DEVELOPMENT OF CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION PROGRAMME AT THE SECONDARY LEVEL FOR JHARKHAND

(Regulations and Courses of Study)

Developed By

विद्यया ऽमृतमश्नुतं

एन सी ई आर टी
NCERT

PAC (17.16)
REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)

Programme Co-ordinators

Dr.Gowramma I. P.
Associate Professor
Department of Education

Dr. Elizabeth Gangmei
Assistant Professor
Department of Education

March 2017

DEVELOPMENT OF CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION PROGRAMME AT THE SECONDARY LEVEL FOR JHARKHAND

(Regulations and Courses of Study)

Developed By

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

PAC (17.16)
REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR – 751022

Programme Co-ordinators

Dr. Gowramma I. P.   Dr. Elizabeth Gangmei
Associate Professor   Assistant Professor
Department of Education   Department of Education

March 2017

No. F. ....

Date : 20.03.2017

Prof. K. B. Rath
Principal

Dear Sir,

As you are aware, the Regional Institute of education (NCERT) has taken the responsibility of curriculum development for the state of Jharkhand during the session 2016-2017. Let me also mention here that, these academic exercises were carried out in collaboration with Resource Person from your state, Jharkhand. Moreover, the curriculum has been prepared over elaborate deliberations and discussions in two phases of workshops involving experts of our institute and external experts having experience and expertise in the area of curriculum development. Thus, the major activities of this project such as; curriculum development, editing and finalization had been completed at our end, but subject to modifications as per your needs and requirements. It is desirable if the State Resource Person reflect on the philosophy, practicality and contextually of the curriculum and decide on the feasibility of implementation. Keeping in view all these aspect of curriculum development, it is also expected that the draft curriculum be tried out with the stake-holders.

With reference to crucial aspects mentioned above, suggestions for sequential schedule of activities which will facilitate effective implementation of new 2-year B. Ed. Curriculum (as per NCTE 2014 framework) in the State of Jharkhand can be as follows:

1. Sharing of draft curriculum by state level key RPs / expert teacher education professionals. Key RPs will have to design a program schedule for sharing workshop, on modalities of sharing, in a state level programme.
2. Sharing the curriculum with all the teacher education faculty of the state on different courses of the curriculum both theory and practicum, in a phased manner as per convenience.
3. Justification of orientation on two year B. Ed. programme
4. Discussion/orientation on NCTE regulation 2014
5. Modus operandi of field engagement of 20 weeks
6. Discussion on vocational skill development courses and choice based credit courses
7. To clarify doubts about programme structure and semester system
8. Incorporation of feedback to modify and improve the draft curriculum as per the state's requirement and feasibility of its transaction.

It is expected that the intensions conveyed in the curriculum are communicated to the stakeholders at the implementing state. Hence, the pre-curriculum implementation phase is very crucial so that the draft curriculum implementation will yield the desired results.
The draft curriculum developed for the state of Jharkhand is place herewith for necessary action at your end.

Wishing you all the best.

(K. B. Rath)

To
The Director
SCERT, Dhurwa,
Ranchi, Jharkhand

DEVELOPMENT OF CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION PROGRAMME AT THE SECONDARY LEVEL FOR JHARKHAND

Programme Co-ordinators

Dr. Gowramma I. P.	Dr. Elizabeth Gangmei
Associate Professor	Assistant Professor
Department of Education	Department of Education
RIE (NCERT), Bhubaneswar	RIE (NCERT), Bhubaneswar

Team Members

A. External Resource Persons

1. Prof. S C Panda, Former Principal, RIE, Bhubaneswar

2. Dr. M. M. Mohanty, Former Director, SIEMAT Odisha

3. Dr. D C Rana Former Head, Dept. of Education, Bhadrak College

4. Dr. Pramatesh Das, Principal, NOWCTE & DD SCERT

5. Dr. Charlotte Regena John, Head, B.Ed. Department, St. Columba's College, Hazaribagh, Vinoba Bhave University, Hazaribag.

6. Dr. Usha Kumari Pandey, Lecturer, Government Teacher Training College, Kanke, Ranchi.

7. Dr. Sanjay Bhuyan, Asst. Prof. Women's college, Jamshedpur

B. Internal Resource Persons

1. Prof K. B. Rath, Principal RIE, Bhubaneswar

2. Prof. B. N. Panda, Senior Faculty, Department of Education, RIE, Bhubaneswar

3. Prof. Anoop Kumar, Prof. in Hindi, DESSH, RIE, Bhubaneswar

4. Dr. Sampa Das, Associate Prof. in Bengali, DESH, RIE, Bhubaneswar

5. Dr. L. Behera, Associate Prof., Department of Education, RIE, Bhubaneswar

6. Dr. R. K. Mohalik, Associate Prof., Department of Education, RIE, Bhubaneswar

7. Dr. Dhanya Krishnan, Assistant Prof., Department of Extension Education, RIE, Bhubaneswar

8. Dr. NZ Vashum, Assistant Prof., Department of Education, RIE, Bhubaneswar

9. Dr. Upasana Ray, Assistant Prof., Department of Education, RIE, Bhubaneswar

10. Mrs. Chaitali Sarangi, Assistant Prof., Department of Education, RIE, Bhubaneswar

11. Mr. Gautam Kumar, JRF, Department of Education, RIE, Bhubaneswar

CONTENTS

FOREWORD

Teacher education is core to driving education transformation in any given institute, state or country. Sustained and systemic teacher professional development practices can ensure that the teachers adapt to the changing learning needs of children and society and support a more student-centered learning environment. If teacher education is where the foundation of education quality is initiated – then we need to ponder on what we do to build, rejuvenate and support this stronghold of education to support the 21st century's socio-cultural, economic and pedagogical contexts. At the same time it is pertinent that research for understanding the profiles, skills and competencies of the teacher educators is incorporated in the teacher education programme through the curriculum which is considered as the an effective means to actualize this vision. Further, curriculum development exercises need to dwell upon reflection of the philosophy, practicality and contextuality of the curriculum and decides on the feasibility of implementation. These academic exercises in sync with the issue discussed above were the driving force for undertaking the present programme. For these, I would like to thank the NCERT and the Coordinators for initiating, driving and actualizing this academic endeavor in the form of PAC (2016-17) program and leading to a systemic and logical conclusion in the form of this report entitled *"Development of 2 year B.Ed. curriculum for the State of Jharkhand"*. The report offers a comprehensive description of all aspects for implementation of 2 year B.Ed. programme, subject to flexibility of the contextual needs. The rules and regulation included in the beginning of the curriculum is to be redrafted as per the university requirement of the state. overall, the curriculum encompassed four component; Perspectives in Education (PE), Enhancing Professional Capacities (EPC), Curriculum and Pedagogic Studies (CPS) and Field Experience (FE) which is to be organized and practiced within the four semester course. The curriculum also includes vocational paper as per the request of the state. In addition to that the curriculum is developed / designed following NCTE 2014 regulations with CBCS pattern as emphasized by UGC. The curriculum is developed keeping in mind the contextual requirement of Jharkhand state. I wish and hope the fruit of these endeavor will be reaped to the fullest for teacher education programme of Jharkhand towards a journey of more robust education system in the state.

(K.B. Rath)

i

Part - 1
Proceedings

BACKGROUND OF THE PROGRAMME

Education plays a significant role in bringing transformation in the society and to the state. Keeping in view the pivotal role played by education, it is placed in the constitution in the concurrent list and as such the central and state has taken care of the educational needs of each state in the country. Jharkhand being a recently formed state (15th November 2000) is in the evolving stage in terms of education policy and programme. In the context of management and administration of education in the state, it is under the Ministry of Human Resource Development, Govt. of Jharkhand with two departments such as; Higher and Technical Education and School Education and Literacy Development. The Government of Jharkhand has recently created a Jharkhand Council of Educational Research and Training (JCERT) for looking after academic aspects of the school and teacher education on the other hand the Jharkhand Academic Council (JAC) is managing the school level examination. The last Census Report 2011 placed Jharkhand among the 10 low literacy states, which requires serious and rigorous attention from the perspectives of school and teacher education. For quality education, we must have adequate provisions for education of teachers as it is one of the most important inputs for the effective school education. Research studies indicate that quality of teaching learning in school is largely depends on the quality of teacher education; pre-service and in-service.

The teacher education in the state is under administrative control of the Higher Education Departments. Presently total four government B.Ed. Colleges are offering teacher education at secondary level. The government also started many self financing B.Ed. Departments in existing degree colleges and University Departments. Besides these, there are many B.Ed. Colleges under private bodies. There is no uniform curriculum for all these B.Ed Colleges as they are affiliated to different Universities. The problem of B.Ed. curriculum becomes graver after implementation of NCTE Regulation 2014, making B.Ed. two years and practical oriented. In this background, the department of school education and literacy desired that the RIE Bhubaneswar may develop a B.Ed Curriculum for the state as per the NCTE regulation 2014 in the state coordination committee meeting held at Ranchi on 24th November 2015. Accordingly, the RIE Bhubaneswar has developed the B.Ed Curriculum with involvement of faculties from Jharkhand, Odisha and RIE Bhubaneswar under the leadership of Dr. Gowramma I. P, Associate Professor and Dr. Elizabeth Gangmei, Assistant Professor. The curriculum has incorporated all the NCTE regulations 2014 and latest development in the field of teacher education and school education.

I hope it would be useful for the state to develop a high quality pre-service teacher education which in turn helps in developing robust school education. I express my sincere thanks to educational authorities of the state and NCERT-RIE Bhubaneswar for providing all the supports for making this curriculum real one.

Dr. Ramakanta Mohalik
Associate Professor in Education and State Coordinator for Jharkhand

PROCEEDINGS

This academic exercise is basically a state request programme ventilated through SCC meeting between Jharkhand state authorities and RIE Bhubaneswar (NCERT). The programme is funded by NCERT and coordinated by RIE Bhubaneswar for the session 2016-17 *(PAC-17: 16)* with the Title*, "Development of The Curriculum for Pre-Service Teacher Education Programme at the Secondary Level of Jharkhand".* The programme has three objectives as follows:

i)   To analyse state need for developing curriculum at the secondary level
ii) Development of curriculum based on the recommendation of NCTE 2014
iii) Finalization of the curriculum as per the requirement of the State.

The programme is structured into four stages of activities i.e. *activity 01- Needs assessment of teacher education curriculum of Jharkhand State; activity 02- workshop for first draft of the curriculum; activity 03-workshop for editing and finalization of already developed curriculum, and activity 04- report preparation*. Throughout the activities the State government input is taken into consideration in the form of meeting with stakeholders, workshops wherein Resource Persons were involved from Jharkhand, feedback through emails. The details of each activity are given below.

Activity 01- Needs assessment of teacher education curriculum of Jharkhand State:
As per the requirement of the first activity, two days state visit was undertaken on **8th and 9th August, 2016** by the Coordinators. The need assessment visit was planned with the objectives to find out answers to some question like; does the college/institute/university running 2 year B.Ed course within the state follow a common curriculum? If no, in which way they are different? Do they follow annual or semester scheme? Does the curriculum incorporate CBCS pattern and requirement of the state for specific pedagogy to be offered at B.Ed level?

