://ncw.nic.in/acts/pcma2006.pdf>  
critical-analysis-sexual-harassment <http://www.legalindia.com/critical-analysis-sexual-harassment-ipc/>  
Indian penal code at <http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf>  
Cyber crimes and the law at <http://www.legalindia.com/cyber-crimes-and-the-law/>  
Indian penal code in hindi at <http://indiacode.nic.in/indiacodeinhindi/index.htm>  
Indian penal code at <http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf>  
The Equal Remuneration Act, 1976 at <http://ncw.nic.in/frmReportLaws23.aspx>

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**COURSE EPC4: UNDERSTANDING THE SELF**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- develop an understanding of their own 'self' and 'identity' through a critical introspection
  - develop an alert, observing, sensitive personality capable of
  - explore their creative 'self' and develop appreciation in creative pursuit for self development
  - develop appreciation on yoga in converging body-mind-soul and in creating a fully functioning self
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**WORKSHOP I: SELF AND IDENTITY**

Basic idea of Self and identity: multiple identity, Discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self-concept, self-esteem, self-efficacy, particularly in the role of a school teacher; fully functional self

*Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing*

**WORKSHOP II: UNDERSTANDING OTHERS**

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

*Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature*

**WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT**

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavour; Putting persistent effort for adding novelty to the chosen form of creative task;

*Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression*

**WORKSHOP IV: YOGA FOR SELF DEVELOPMENT**

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

*Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga*

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**COURSE SI 4: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)**

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**OBJECTIVES:**

**MARKS: 200 | CREDITS: 8 | 8 weeks**

After completion of this internship the prospective students will be able to

- Understand the Broader concept of internship apart from the practice teaching.
  - Understand various types of activities in internship as a member of the school
  - Various formats to be used in the teacher training programmes.
  - Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting co-curricular activities, studying students' and solving their problems, etc.
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In the two-year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focussing on the teaching aspects in the third semester (for 8 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job-roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. This phase of the school internship will again be of 8 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Case study/individual portfolio-(25 marks)** – Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological-psychological-social space of learners in which they are embedded and to enhance their self-efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.
- **School participation-(25 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher-in-charge.
- **Teaching and Subject assessment-(50 marks)**–Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co-scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co-scholastic aspects and submit an evidence based detailed report.
- **Action research: (25 marks)**–The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim

is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.

- **Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc.)– (25 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
  - **Conducting morning assembly and CCA –(25 marks)**–Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organise CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
  - **Preparation of TLM–(25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.
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