Mrs Nutan Prasad, Principal and Faculty of government women teacher training college Ranchi (GWTTC) organized the meeting on 8th, Aug 2016 at their Institute. Participants were from different university of Jharkhand (Ranchi University, Siddu Kanu Murmu University, Nilambar Pitambar University, Vinoba Bhave University were represented. Kolhan University could not be represented). Mr Manish Ranjan, Director SCERT and Director SE&L, Government of Jharkhand, Deputy Director SCERT, other state functionaries, graced the occasion and made presentations on the concerns and issues of the present curriculum and what the state need to come out in this regard. The meeting started with a brief introduction followed by sharing of the conception of the programme, objectives and rationale for developing a new curriculum for Jharkhand by the coordinators. The members present in the meeting shared their respective university's structure, pattern and component of their curriculum and other related issues.

Some basic features found with regards to 2 year B.Ed course during this 2 days visit are highlighted below:

- There is no uniformity in the structure, weight-age and pattern of the two years B.Ed curriculum within the five (5) universities.
- Some autonomous institutions follow semester system where as others still have annual pattern.
- Majority of the universities do not offer choice based credit system (CBCS).
- All the university had their curriculum developed by the board of study members which was passed through academic council of the university and syndicate.
- There is no systematic procedure followed either at university level or at the state level for admission.
- The teacher education institution offer two pedagogy of school subjects, though there are variation in choice of subject combinations.
- Vocational course are offered as optional courses.

Conclusion drawn from the meeting:
- Unequivocally the members in the meeting agreed to the proposal of coming out with a uniform curriculum for the state, which will be followed by all the 5 Universities of the state.
- As the state recruit teachers with two school subjects, it is decided to offer 2 pedagogy of school subjects in the new curriculum.
- As per the NCTE regulation the curriculum will be for 2000 marks, 80 credits and in a semester pattern.
- Since the UGC is moving towards CBCS pattern in all the Universities in the country, the new curriculum to be developed will follow the CBCS Pattern.
- Some vocational courses will be offered as optional and courses for credit accumulation will be provided.
- Members sought clarification in field engagement in all the semisters and 4 month internship activities. In the curriculum to be developed clarity regarding field engagement and activities to be performed during internship will be included.
- It was also decided that guidelines for admission based on NCTE 2014 regulation will be included in the curriculum.
- The Director Secondary Education, Government of Jharkhand and the coordinators concluded the meeting by assuring the members that the new curriculum will be vibrant with practical component inbuilt with all the theory courses.

2nd day of the field Visit (9th Aug, 2016).

The coordinators visited Ranchi College to have an interaction with the Head and Faculty of Education Department regarding the component of on going B.Ed curriculum and its related concerns. It was found that the college offers two pedagogy of school subject, but as a subject break up within the gross area of school subject. During interaction, the faculty raised their concern and desire to include CBCS Pattern, and coming under a uniform structure within the state. The coordinators also visited the UNICEF office of Ranchi to gather information on the need of the state from their perspectives, Mr. Binay Pattnaik, Education Specialist UNICEF, briefed about the existing teacher education programme in the state and reiterated the need for a transformation in teacher education through the new curriculum. He also urged to bring in

the Hindi version of the curriculum along with the English as many teacher education institutes are in need of curriculum written in Hindi. The coordinators met the Education Secretary Mrs Aradhana Pattnaik, Secretary HRD, Govt of Jharkhand to apprise about the outcome of the state visit and had a meaningful discussion for the upcoming activities. She suggested that the new curriculum comprise of an implementation guideline to be strictly followed by all the state run teacher education institutes.

Feedback was received from the JCERT after the visit and discussion and deliberation of the coordinators to the state. The same is given below.

Jharkhand Council for Educational Research & Training, Ranchi, Jharkhand Concerns of state for standardization of B.Ed. Courses in Jharkhand

1. **Admission Process:**

    The overall process of admission to B.Ed. courses in the state is quite diversified. Each university in the state has been following separate admission & selection process of candidates for their B.Ed. courses. Some of them are based on entrance tests and other follows merit list based on their marks achieved in graduation and other academic qualifications. Even in process of framing overall merit lists based on marks, there are chances for selection of high proportion of candidates from certain subjects where other subjects can be undervalued. It denies the opportunity of lots of prospective and genuine candidates at very first stage. Also, there are different practices of admissions in government and private institutions as well which reflect unfair means.

    In preview of above mentioned consequences, we need to create equal opportunity to the learner of state during admission and selection process in B.Ed. courses across the state. Department is keenly interested in unifying admission process for four Govt. B.Ed. colleges from forthcoming sessions.

2. **Fee Structure:**

    The fee structures of institutions also have huge variations as far as the overall fee structure is concerned for the B.Ed. course in the state. It starts right from the admission fees where it varies from Rs. 100 to 500 or Rs. 1000 in some cases. Certain private institutions may be charging even more. The component wise complete course fee also has incomparable variations for institutions according to the management of institutions. Also the fee structure differs among universities widely.

    Thus, we will highly appreciate your strict guideline for near to uniform fee structures for all the universities and private institutions in the state. From our side we will also ensure to follow the same in our govt. B.Ed. colleges. The state proposed for a common regulation for Government as well as private institutions and universities to follow common fee structure in the state for B.Ed. courses.

3. **Curriculum:**

Unsurprisingly the universities have been developing their own curriculum and syllabus in preview of existing curriculum frameworks and guidelines of University Grant Commission. Due to various constraints at state as well as university level, providing a concurrent curriculum to the learners have been quite challenging for universities at individual level.

3.1 Uniformity: We urge to make provisions for common B.Ed. curriculum for all the universities in the state in such a way that the proposed curriculum will be applicable to all government institutions as well as private colleges across the state. It would generate uniformity in overall course outcome to address the need of our state.

3.2 Semester System: Though, semester system has now been pre-requisite for most of the university courses, but B.Ed. curriculum followed by all the universities in Jharkhand, still follows annual curriculum for various reasons. Towards generating uniformity in curriculum we also desire to provide proper direction to the universities and institutions to follow semester system mandatorily.

3.3 Choice Based Credit System (CBCS): University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on performance in each course. The state has been keenly concerned to introduce CBCS in the state curriculum. The proposed curriculum design should contain common subjects in first and second semesters whereas the third and fourth semesters of course curriculum must have provisions for two and three elective subjects respectively.

3.4 Number of Subjects: We are also very keen on standardization of number of subjects imparted in two year B.Ed. course in the state as the existing curriculum of each university has different number of subjects. Therefore, we urge for equal number of subjects should be mandatory for the entire university B.Ed. curriculum across the state.

4. **Recognition**

We have great concerns about recognition of institutions in the state. The government have been running four B.Ed. colleges out of which two institutions are not getting recognition even having proper infrastructure in place whereas many private institutions are able to get recognitions even having lots of limitation. Our two College of Teacher Educations at Ranchi and Deoghar has been facing recognition issues. Thus, we request you to provide reasonable flexibility in recognition process for government institutions as these government institutions are providing opportunities to the applicants from most disadvantaged groups in the society. We will ensure to fulfill your expectations accordingly.

Activity 02- Workshop for the development of first draft of the curriculum:

The 5 days workshop for development of the curriculum for pre-service teacher education programme at the secondary level of Jharkhand was held at RIE, Bhubaneswar from **7ᵗʰ to 11ᵗʰ November, 2016**. The workshop started in the presence of Principal and senior faculty of department of education, with their words on the trends of teacher education curriculum across the country and the need to align with the relevant policy, committee reports and the NCTE 2014 regulations for qualitative change. In addition, there was a sharing from resource persons deputed from the state of Jharkhand about the status of teacher education programme in their state which was supplemented by coordinators sharing the findings of field visit undertaken earlier by them. The 5 days workshop was attended by 6 (4 from Odisha & 2 from Jharkhand) External Resource Persons along with all the faculty members of department of education as Internal Resource Persons. The house had a rigorous deliberation and brainstorming on the curriculum structure, design, components and procedures. The different component/courses were distributed among the resource persons as per their experiences and subject background to work on. At the end of the workshop, a course structure and skeleton curriculum was completed, for continuing work on completion before the finalization in the next workshop.

The following resource persons participated in the first workshop

C. External Resource Persons from Odisha
1. Dr. M. M. Mohanty, Former Director, SIEMAT Odisha
2. Dr. Pramatesh Das, Principal, NOWCTE & DD SCERT
3. Dr. D C Rana Former Head, Dept. of Education, Bhadrak College
4. Prof. S C Panda, Former Principal, RIE, Bhubaneswar

D. External Resource Persons from Jharkhand State
1. Dr. Sanjay Bhuyan, Asst. Prof. Women's college, Jamshedpur
2. Dr. Charlotte Regena John, Head, Department of Education, Vinobha Bhave University, Hazaribagh

E. Internal Resource Persons
1. Prof K. B. Rath, Principal RIE, Bhubaneswar
2. Prof. B. N. Panda, Senior Faculty, Department of Education, RIE, Bhubaneswar
3. Prof. Anoop Kumar, Prof in Hindi, DESSH, RIE, Bhubaneswar
4. Dr. Sampa Das, Associate Prof. in Bengali, DESSH, RIE, Bhubaneswar
5. Dr. L. Behera, Associate Prof., Department of Education, RIE, Bhubaneswar
6. Dr. R. K. Mohalik, Associate Prof., Department of Education, RIE, Bhubaneswar
7. Dr. NZ Vashum, Assistant Prof., Department of Education, RIE, Bhubaneswar
8. Dr. Upasana Ray, Assistant Prof., Department of Education, RIE, Bhubaneswar
9. Mrs. Chaitali Sarangi, Assistant Prof., Department of Education, RIE, Bhubaneswar
10. Mr. Gautam Kumar, JRF, Department of Education, RIE, Bhubaneswar

Activity 03-Workshop for editing and finalization of the curriculum:

The three days workshops from **13th to 15th February 2017** were held at RIE, Bhubaneswar. During this 3 days workshop 5 External Resource Persons including a resource persons from the state of Jharkhand attended. As the objective of this workshop was to edit and finalize the already developed curriculum. The curriculum was analyzed and discussed minutely and each course was specifically discussed by resource persons responsible. The sharing in the house was projected in a Power Point Presentation. At the end of the workshop, thus compiled curriculum is finalized to be disseminated by the concerned state authority and stakeholders.

The details of the Resource Persons involved in the finalization of the draft curriculum:

A. External Resource Persons from Odisha
1. Dr. M. M. Mohanty, Former Director, SIEMAT Odisha
2. Dr. Pramatesh Das, Principal, NOWCTE & DD SCERT
3. Dr. D C Rana Former Head, Dept. of Education, Bhadrak College
4. Prof. SC Panda, Former Principal, RIE, Bhubaneswar

B. External Resource Persons from Jharkhand State
1. Dr. Usha Kumari Pandey, Lecturer, Government Teacher Training College, Kanke, Ranchi.

C. Internal Resource Persons
1. Prof K. B. Rath, Principal RIE, Bhubaneswar
2. Prof. B. N. Panda, Senior Faculty, Department of Education, RIE, Bhubaneswar
3. Dr. L. Behera, Associate Prof., Department of Education, RIE, Bhubaneswar
4. Dr. R. K. Mohalik, Associate Prof., Department of Education, RIE, Bhubaneswar
5. Dr. Dhanya Krishnan, Assistant Prof., Department of Extension Education, RIE, Bhubaneswar
6. Dr. NZ Vashum, Assistant Prof., Department of Education, RIE, Bhubaneswar
7. Dr. Upasana Ray, Assistant Prof., Department of Education, RIE, Bhubaneswar
8. Mrs. Chaitali Sarangi, Assistant Prof., Department of Education, RIE, Bhubaneswar
9. Mr. Gautam Kumar, JRF, Department of Education, RIE, Bhubaneswar

This curriculum is designed as per the NCTE – 2014 regulation, norms and standards and UGC guidelines of CBCS. It is prepared for uniformity of teacher education programme in the state, which will have an impact on the quality of teacher education. The Teacher Education Institutes in the state of Jharkhand may be directed and monitored to follow the curriculum.

ACKNOWLEDGEMENT

Coordinators

Dr. Gowramma I P and Dr. Elizabeth Gangmei

Part - 2
Introduction and
Regulation

Bachelor of Education (B.Ed.) Programme

I. Introduction

The aspiration level of the society has changed considerably under the overarching influence of technological revolution and globalization along with existing diversity in our society, it is necessary that teachers have to deal with the heterogeneous learners in the classroom. This necessitates teachers to be equipped with skills and competencies that endorse the demands of the present societal phenomenon. At the same time, that learners have to be provided with opportunities to share, discover and participate actively in the learning process. Teacher has to understand the process of learning, create conducive environment for learning and to provide varied opportunities for the students to observe, experiment, reflect, and question.

The Curriculum Framework for school education published by the National Council of Educational Research and Training (NCERT) in 1975, 1988, 2000 and 2005 have played an important role in the development of school education system in the country, especially with regard to its content and transaction in classroom. The latest framework in the series, the National Curriculum Framework 2005 (NCF 2005) articulated the need for connecting knowledge to life outside the school, understanding construction of knowledge, facilitating learner in knowledge construction, creating a fear-free atmosphere, addressing diversity and inclusion, equity and quality. In order to bridge the gap between conceptual knowledge and practice, it is essential to understand child as a critical learner as emphasized in the framework.

In order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher Education Curriculum Framework from time to time. The latest curriculum framework, NCFTE-2009 tried to address the gap that exist between theory and practice in teacher education programmes. Moreover, it has suggested for incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student teachers in all courses through practicum, visits to innovative centres of pedagogy and learning, classroom based research, and internship of longer duration. The need for developing competencies for lesson design and maintaining reflective journals is also been emphasized.

The Justice Verma Commission (JVC) constituted by the Hon'ble Supreme Court of India submitted its report in 2012 recommended for revamping the system of teacher education in the country, such as introducing integrated teacher education programmes of longer duration and upgrading the status of teacher education by making the entire system as part of higher education. The commission recommended the establishment of inter-university centers of teacher education to ensure continuing professional development of teacher educators, re-orientation of teacher education curriculum to enhance the quality of teacher preparation, strengthen the regulatory and monitoring mechanisms and establishment of performance appraisal system for teacher education institutions, teacher educators and school teachers. The

Commission presented a holistic vision of teacher education in the country from the perspective of quality as well as regulation.

To translate the vision of JVC into reality, the National Council for Teacher Education (NCTE) revised its regulations, norms and standards for various teacher education programmes and notified new Regulations in December, 2014. As per the Regulations, the duration of the B.Ed. programme has been enhanced from one year to two years. In the 2 year B Ed programme, the curriculum follows broad based curricular areas such as perspectives in education, curriculum and pedagogic studies, enhancing professional capacities and engagement with the field. All these areas focus towards reducing the gap between theory and practice with inbuilt practicum in all the courses along with engagement with the field is extended throughout the four semesters. In addition, each course has ample scope, which links to the experiences in school. The present curriculum is an attempt to actualize all the pertinent issues raised in the new regulations. The curriculum in totality is a blend of the four important components as given above with exposure into an area of vocational skill development and opportunity to accumulate additional credit to enhance competence for a secondary school teacher.
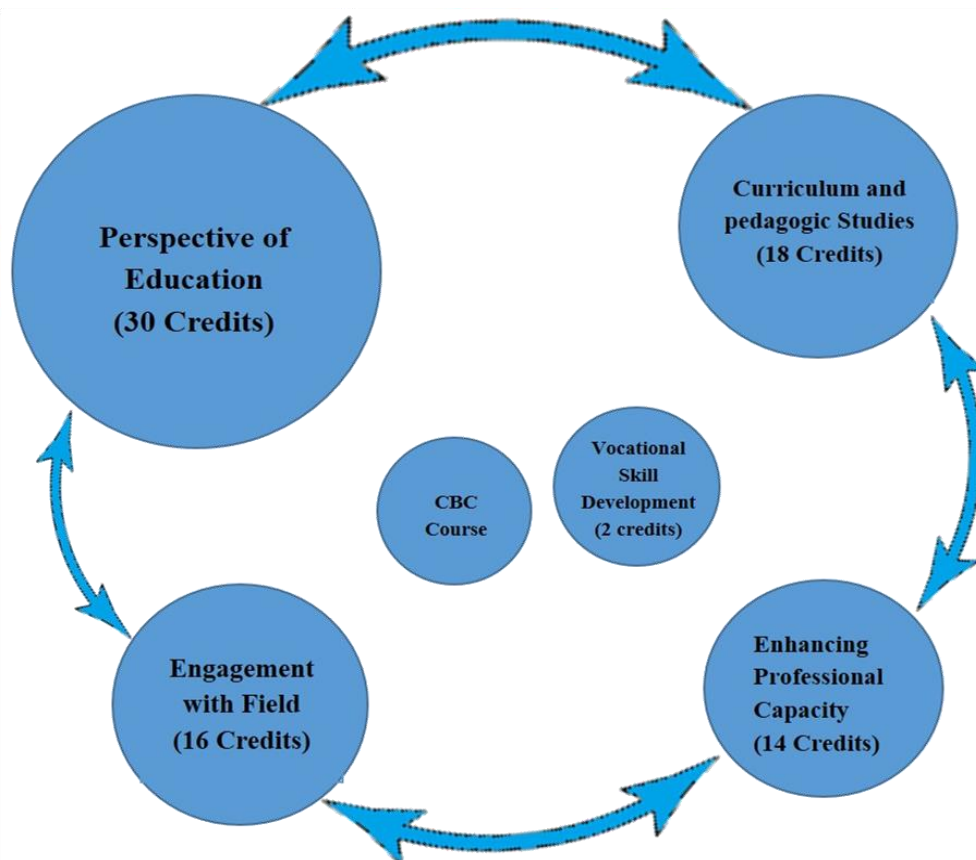
II. Guidelines for Admission
- Candidates with at least 50% marks in the qualifying examination are eligible for admission.
- Reservations and relaxation as per the policy of the state government may be applicable.

- Admission shall be made based on a common state level entrance test or any other selection process as per the policy of the state.
- Student intake can be of two units of fifty students in each unit, one from science and one from arts stream or as per the state requirement.

II. Course Details

As represented in the above diagram the course comprises of four components i.e. (i) Perspectives in Education (ii) Curriculum and Pedagogic Studies (iii) Engagement with the Field/Practicum and (iv) Enhancing Professional Capacities. Opportunity is provided to accumulate credits in order to enhance teacher competence through a compulsory vocational skill development course and optional credit based courses.

(i) Perspectives in Education

Perspectives in Education includes courses on basics in education, child development and adolescence, learning and teaching, assessment for learning, knowledge and curriculum, schooling and socialization, contemporary education, school management and inclusive education. The perspective courses provide a strong theoretical base on the discipline of education from psychological, sociological and philosophical perspectives. The course builds a comprehensive framework to interpret and analyse observations and interactions going on around.

(ii) Curriculum and Pedagogic Studies

These courses intend to facilitate student teachers to recognize the nature of knowledge and its construction in various subject areas (Biological/Physical/Social Sciences; Mathematics; /Languages–Hindi/English/Bengali), and pursue to keep themselves abreast with advancements in their areas of specialization. Each student teacher will take up two subject areas as per their choice. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over two semesters. Together they help in developing understanding and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. It will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hands on experiences.

(iii) Engagement with the Field/Practicum

The B.Ed. Programme shall provide sustained engagement with the self, the child, the community and the school at different levels and through establishing close connections among the different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship. This experience will develop an understanding of the significance of keeping a continuous relationship with the school and community.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities

and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to the diverse needs of the learners in schools. These activities shall be organized for 2 weeks in the first semester, 2 weeks in the second semester, 14 weeks in the third semester and 2 weeks in the fourth semester.

Thus, engagement with the field in schools will be for duration of 20 weeks for a two-year programme. After the completion of each field exposure including internship, the student teachers will consolidate and reflect on their experiences and share the same with their peers and teachers.

(iv) Enhancing Professional Capacities

Running across the four semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts education, and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. Most of these courses are internally assessed. These courses act as curricular resources, developing personal and professional self and provide inputs on art & aesthetics and yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, which can sensitize the fellow citizens though listening and empathizing.

(v) Vocational Skill Development

As per the need of the State, vocational courses are introduced from class IX with the government initiative of NSQF. Knowledge and skill expected in workplace are to be developed among the students before entering the world of work. In this regard, an orientation into skill courses at teacher education programme at secondary level is introduced. An effort is made in the curriculum to include an optional skill development course with two (2) credits as a compulsory component in the present B.Ed. programme.

The B. Ed. programme has been designed with the following objectives

1. Prepare teachers equipped with knowledge and competencies to conduct as professionals in order to handle the challenges of the present day classroom.

2. Prepare teachers with sound background in perspectives of education along with hands on experience based on field exposure.

3. Develop a rational conceptualization of pedagogical knowledge and to incorporate it into the specific content areas.

4. Develop teachers with a deep and critical awareness of professional ethics and an ability to critically engage in reflective practices.

Modes of Transaction:

With a view to move away from theoretical discourses and lectures, the student-teacher is required to be engaged in various kinds of learning experience. This programme intends to provide them with the specific engagements as per the requirement of each course. However, the nature of engagement of the student-teacher may be of the following kinds:

- **Lecture-cum-Discussion Session:** The teacher educator provides the prospective teacher a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** prospective teachers would be led to focus on readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/ community experiences would be arranged for the student teachers to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations:** Students will undertake thematic/contemporary study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Attachment to schools:** Learning experiences would be provided through several school based practicum for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.
- **Workshop:** A series of learning experiences in a given area would be provided to prospective teachers in the form of workshop, engaging them in modelling-practice-feedback sequence with a view to developing specified competencies required for a teacher.
- **Panel Discussion:** A series of panel discussions shall be planned on different themes/issues relating to school education and teacher education and shall be organized in the respective TEIs in which the prospective teachers shall participate and each of them shall prepare a brief report on the conclusion of each panel discussion session.
- **Group Work:** On different dimensions of an issue/theme relating to curricular components or concerning any emerging issues of school education, groups shall be formed among the prospective teachers who would work on the theme and performance of each individual group shall be reported.
- **Reference Work:** On specific theme/issue/problems relating to school education or on any other curricular issues, the prospective teachers would be asked to consult library, web resources, collect information and prepare their individual write-ups for seminar presentation and/or classroom discussion.
- **Projects:** Course related projects having contemporary concern shall be assigned to individual prospective teachers to be completed within a specified period of time with a report.

- **Collaborative Presentations:** The prospective teachers in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- **School Visit and Sharing of Experiences:** As per the requirements of the School Internship programme included in the curriculum, school visits, interaction with students, teachers and other stakeholders and sharing the experiences with them and with peers shall be one of the core activities of the prospective teachers. Similar visits to different types of educational institutes and interaction the stake-holders shall be conducted and the experiences shall be shared.
- **Sessional Work:** Each course in this programme has theoretical as well as practical component in the form of suggested activity, which need to be conducted and assessed internally in time.
- **Online courses:** related to the course of study, the teacher educator can put the student-teachers on relevant online courses.

The topics for the suggested activities listed under each course are suggestive. The concerned teacher educator may assign any other topic/issue relevant to the objectives of course.

The course structure and semester wise distribution of courses along with time required for their transaction and the total marks reflecting marks for internal and external assessment and credits assigned to each course are given below.

COURSE OUTLINE
Course Structure and Semester Wise Distribution of Courses with CBCS

Semester I: (18 Weeks = 16 Weeks for teaching + 2 Weeks for School Exposure)

Course / Paper	Hours per week	Total Marks	Internal	External	Credits
PE 1: Education, School and Society	5	100	20	80	4
PE 2: Childhood and Growing Up	5	100	20	80	4
CPS 1: Language Across the Curriculum	3	50	10	40	2
CPS 2: Pedagogy of School Subject – 1, Course – I: Language (Hindi, Bengali, English); Mathematics; Biological science	5	100	20	80	4
CPS 3: Pedagogy of School Subject – II, Course – I: Social Science; Physical Science	5	100	20	80	4
EPC 1: Learning to Function as a Teacher	4	50	50	-	2
EPC 2: ICT and Computer Application (Theory)	3	50	10	40	2
EF 1: School Exposure	2 weeks	50	50	-	2
TOTAL	30 hrs per week + 2 weeks	600	200	400	24

Semester II: (18 Weeks=16 Weeks for Teaching + 2 Weeks for Multicultural Placement Programme)

Course / Paper	Hours per week	Total Marks	Internal	External	Credits
PE 3: Schooling, Socialization and Identity	5	100	20	80	4
PE 4: Learning and Teaching	5	100	20	80	4
PE 5: Creating an Inclusive school	3	50	10	40	2
CPS 2: Pedagogy of School Subject – I, Course – II: Language (Hindi, Bengali, English); Mathematics; Biological science	3	50	10	40	2
CPS 3: Pedagogy of School Subject – II, Course – II: Social Science; Physical Science	3	50	10	40	2
CPS 4: Assessing Learning	5	100	20	80	4
EPC 3 ICT and Computer Application (Practicum)	4	50	50	-	2
EF 2: Multicultural Placement	2 weeks	50	50	-	2
*CBC courses					
TOTAL	28 hrs per week + 2 weeks	550	190	360	22

Semester III: (20 weeks=14 Weeks for Internship + 6 Weeks EPC Courses)

Course / Paper	Weeks per Semester	Total Marks	Internal		External	Credits
			Institute Faculty	School Teacher / Head Teacher		
EPC 4: Art Education	2	50	50	-	-	2
EPC 5: Understanding Self	2	50	50	-	-	2
EPC 6: Health, Physical Education and Yoga	2	50	50	-	-	2
EF 3: Internship	14 weeks	250	190	60**	-	10
TOTAL	**20 weeks**	**400**	**400**		**-**	**16**

**60 marks for internship will be assessed by the school-teachers / head teachers as specified in the course.

Semester IV: (18 Weeks=16 Weeks for Teaching + 2 Weeks for Working with Community Programme)

Course / Paper	Hours per week	Total Marks	Internal	External	Credits
PE 6: Knowledge and Curriculum	5	100	20	80	4
PE 7: Contemporary Concern in Education	5	100	20	80	4
PE 8: Management of school	5	100	20	80	4
EPC 7: Reading and Reflecting on Text	2	50	50	-	2
EF 4: Working with Community	2 weeks	50	50	-	2
VSD : Agricultural Practices **OR** Travel & Tourism, Horticulture / Food Preservation, Processing / Fashion Technology	2	50	50	-	2
*CBC Courses**	*4*	*100*	*20*	*80*	*4*
Total	**19 hrs per week + 2 weeks**	**450**	**210**	**160**	**18**
Grand Total of All Semesters		*2000*	*1000*	*1000*	*80*

One credit = 25 marks (16 hours theory or 32 hours practicum)
PE - Perspectives in Education
CPS - Curriculum and Pedagogic Studies
EPC - Enhancing Professional Capabilities
EF - Engagement with Field
VSD – Vocational Skill Development
*Choice Based Credit Courses (CBCC), the marks and credits are not added to the total

Choice Based Credit Courses would be offered across the departments and within the department on an experimental basis. As the programme intends to enrich the students with added professional inputs the choice based credit courses would offer relevant courses to enhance their professionalism. Each course would comprise of four classes per week for at least 12 weeks which would lead to accumulation of four credits at the end of the semester. The students can select the course in the beginning of semester-II and can complete it before the end of semester-IV. Examinations will be conducted during every semester along with the semester end examination.

All other matters not specifically provided in this ordinance /regulation shall be governed by the relevant provisions of general ordinance of the concerned Universities of Jharkhand. The norms and regulations prescribed from time to time by the NCTE will also apply to the programme.

Course Components of Two-Year B.Ed. Programme

The Two-Year B.Ed. programme comprises the following course components:

Area Covered	Description	Credit Allocation	Total Credit
Perspectives in Education (PE)	PE 1 : Education, school and Society	4	30
	PE 2 : Childhood and Growing Up	4	
	PE 3 : Schooling, Socialization and Identity	4	
	PE 4 : Learning and Teaching	4	
	PE 5 : Creating an Inclusive School	2	
	PE 6 : Knowledge and Curriculum	4	
	PE 7 : Contemporary Concerns in Education	4	
	PE 8 : Management of School	4	
Curriculum and Pedagogic Study (CPS)	CPS 1 : Language across the Curriculum	2	18
	CPS 2 : Pedagogy of School Subject 1, Course – I	4	
	CPS 2 : Pedagogy of School Subject 1, Course – II	2	
	CPS 3 : Pedagogy of School Subject II, Course – I	4	
	CPS 3 : Pedagogy of School Subject II, Course – II	2	
	CPS 4 : Assessing Learning	4	
Enhancing Professional Capabilities (EPC)	EPC 1 : Learning to Function as a Teacher	2	14
	EPC 2 : ICT and Computer Application (Theory)	2	
	EPC 3 : ICT and Computer Application (Practicum)	2	
	EPC 4 : Art Education	2	
	EPC 5 : Understanding Self	2	
	EPC 6 : Health, Physical Education and Yoga	2	
	EPC 7 : Reading and Reflecting	2	
Engagement with Field (EF)	EF 1 : School Exposure	2	16
	EF 2 : Multicultural Placement	2	
	EF 3 : Internship	10	
	EF 4 : Working with Community	2	
Vocational Skill Development (VSD)	VSD : Agricultural Practices **OR** VSD : Travel & Tourism, *Horticulture / Food Preservation, Processing / Fashion Technology	2	2
Total Credits			80
CBC Courses	CBC1 : Understanding Adolescence	4	#
	CBC2 : Understanding Disabilities	4	
	CBC3 : Early Childhood Care and Education	4	
	CBC4 : Environmental Concerns	4	

* Vocational Skill development courses on these can be offered depending upon the need and availability of resources.

CBC courses can be offered with an option of inter or intra departmental credit transfer.

Semester-wise Break-up of Courses of Two Year B.Ed. Programme, 2017-19, Jharkhand State

Semester-I	Cr.	Ext.	Int.	Semester-II	Cr.	Ext.	Int.	Semester-III	Cr.	Ext	Int.	Semester-IV	Cr.	Ext.	Int.
PE1- Education, School and Society	4	80	20	PE3- Schooling, Socialization and Identity	4	80	20	EPC4-Art Education	2		50	PE6-Knowledge and Curriculum	4	80	20
PE2-Childhood and Growing Up	4	80	20	PE4-Learning and Teaching	4	80	20	EPC5-Understanding Self	2		50	PE7-Contemporary Concern in Education	4	80	20
CPS1- Language across the Curriculum	2	40	10	PE5-Creating an Inclusive School	2	40	10	EPC6-Health, Physical Education and Yoga	2		50	PE8-Management of School	4	80	20
CPS2- Pedagogy of School Subject-I –Part I : Language (Hindi/Bengali/English); Mathematics; Biological Science	4	80	20	CPS2- Pedagogy of School Subject- I– Part II: Language (Hindi/Bengali/English; Mathematics; Biological Science	2	40	10	EF3-Internship	10		190 + 60*	EPC7-Reading and Reflecting	2		50
CPS3- Pedagogy of School Subject-2 – Part I : Social Science; Physical Science	4	80	20	CPS 3- Pedagogy of School Subject- II-Part-II : Social Science; Physical Science	2	40	10					EF4-Working with Community	2		50
EPC1- Learning to Function as a Teacher	2		50	CPS 4-Assessing Learning	4	80	20					VSD	2		50
EPC 2 - ICT and Computer Application (Theory)	2	40	10	EPC3-ICT and Computer Application (Practicum)	2		50					CBC course**			
EF-1 School Exposure	2		50	EF2- Multicultural Placement	2		50								
Credits/Marks	24	400	200		22	360	190		16		400		18	240	210
Total Marks		600				550				400				450	
						Total Credit – 80			Total Marks- 2000						

Note – one credit is one hour of theory or two hours of practicum per week

* marks given by the school supervisors

** exam for the CBC courses will be conducted.   The additional credit points are not shown in the table

REGULATION

1. The respective Universities shall conduct the semester-end examination for 2 year B.Ed. course in every semester. The time of examination shall be decided by the Examination Committee of the Universities concerned.

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

3. The examinations shall be opened to the candidates who have been duly selected as per the approved admission guidelines of the Institutions/Universities and admitted into the course.

4. The candidates who have prosecuted their Courses of Study by attending both theory and practical classes thereby securing not less than 80% attendance in each paper (70% on production of Medical Certificate) and have successfully completed the required number of practical assignments duly assessed internally and fulfilling all other required conditions in order to be declared eligible for the semester-end examination by the Head of Departments/ Institutions concerned.

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

6. The medium of instruction and examination in all the courses shall be English or Hindi.

7. Minimum percentage of pass mark in each theory paper shall be 50 and in each practical paper 60 of the total marks of that paper both internal and external assessment.

8. Each candidate has to secure minimum pass mark in each course (Theory and Practical) in sessional work and semester-end examination separately. If a candidate fails to secure the minimum pass mark in sessional work he/ she cannot be eligible to fill up the form to sit in the semester-end final examination.

9. A candidate failing to secure 50% marks in any theory course (s) and 60% marks in any practical course(s) in the semester and examination(s), shall be allowed to appear in the examination in that course(s) as back paper(s) and be given three consecutive chances to pass in the concerned course(s). The internal marks secured by the candidate in that course(s) shall be retained as such.

10. If a candidate discontinues the course in the middle at any stage without completing the study of the full course and fulfilling the stipulated requirements thereof, he/she shall not

be allowed to appear at the semester-end university examination(s). In such circumstances, he/she may apply afresh to the concerned institutions/university departments for his/her selection and admission to the course if he/she so desires.

11. At the final qualifying examination, award of Division shall be considered out of 2000 marks. In award of class, marks obtained by a candidate, both in theory and practical papers, in all the four semesters (internal and external assessment) shall be taken into consideration. Class shall be awarded as per the following:

First Class : 1200 marks and above (60% and above)

Second Class : 1000 to 1200 marks (50% and above but below 60%)

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

Part - 3
Course of Study

Semester - I

PE 1: EDUCATION, SCHOOL AND SOCIETY

Credit: 4

Total Marks: 100

Internal: 20   **External: 80**

Contact Hours / Week: 5

(3 Theory + 2 Practicum)

Objectives

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

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

Course Content

UNIT-1: Understanding Education & School

- Education: Meaning (derivational, broad and narrow); Eastern and western view points on education; Education as a process - bipolar, tri-polar and multi-polar; Agencies of education – formal and informal.
- Aims of Education: Individual and Social; Determinants of aims of education; Aims of education as per the SEC (1952-53), Education Commission (1964-66) and NPE,1986
- School as formal agency: Purpose (Socio-cultural), Curriculum and time, Location, Infrastructure, Stakeholders (primary and secondary); Activities – curricular and other curricular; School environment – learner and learning friendly; resources – human, material and financial.
- School - community interface: Importance, aspects of interface, strategies for strengthening their inter-relationship; role of school community interface in building learning communities

UNIT-2: Foundations of Education

- Philosophical: Relationship between philosophy and education; Aims of education, curriculum, pedagogy, and school organisation with reference to Idealism, Naturalism and Pragmatism.
- Sociological: Relationship between sociology and education; Implications of sociology for aims of education, curriculum, pedagogy and school organisation.
- Psychological: Relationship between psychology and education; Implications of psychology for curriculum and pedagogy.

UNIT-3: Educational thinkers and their contributions

- Educational thoughts of Mahatma Gandhi, Rabindranath Tagore and Shri Aurobindo-

their contributions to present education in India.
- Educational thoughts of Rousseau, Plato and Dewey - their contributions to education systems.

UNIT-4 Education, Society and Culture
- Social system: Sub-systems of social system; Education as a sub system of social system and its relationship with other sub – systems.
- Social change; Meaning, dimensions, factors / processes with reference to Indian society; Role of education for social change.
- Education and Modernization: Meaning and adaptive demands; Role of education for facilitating modernization
- Education and culture; Meaning of culture, inter-relationship between education and culture; Role of education for conservation, transmission and promotion of culture; Education as a process of acculturation and enculturation.

Suggested Activities
Each student-teacher is required to submit *any two* assignments from the following:
1. Preparation of a paper on the aims of education as recommended by the commissions, education policies and educational thinkers for comparative analysis.
2. Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio-cultural context of India.
3. Survey of a community and working our strategies for mobilization of resources available in the community for improvement of school practices.
4. Preparation of a paper on how school has been responsible for modernization of the community within which the school is situated.
5. Preparation of a blueprint on the different areas of possible school community interface.

Suggested Readings
Agrawal, A (1995). Dismantling the Divide between Indigenous and Scientific Knowledge: Development and Change, 26:413-39.

Ant Weiler, C. (1998). Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. Anthropos, 93:46-94.

Chomsky, N. (1986). Knowledge of Language, Prager, New York.

Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.

Dewey, J. (1997).My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) The Curriculum Studies Reader, Routledge: New York.

Dewey, J. (1997) Experience and Education, Touchstone: New York.13

Dewey, J. (1956). The Child and the Curriculum and School and Society, University of Chicago Press, Chicago, Illinois: U.S.A.

Krishna Murthy, J. (1947).On Education, Orient Longman: New Delhi.

Kumar, Krishna (1996). Learning From Conflict, Orient Longman: New Delhi.

Margaret, K.T. (1999). The open Classroom, Orient Longman: New Delhi.

NCERT (2014). Basics in Education: Textbook for B.Ed Course. NCERT, New Delhi.

Prema, Clarke. (2001). Teaching & Learning: The Culture of Pedagogy, Sage Publication: New Delhi.

Steven, H. C. (1970). The Philosophical Foundation of Education, Harper & Row Publishers: New York.

Sykes, Marjorie. (1998). The Story of Nai Taleem, Nai TaleemSamiti: Wardha.

Thapan. M. (1991). Life at School: An Ethnographic Study. Oxford University Press, Delhi.

Taneja, V.R (1978). Educational Thought and Practice. Sterling Publishers Pvt Limited, New Delhi.

PE 2: CHILDHOOD AND GROWING UP

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student-teacher shall
1. Explain the concepts of growth and development with the underlined general principles.
2. Specify the contexts and factors influencing development.
3. Explain the theories of socio-emotional, cognitive and language development and their educational implications.
4. Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.
5. Describe adolescence and the role of school and teachers in addressing the challenges during this period of development.

6. State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.

Course Content

Unit 1: Child as a Developing Individual
- Growth and Development: concept, principles and characteristics
- Factors Influencing Development: Development as a result of interactions between individual-potential and external environment (physical, socio-cultural, ecological, economic and technological).
- Individual differences: Concept and Types (intra and inter); Implications of individual differences (biological, physical, emotional, cognitive, social and moral) for organizing educational programmes (Curricular, Other Curricular, School and Classroom climate building)

Unit 2: Development during Childhood and Adolescence
- Stages and Dimensions - physical, social, emotional, cognitive and moral development;
- Developmental tasks during different stages facilitating holistic development (individual and social).
- Erickson's views on psychosocial development and Kohlberg's views on moral development
- Piaget and Vygotsky's Cognitive and language development.

Unit 3: Memory, Motivation and Creativity during Growing up
- Memory: Meaning, Types; Sensory, working and long term, strategy for developing memory
- Transfer of learning: Meaning, nature, types and role of teacher for promoting positive transfer of learning
- Motivation: Meaning, nature and techniques of motivating learners. Developing self-motivation.
- Creativity: Meaning, nature and strategies for nurturing creativity

Unit 4: Understanding Adolescence Education
- Adolescence Education: Concept, Nature and Importance
- Life skill education for adolescents: Meaning, importance, different life skills and strategy for developing life skills
- Relevance of Socio-Cultural diversity (family, school environment, community, peer group) and life experiences/learners' voice- their relevance to adolescence education
- Role of teachers, counsellor in addressing adolescent problems: Peer pressure, and substance abuse.

Suggested Activities

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

1. Case Study of a problem child / a slow learner/ a disadvantaged child
2. Administration of a group intelligence test and   reporting the result.
3. Rating of student-teachers' classroom performance (of any 5 student-teachers' performance)
4. Analysis of the common behavioural problems   observed in the classroom   suggesting the ways to address them.
5. Preparation of five activities for promoting creativity among the school students.

Suggested Readings

Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York

Huslok, E.B. (2003). Child Growth and Development, Tata McGraw Hill

Kakkar, S (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi

NCERT: Module on Adolescence Education

Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.0. Childhood in South Asia. New Delhi: Pearson Education India

Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF

Parry, J. (2005). Changing Childhoods in Industrial Chattisgarh. In R. Chopra and P. Jeffery (Eds), Educational regimes in Contemporary India. Sage

Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the development of children. New York: WH Freeman and Company

Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, research and applications in India. New Delhi. Sage

Sharma, N (2011). Understanding Adolescence, MBT India

Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

Woolfolk, A. (2008). Educational Psychology. Pearson Education

CPS 1: LANGUAGE ACROSS THE CURRICULUM

Credit: 2 | **Total Marks: 50** | | **Contact Hours / Week: 3**
| **Internal: 10** | **External: 40** | **(1 Theory + 2 Practicum)**

Objectives:
1. Identify the language background of the learners and facilitate their movement from home/regional language to standard language.
2. Analyse the language component in each subjects and facilitate language enrichment.
3. Develop strategies for improving communication ability of the learners.
4. Provide the students confidence in communication skills with expertise.

Course Content

Unit 1: Understanding language backgrounds of the learners
- Varied language contexts of the learners in their respective environments: using dialect, regional varieties and standard language.
- Understanding Multilingual contexts in the classroom: challenges and strategies to address the multilingual contexts.
- Home Language v/s Standard Language: Challenges of transmission and movement from home language to standard language
- Significance of home/ first language in classroom, the role of teacher.

Unit 2: Language and Curriculum Transaction
- Language across the various disciplines and subjects (humanities and science) with reference to form, structure and style, role of language in ensuring optimum learning in the subject areas.
- Classroom discourse: nature and strategies for facilitating communicating competencies in the oral skills
- Component of oral skills: reception, communication, clarity, brevity
- Strategies for facilitating oral skills: interactive, participatory mode, debate, discussion and collaboration.

Unit 3: Reading-Writing connection
- Reading school texts and content areas (Language, social science, science, mathematics) for comprehension and reception, expository vs narrative/ descriptive texts, descriptive vs reflective texts.
- Developing reading competencies: scanning, skimming, in depth reading, data gathering, extracting information and note making.
- Reading writing connection: use of note making for summarising, preparing write up, report and flowchart, pie chart, diagram, histogram, writing proses- generating ideas, drafting, revising and finalising.

Suggested activities

1. Preparation of a report on language diversities of the learners in a secondary class
2. Developing an action plan for improving an oral skills of the learners
3. Devising strategies for facilitating language competencies among the learners on the basis of a text from any subjects
4. Presenting a text (contents) in the form of flow chart/ pie chart/tree diagram
5. Writing a report on either content area or current issues/happening.

Suggested Reading

Applying a Vygotskian Model of Learning and Development in B. Spodek (ed.) Handbook of research on the education of young children. Macmillan: New York.

Butler, A. and J. Turnbill, (1984) Towards Reading-Writing Classroom Primary English Teaching Association Cornell University: New York.

Kumar Krishna (2007) The Child's Language and the Teacher. National Book Trust: new Delhi.

Labov, W. (1972) The logic of Non- Standard English. In Language in Education. Prepared by Language and Learning course Team. Routledge: London.

Martin, Jr. B. (1987) The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. International Reading Association: Michigan.

Mason, J. M. and S. Sinha (1992) Emerging Literacy in the Early Childhood Years.

Monson, R. J. (1991) Charting a New Course with Whole Language. Edn. Leadership.

Pinnell, G.S. (1985) Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (ed.) Observing the language learner. International Reading Association: Newark, DE.

Rothleen, L. and A. M. Meinbach (1991) The Literature Connection: Using Children's Books in Classroom. Good Year Books: Tucson, USA.

Sinha, S. (2000) Acquiring Literacy in Schools. Redesigning Curricula: A symposium on working a framework for School education Seminar.

Sinha, Shobha. (2009). Rosenblatt's Theory of Reading: Exploring Literature. Contemporary Education Dialogue.

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF FIRST LANGUAGE – I (हिंदी)

Credit: 4	**Total Marks: 100**	**Contact Hours / Week: 5**
	Internal: 20 External: 80	**(3 Theory + 2 Practicum)**

उद्देश्य:

पाठ्यक्रम की समाप्ति पर विद्यार्थी-अध्यापक :

1. भाषा की अवधारणा को समझेंगे
2. भाषा-संचार के उपयोगिता से अवगत होंगे
3. भाषा सिखने के मनोवैज्ञानिक आधार से अवगत होंगे
4. भाषा कौशल एवं चुनौती से अवगत होंगे
5. विभिन्न शैक्षणिक – अधिगम परिस्थितियों में सीखने की उपयुक्त रणनीतियों के उपयोग करने में सक्षम होंगें

अध्ययन विषयवस्तु

इकाई 1: भाषा और उसके विविध पक्ष

● ऐतिहासिक पृष्ठभूमि एवं वर्तमान स्थिति (अधिकारिक भाषा, न्यायपालिका की भाषा, व्यापर एवं वाणिज्य की भाषा, प्रेस और मिडिया)

● भाषा : परिभाषा, प्रकृति और महत्त्व

● घरेलु एवं मातृभाषा के रूप में हिंदी, आधुनिक भारतीय भाषा के रूप में हिंदी का उद्भव, विभिन्न बोलियों के साथ हिंदी का संबंध

● भाषा के रूप में हिंदी का ढांचा: भाषाई संरचना (ध्वनिक, रुपवाचक, वाक्यविन्यास और अर्थ)

इकाई 2: भाषा – उपार्जन और अधिगम

● भाषा – उपार्जन तथा भाषा – अधिगम में अंतर

● प्रथम भाषा अधिगम से संबंधित विचारधाराएँ :

○ व्यवहारवादी विचारधारा)स्किनर(

○ संज्ञानात्मक विचारधारा)चाम्सकी(

○ संवेदनागतिपरक विचारधारा)पियाजे वायगोव्सकी(

● भाषा के विकास को प्रभावित करने वाले कारक :भाषा समृद्ध वातावरण, प्रेरणा और सुदृढीकरण

● पहली, दूसरी और तीसरी भाषा के रूप में हिंदी भाषा का शिक्षण :उद्देश्य, समस्या और इसका समाधान।

इकाई 3: भाषाई कौशल

● भाषा सीखने के लिए दृष्टिकोण: सुनना, बोलना, पढ़ना और लिखने के लिए कौशल विकसित करना

● भाषाई संचार: आधिकारिक भाषा, न्यायपालिका, व्यापार और वाणिज्य, प्रेस और मीडिया में भाषा के प्रकार और संचार में बाधाएं

● भाषा कौशल के संदर्भ में भाषाई व्यवहार - प्रकार (ग्रहणशील बनाम उत्पादक; इनपुट बनाम आउटपुट) और उनकी स्वतंत्रता और अन्योन्याश्रितता

- भाषा शिक्षण की वर्तमान चुनौतियों -शिक्षार्थियों की भाषा पृष्ठभूमि और बहुभाषी संदर्भ,

इकाई 4: अधिगम संसाधन, मूल्यांकन और पाठ-योजना

- कक्षा संचालन विधि
    - व्यख्यात्मक : व्याख्यान, चर्चा, प्रदर्शन, संगोष्ठी, परिसंवाद, विचार-गोष्ठी और सम्मेलन
    - गतिविधि: रोल प्लेयिंग, नुक्कड़ नाटक, प्रहसन और प्रोजेक्ट
- विभिन्न प्रकार के विषय विशिष्ट शिक्षण-अधिगम की विधि
    - प्रत्यक्ष विधि,
    - अनुवाद विधि,
    - वार्ता पद्धति,
    - रचनात्मक सिखाने की विधि

सुझावपरक कार्यकलाप

1. अपने परिवेश में बोली जानेवाली भाषा और विद्यालय में पढ़ाई जा रही हिंदी में परस्पर तुलना करते हुए एक पर्चा तैयार कीजिए।
2. पास के किसी विद्यालय में जाकर किन्हीं दो विद्यार्थियों की भाषिक कठिनाइयों की जानकारी कीजिए। और उनके निराकरण के उपाय सुझाइए।
3. वाग्यंत्र को दर्शाते हुए एक चार्ट तैयार कीजिए।
4. भाषा अध्यापन के क्रम में हिंदी अध्यापकों के समक्ष आनेवाली चुनौतियों पर चर्चा कीजिए।
5. हिंदी की पत्र-पत्रिकाओं से उन अंशों को एकत्र कीजिए जिनसे भाषा अधिगम-प्रक्रिया में सहायता मिल सकती हो ।

सुझावपरक अध्ययन हेतु पुस्तकें / संदर्भ

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 (2006) एन.सी.ई.आर.टी., नई दिल्ली ।

भाषा और अधिगम (2006) – जेम्स ब्रिटन, ग्रंथ शिल्पी, नई दिल्ली।

भाषा अधिगम (1995) – डॉ .मनोरमा गुप्त, केंद्रीय हिंदी संस्थान, आगरा ।

भाषाविज्ञान और भाषाशास्त्र (1991)– डॉ .कपिलदेव द्विवेदी ,विश्वविद्यालय प्रकाशन ,वाराणसी

हिंदी शिक्षण (1984)– डॉ .रामशकल पांडेय ,विनोद पुस्तक मंदिर ,आगरा

मल्टी लिंग्वलिज्म ऐंड मदर टंग एज़ूकेशन ,(1981)ओयूपी ,दिल्ली

भाषा-शिक्षण - (1992)डॉ .रवीन्द्रनाथ श्रीवास्तव ,वाणी प्रकाशन ,नई दिल्ली।

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF FIRST LANGUAGE – I (हिंदी)
ENGLISH TRANSLATE VERSION

Credit: 4

Total Marks: 100
Internal: 20   External: 80

Contact Hours / Week: 5
(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student-teacher shall
1. understand the concept of language.
2. be aware of function of language – communication.
3. be aware of psychological bases of language learning
4. be familiar with skills and challenges of learning language
5. be capable of using appropriate learning strategies in various situations of learning-teaching

Course Content

Unit 1: Foundations of Hindi Language
* Historical background and present status (official language, language of judiciary, trade and commerce, press and media)
* Language: definition, Nature and Importance
* Hindi as a home language and mother tongue, its emergence as modern Indian language, its relationship with different dialects
* Structure of Hindi as a language**:** Linguistic structure (phonological, morphological, syntactic and semantic)

Unit 2: Language Acquisition and Learning
* Difference in language acquisition and language learning
* First language learning theories
    * Behaviouristic (Skinner)
    * Cognitive (Chomsky)
    * Sensory Motor (Piaget and Vygotsky)
* Factors affecting language development: Exposure to language rich environment, Motivation and reinforcement.
* Teaching of Hindi language as first second and third language: Objective, problem and its solution.

Unit 3: Language learning skills and challenges
* Approaches to language learning-developing skills of listening, speaking, reading and writing

- Lingual communication; types and constraints in communication as official language, judiciary, trade and commerce, press and media
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- Current challenges of teaching – language background of the learners and multi-lingual context,

Unit 4: Learning strategies
- classroom transaction methods
  - Expository: lecture, discussion, demonstration, extempore, debate, symposium, seminar and conference
  - Activity: role playing, street play, skits, stages drama, projects
- Different types of subject specific teaching and learning methods
  - Direct method,
  - Translation method,
  - Dialogue method,
  - Constructions learning method,
  - Induction-deduction method

Suggested activities
1. Prepare a pamphlet on the spoken Hindi in your educational institution and by the people of your town.
2. Study language difficulties of any two students of your nearby school and suggest a remedial measure.
3. Prepare a diagram of sound chords and their respective vocal sounds.
4. Discuss on the challenges faced by language teachers while teaching language.
5. Make a collection of paper cuttings, which can be of use in imparting language learning in the class.

Suggested Readings
National Curriculum Framework (2005), NCERT.

Language and Learning (2006), James Britton, Grabth Shilpi, New Delhi.

Language Learning (1995). Dr. Manorama Gupta, Kendriya Hindi Sansthan, Agra.

Vasha Vigyan aur Vasha Shastra (1991)- Dr. Kapildev Dwivedi, Vishwavidyalaya Prakashan,

Varansi.Hindi Shikshan (1984)- Dr. Ramshakal Pandey, Vinod Pustak Mandir, Agra.

Multi Lingualism and mother tongue education (1981), OUP, New Delhi.

Vasha Shikshan (1992) – Dr. Ravindranath Srivastava, Vani Prakashan, New Delhi.

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF FIRST LANGUAGE – I (BENGALI)

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives
1. understand the concept of language.
2. be aware of function of language – communication.
3. be aware of psychological bases of language learning
4. be familiar with skills of learning language
5. be familiar with skills and challenges of learning language
6. be capable of using appropriate learning strategies in various situations of learning-teaching

Course Content
Unit 1: Foundation of Language Teaching
- Historical Background and present status (policies and provisions relating to language)
- Bengali as a home language and mother tongue, its emergence as modern Indian language, its relationship with different dialects
- Structure of Bengali as a language: Linguistic structure (phonological, morphological, syntactic and semantic)

Unit 2: Language Acquisition and Learning
- Language acquisition and language learning difference
- First language learning theories
  - Behaviouristic (Skinner)
  - Cognitive (Chomsky)
  - Sensory Motor (Piaget and Vygotsky)
- Factors affecting language development: Exposure to language rich environment, Motivation and reinforcement.
- Teaching of Bengali language as first, second and third language: Objective, problem and its solution.

Unit 3: Language learning skills and challenges
- Approaches to language learning-developing skills of listening, speaking, reading and writing
- Lingual communication; types and constraints in communication as official language, judiciary, trade and commerce, press and media
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- Current challenges of teaching – language background of the learners and multi-lingual context,

Unit 4: Learning strategies

- classroom transaction methods
  - expository: lecture, discussion, demonstration, extempore, debate, symposium, seminar and conference
  - activity: role playing, street play, skits, stages drama, projects
- Different types of subject specific teaching and learning methods
  - direct method,
  - Translation method,
  - dialogue method,
  - constructions learning method,
  - induction-deduction method
- Spelling mistake—causes and method of correction.

Suggested Activities

1. Prepare a pamphlet on the spoken Bengali in your area and the bengali written in texts..
2. Prepare a diagram of sound chords and their respective vocal sounds.
3. Discuss on the challenges faced by language teachers while teaching language.
4. Make a collection of paper cuttings, which can be of use in imparting language learning in the class.
5. Make a collection of Bengali messages and articles send in watts app and face-books to study the current trend of Bengali in the social media forum.

Suggested Readings

Bangla Bhasa O Sahitya Sikkhan Paddhatir Rooprekha by Atul Gupta

Bangla Paranor Reete O Paddhati by Sastya Gopal Mishra

Britton, James (1973) Language and Learning. London. Penguin Books.

Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in language, National Council of Educational Research and Training, New Delhi 2015

Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.

Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.

Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.

Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press

S.K. Kochhar (1990).Teaching of Mother Tongue, Sterlinhg ,New Delhi

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF LANGUAGE – I (ENGLISH)

Credit: 4	**Total Marks: 100**	**Contact Hours / Week: 5**
	Internal: 20 **External: 80**	**(3 Theory + 2 Practicum)**

Objectives

On completion of this course, the student-teacher shall

1. understand the concept of language.
2. be aware of function of language – communication.
3. be aware of psychological bases of language learning
4. be familiar with skills of learning language
5. be familiar with skills and challenges of learning language
6. be capable of using appropriate learning strategies in various situations of learning-teaching

Course Content

Unit 1: Foundations of language Teaching

- Historical Background and present status (policies and provisions relating to language)
- Language: Nature and functions of language (social, emotional, developmental and cultural) and Language as a system : symbols and levels (substance, forms and context) of language
- Linguistic structure (phonological, morphological, syntactic and semantic) and Lingual communication; types and constraints in communication (official language, judiciary, trade and commerce, press and media)
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence

Unit 2: Language acquisition and learning

- Psychology of language acquisition and learning –
    - o Behaviouristic (skinner)
    - o Cognitive (Chomsky)
    - o Constructivist (Piaget and Vygotsky).
- Language acquisition and language learning in L2 (second language) – meaning, process and differences
- Challenges of teaching – learning of L2 in Indian context with reference to the factors affecting teacher-learning L2.
- Language context and input rich classroom environment facilitating language acquisition and language learning.

Unit 3: English as L2 in School Curriculum/English as a second language
- Approaches to language teaching
- developing skills of listening, speaking, reading and writing
- analysis of curriculum, syllabus and text books, in the light of concept, pedagogical processes resources and assessment
- Formulating learning objectives and preparing lesson plans
- Current challenges of teaching – learning English in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit 4: Learning strategies
- classroom transaction methods
  - Expository: lecture, discussion, demonstration, extempore, debate, symposium, seminar and conference
  - Activity: role playing, street play, skits, stages drama, projects
- Different types of subject specific teaching and learning methods
  - Direct method,
  - Translation method,
  - Audio-lingual method
  - Bi-lingual method,
  - Dialogue method,
  - Constructions learning method,
  - Induction-deduction method

Suggested Activities
1. A case study of the difficulties faced by students of while speaking English.
2. Prepare a diagram of sound chords and their respective vocal sounds of vowels and consonants
3. Discuss on the challenges faced by language teachers while teaching English language as a first, second and third language respectively.
4. Make a collection of paper cuttings, which can be of used in imparting language learning in the class.

Suggested Readings

Beaumount, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.

Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.

Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.

Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.

Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.

Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.

Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.

Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF MATHEMATICS – I

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives
On completion of this course, the student-teachers shall:
1. Understand the nature, scope, and values of Mathematics and its place in the school curriculum.
2. Specify comprehensively the objectives of teaching and learning Mathematics at the secondary and higher secondary levels of school education.
3. Develop long term and short term plans along with daily lesson plans for teaching and learning mathematics at the school stage.
4. Understand different approaches and methods of teaching and learning mathematics.

Course Contents
Unit 1: Foundations of Mathematics Education
- Nature and Scope of Mathematics: Nature of Mathematical propositions, Mathematical proof, structure and logic; Contribution of the Indian Mathematicians, Vedic Mathematics.
- Values of Mathematics: Cultural, Disciplinary and Utilitarian values.
- Importance of Mathematics in School Curriculum at Secondary and Higher Secondary levels, Correlation of Mathematics with other subjects in the school curriculum.
- Objectives of teaching-learning Mathematics: Objectives of teaching Mathematics at Secondary and Higher Secondary Levels: [As recommended in various reports], General and Specific/ Learning Objectives of teaching and learning Algebra, Geometry, Mensuration, Trigonometry etc.

Unit 2: Enhancing Quality of Mathematics Learning
- Meaning and building blocks of mathematics: Undefined terms, definitions, axioms, theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications, necessary and sufficient conditions, a mathematical statement and its variants—converse, inverse and contrapositive , compound propositions
- Exploring the learner: Identifying students' strengths and weaknesses in Mathematics learning; Remediation of weaknesses in Mathematics,
- Activities for enhancing motivation in Mathematics learning: Participation in Mathematics competitions (like Mathematics Olympiads. National Talent Search) quizzes, debates and exhibitions, Collection of mathematical riddles, puzzles, life sketches of great mathematicians,
- Encouraging Creativity in Mathematics: Developing innovative materials and games in mathematics, Collaborative peer activities, Mathematics club activities, Peer Learning Groups for brainstorming and developing alternative ways of solving problems and framing mathematical problems and activities, vedic mathematics.

Unit 3. Approaches/Methods for Teaching and Learning Mathematics
- *Learning by Discovery*: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts, Laboratory Methods
- *Teaching for Understanding Proof*: Proof by induction and deduction; proof by analysis and synthesis,
- *Problem Solving in Mathematics*: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
- *Constructivist approaches*: Self-learning and peer learning strategies, Projects and Collaborative strategies.

Unit 4: Contemporary concerns in Mathematics Teaching-Learningrs
- Teaching of Mathematics in the socio-cultural context.
- Mathematics Laboratory: Need, Materials in the laboratory, Setting the Laboratory, Functions of the Math. Laboratory
- Developing methodology for teaching children with dyscalculia: Symptoms, Types, Treatment and Strategies of teaching
- Types of continuing professional development(CPD) of Mathematics teachers, role of mathematics teachers association.
- Professional growth—participation in Conferences/seminars/workshops/professional learning communities (PLCs) within and outside the school. Using Journals ICT and internet for professional development.

Suggested Activities

Each student-teacher shall undertake *any two* of the following activities:

1. Collection of the short biographical sketches of Mathematicians and preparation of a report about their contribution to Mathematics.
2. Preparation of concept maps on any two (one each from Algebra and Geometry) topics of Mathematics at the secondary school stage.
3. Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra,2 from Geometry and 2 from any other area.
4. Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics.
5. Development of Lesson plans in Mathematics using 5E or ICON models
6. Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context**.**

Suggested Readings

Beckmann C.E. Thompson D.R and Rubenstein, R.N.(2010).*Teaching and learning high school mathematics.* New Jersey: John Wiley and Sons Inc.

Britton, E., Huntley, M.A., Jacobs, G. and Weinberg, A.S.(1999). *Connecting mathematics and science to workplace contexts : A Guide to Curriculum materials*. Corwin Press Inc., California

Chambers P. (2010).*Teaching Mathematics: Developing as a reflective secondary teacher*. New Delhi: SAGE.

Cowan, Pamela (2006).*Teaching mathematics, A handbook for primary and secondary school teachers.* London: Routledge.

Hollands, Roy (1990). *Development of mathematical skills*. Oxford, London: Blackwell Publishers.

James, Anice (2005). *Teaching of mathematics*. Hyderabad: Neelkamal Publications.

Katz, V.J. (Ed.) (2007).The Mathematics of Egypt, Mesopotamia, China, India and Islam: A Sourcebook. Princeton, NJ: Princeton University Press.

Kothari, R.G., and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.

Kilpatrick J, Hoyles C and Skovsmose, O. (Eds.) (2005). *Meaning in mathematics education.* New York: Springer.

NCERT (2006).*Position Paper: National Focus Group on Teaching of Mathematics*. New Delhi: National Council of Educational Research and Training.

NCERT (2012*).Pedagogy of Mathematics: Textbook for Two-Year B. Ed Course*. New Delhi: NCERT.

Noss R. (1998). The Computer as a cultural influence in mathematical learning. In Bishop A.J. (Ed.), *Mathematics education and culture*, London: Kluwer Academic Publishers.

Polya, George (1965). *Mathematical discovery* (Vol.II). London: John Wiley and sons, INC.,

Shetty, Balkrishna (2013). *What is mathematics?* New Delhi: National Book Trust.

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – I
PEDAGOGY OF BIOLOGICAL SCIENCE – I

Credit: 4	**Total Marks: 100**		**Contact Hours / Week: 5**
	Internal: 20	**External: 80**	**(3 Theory + 2 Practicum)**

Objectives
On completion of this course, the student-teacher shall
1. facilitate inculcation of scientific attitude and temper among learners
2. appreciate that biological science is a dynamic and expanding body of knowledge
3. nurture curiosity of learners about her/his natural surroundings and relationships of everyday's experience with concepts of biological sciences
4. Develop understanding about linkage among different concepts and themes in Biological sciences and also with real world/ life.
5. effectively use different activities and laboratory experiments for facilitating learning of Biological sciences.
6. Orienting student teachers towards need for professional development of biology teacher.

Course Content
Unit 1: Nature and Scope of biological science
- Biological Science as a domain of scientific inquiry
- Scope of biological science, diversity of the living world, origin of life and its evolution, health, and wellbeing environmental protection and sustenance of the ecosystem vis-à-vis values and ethics
- General and specific aim of teaching and learning of biological science in secondary and higher secondary classes
- Acquiring skills to understand the process of biology: observation, exploration, experimentation, generalization of observation and validation of knowledge

Unit 2: Approaches in learning biology

- Observation: Types, importance in Bio-Science, process, recording of observation
- Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situations; Process and limitations
- Project: Situation analysis, selection of the project, preparation of the project proposal, implementation, evaluation and reporting the project.
- Problem solving related to biological science
- Laboratory as learning resource; Preservation of Biological specimens and building Biological museum, Science exhibitions and Science clubs.
- Locality and community as learning resources

Unit 3: Pedagogical Treatments in Biology
- Using different pedagogical approaches (Behaviourist and Constructivist) and strategies (Problem solving, experimenting, project based, cognitive conflict) along with identification of major concepts, themes and criteria for assessment to treat major concepts in school Biology content:
  - Cell and its organization
  - Plant and animal kingdom
  - Environment and its protection
  - Principles of evolution
  - Principles of Genetics and heredity

Unit 4: Continuing Professional Development of Biology Teacher
- Professional development programmes for teachers: In-service teacher training, Seminar, Conferences, participation in professional learning communities.
- Field visits of teachers to botanical garden, National parks and Collaboration with different schools, institutions of higher education and research in the field of Biology.
- Exploration of ICT based online platforms for sharing the ideas, methods, strategies and teaching learning resources.
- Reflective practices and its role in professional development

Suggested Activities
1. Planning for a specific laboratory activity for secondary science class.
2. Carrying out a comparative curricular analysis of primary secondary and higher secondary biology curriculum.
3. Critical review of a recently published   research paper in Science/Biology Education Journal.

Suggested Readings

Fraser, B. J. and Tobin, K. G. (Eds.).*International handbook of science teaching (Part 1)*. Dodrecht, The Netherlands: Kluwer Academic.

Mintzes J., Wandersee, J. and Novak, J. (Eds.) (2000).*Assessing science understanding: A human constructivist view*. San Diego, CA.: Academic Press.

NCERT (2000).*Position paper of national focus group (NFG) on aims of education*.National Council of Educational Research and Training (NCERT), New Delhi. 58

NCERT (2000).*Position paper of national focus group (NFG) on teaching of science*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2005).*National curriculum framework for school education*. National Council of Educational Research and Training (NCERT), New Delhi.

Sutton, C.R. & Hayson, J.H. (1974).*Theart of the science teacher*, McGraw Hill Book Company Ltd.

Vaidya, N. (1999). *Science teaching for 21st Century*.Deep & Deep Publication.

Journal of Research in Science Teaching (Wiley-Blackwell)

Science & Children. A peer reviewed journal published by National Science Teachers Association (NSTA).

The Science Teacher. A peer reviewed journal published by National Science Teachers

CPS 3: PEDAGOGY OF SCHOOL SUBJECT – II, COURSE – I

PEDAGOGY OF SOCIAL SCIENCE – I

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives

On completion of this course, student-teacher shall
1. Gain insight on the meaning and nature of social science
2. Understand various aims and objectives of learning social science
3. Familiarize with different types of curricular projects in social science, their purpose and themes

4. Develop an understanding of the nature of Social Sciences, both of individual discipline and as an integrated/ interdisciplinary area of study
5. Understand various aims and objectives of professional development of social science teacher.

Course Content
Unit 1: Nature and Scope of Social Science
- Meaning, nature, scope and importance of social sciences.
- Means of enquiry in social sciences
- Present position of social sciences in school curriculum with reference to NCF 2005.
- Inculcation of values through social teaching.
- Development and organization of subject related content at different stages of school education.

UNIT 2: Strategies in Social Science
- Framing of interactive, critical pedagogy and constructivist strategies as per various topics in social sciences:
- Teaching-learning strategies in social sciences: Narration cum discussion, problem solving, collaborative, cooperative learning, dramatization, simulation, Bal-panchayat, mock parliament, storytelling, and computer assisted learning.
- Incorporating the strategies in special reference to:
    o History: The French Revolution and The Indian Struggle of Independence
    o Geography: India and its varied physical, cultural and social aspects
    o Political Science: Democracy in the contemporary world, Constitution Design and Democratic Rights
    o Economics: Resources, Poverty and its challenges and food security.
    o Develop an understanding of the nature of Social Sciences, both of individual discipline and as an integrated/ interdisciplinary area of study

Unit 3: Pedagogical analysis in Social Sciences
- Characteristics of Good text book in social sciences
- Analysis of social science text-books in the light of concepts, pedagogical processes, resources, child perspective and national and state interest.
- Necessary inputs in to the framing of a chapter in social sciences.
- Analysis of curriculum and syllabus in the light of concept, pedagogical processes, resources and assessment

UNIT 4: Enhancing the quality of Social Science learning
- Characteristics of Social Sciences teacher, skills and competencies.
- Need for professional development of Physical Science Teacher.

- Types of continuing professional development (CPD) of Mathematics teachers, role of mathematics teachers association; Participation in Professional Learning Community and in online forum for Social Science Teachers.
- Various opportunity for professional development of social science teacher pre-service and in-service teachers: orientation programmes through (seminar, conference, symposium, workshops, panel discussions, exhibitions and simulation activities)

Suggested Activities
1. Appreciate and use various approaches of teaching-learning of social science
2. Gain insight on the social issues related to social science.
3. Familiarize with different types of projects in social science, their purpose and themes.
4. Appreciate and use various approaches of assessment of social science
5. Acquire basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.

Suggested Readings

Carretero, M., and Voss, J. F. (Eds.) (1994).Cognitive and Instructional Processes in History and the Social Sciences. Hillsdale: Lawrence Erlbaum Associate.

Chaudhary, K. P. (1975). The Effective Teaching of History in India. New Delhi: NCERT.

Dasgupta, P. (2007). *Economics: Avery Short Introduction.* Oxford University Press.

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies.* New Delhi: Human.

Drake, F. D. & Lynn, R. N. (2005).*Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.

George, A. M. and Amman, M. (2009).*Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.

Gunnin, D. (1978). *The Teaching of History.* London: Goom Helm Ltd.

Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.

Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.

Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford UniversityPress.

James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.

Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.

Kochhar, S. K. (1970). *Teaching of Political Science.* New Delhi: Sterling Publishers Publishing House.

Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.

Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.

Smith, M. (2002).*Teaching Geography in Secondary Schools : A Reader*. London: Taylor& Francis.

NCERT.(2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi: NCERT.

Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.

Sartori, G. (ED.) (1984). Social Science Concepts: A Systematic Analysis. New delhi: Sage Publications.

CPS 3: PEDAGOGY OF SCHOOL SUBJECT – II, COURSE – I
PEDAGOGY OF PHYSICAL SCIENCE – I

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives
On Completion of this course, the student-teacher shall;
1. Gain insight on the meaning and nature of physical science
2. Understand various aims and objectives of learning physical science
3. Appreciate and use various approaches of teaching-learning of physical science
4. Realise his/her role as a facilitator in enhancing Physical Science learning in the real classroom situation.

5. Explore different ways of creating learning situations considering learning needs and context of the learner.
6. Critically analyse various issues in Physical Science.
7. Become aware of various professional development programs in Physical Science.

Course Content
Unit 1: Foundations of Physical Science Education
- Physical Science as a domain of inquiry, as a dynamic and expanding body of knowledge
- Historical Perspectives in Physical Science
- Scope of Physical Science
- General and Specific Aims of teaching and learning of Physical Science
- Acquiring Skills to develop the process of Physical Science-Observation, Exploration, Experimentation, Generalization and validation of Knowledge
- Nurturing process skills of science, developing scientific attitude and scientific temper
- Social and ethical issues in Physical Science

Unit 2: Approaches and Strategies in Learning Physical Science
- Selecting appropriate approach and strategy in learning Physical Science based on content, learner, context
- Role of Observation and Experimentation in learning Physical Science
- Approaches and Strategies of learning Physical Science: Collaborative learning, Problem solving, Concept mapping, Conceptual Change Model, Experiential learning, Inquiry approach, Project Method, Analogy strategy
- ICT integrated Physical Science Learning

Unit 3: Pedagogical Processes in Physical Science
- Using different pedagogical approaches (Behaviourist and Constructivist) and strategies (Problem Solving, experimenting, project based) along with identification of major concepts, themes and criteria for assessment to treat major concepts in school Physical Science content –Motion, Force, Heat, Electricity, Magnetism, Acids and Bases, Physical and chemical changes, Matter, Light,, Sound.

Unit 4: Professional Development of Physical Science Teachers
- Need for professional development of Physical Science Teacher.
- Various opportunities for in-service professional development–interaction with peer teachers, membership of professional organization such as National Physics Teacher Association, sharing through conferences, seminars and Journals.
- Collaboration with Research Institutes such as IISc, IPA, HBCSE.
- Participation in Professional Learning Community and in Online forum for Science Teachers.
- Role of reflective practices in professional development.

Suggested Activities
1. Assignment on Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Marie Curie, De Broglie, V. Ramakrishnan, etc.
2. Comparing the Science text books at Secondary stage on the basis of different validities of Science curriculum stipulated in NCF 2005
3. Design a learning situation in Physical Science by selecting an appropriate strategy
4. Design and develop at least two learning resources for physical science(one out of them has to be an ICT based learning resource)
5. Visit to any of the professional organization and prepare a report on the in-service professional development programmes that they undertake for Science teachers.

Suggested Readings

Fraser, B. J. and Tobin, K. G. (Eds.). *International handbook of science teaching (Part 1)*. Dodrecht, The Netherlands: Kluwer Academic.

Mintzes J., Wandersee, J. and Novak, J. (Eds.) (2000). *Assessing science understanding: A human constructivist view*. San Diego, CA.: Academic Press.

NCERT (2000). *Position paper of national focus group (NFG) on aims of education*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2000). *Position paper of national focus group (NFG) on education for peace.* National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2000). *Position paper of national focus group (NFG) on examination reforms*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2000). *Position paper of national focus group (NFG) on gender issues in education.* National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2000). *Position paper of national focus group (NFG) on habitat and learning*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2000). *Position paper of national focus group (NFG) on teaching of science*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2005). *National curriculum framework for school education*. National Council of Educational Research and Training (NCERT), New Delhi.

Mohan, R. (2002) , Innovative Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd., New Delhi

Steve Alsop, Keith Hicks (2007). Teaching Science : A Handbook for Primary and Secondary School Teachers, Kogan Page, New Delhi.

Sutton, C.R. & Hayson, J.H. (1974). *Theart of the science teacher*, McGraw Hill Book Company Ltd.

Vaidya, N. (1999). *Science teaching for 21st Century*. Deep & Deep Publication.

Journal of Research in Science Teaching (Wiley-Blackwell)

Science & Children. A peer reviewed journal published by National Science Teachers Association (NSTA).

The Science Teacher. A peer reviewed journal published by National Science Teachers Association (NSTA).

EPC-1 LEARNING TO FUNCTION AS A TEACHER

Credit: 2 **Total Marks: 50 (Internal)** **Contact Hours / Week: 4 Hours**

Objectives
On completion of this course the student teachers shall
1. Develop an ability to engage students in various activities related to process of learning.
2. Develop self-confidence and skill to enhance student participation and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up.
- Facilitating learning: - Achieve participation of all students accepting response of students and motivating to come up with alternatives. Organising one group activity.
- Ability to use resources and ICT: - Procurement/mobilizing development and use of resources using Open Educational Resources.
- Classroom Management:-seating, black board, catering to diversity, contextualization.
- Curriculum Planning:- detailed analysis of the content, unit plan, plan of lesson, scheme of lessons,
- Execution of Lesson: - One lesson covering all the above based on the plan of the lesson developed.

Guidelines for Assessment: The above stated process-based competencies will be practiced by the student-teachers which will be observed and evaluated by the teacher educator during the classroom transaction.

EPC-2: ICT AND COMPUTER APPLICATION (Theory)

Credit: 2	**Total Marks: 50**	**Contact Hours / Week: 3**
	Internal: 10 **External: 40**	**(1 Theory + 2 Practicum)**

Objectives

The course will enable the student teachers to;
1. Appreciate the historical development of various educational media.
2. Use various digital technologies (hardware and software) for creating resources and enhance learning experiences for all types of learners (including differently abled).
3. Use various ICTs for project based/problem based constructivist learning environment
4. Explain the role of ICT in authentic and alternative assessment
5. Understand the social, economic, and ethical issues associated with the use of ICT

Course Contents

Unit 1: Introduction to Information and Communication Technology
- Information and Communication Technology: Evolution, meaning, nature and application in education
- Software Fundamentals: Software – Meaning and types; System software and Application software. Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools

Unit 2: ICT and Pedagogy
- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Determine appropriate ICT and design a learning plan for a topic; Exploration of ICT resources for teaching learning.
- ICT for Pedagogical Innovations
  Development of e-content; Meaning, process and applications
  Web Quest and virtual field trips: Concept, process, and use in the classroom Open
  Educational Resources; Meaning and importance, various OER initiatives
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- Role of CIET/SIETs for Integrating ICT in Education; e-pathashala, NROER, MOOC

Unit 3: Use of ICT in Assessment and Management
- ICT and Assessment
  - o Electronic assessment portfolio – Concept and types; e-portfolio tools Creating and using electronic rubrics for assessment
  - o Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - o ICT applications for CCE

- ICT and Management
  - o MIS systems for educational management

- ICT for personnel management: e-mail, task, events, diary, networking
- ICT for educational management: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community
- Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Suggested Readings

Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad,PP-288, ISBN: 978-81-8316-293-7.

CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva PriyaVihar, New Delhi.

Laxman Mohanty, NeeharikaVora (2008). *ICT strategies for schools- a guide for school administrators*. Sage Publications: New Delhi.

Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New Delhi.

MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi

MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi

Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press,UK.

NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).

Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.

Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO

UNESCO. (2002). UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide, Division of Higher Education, UNESCO.

UNESCO. (2002). UNESCO Report: Information and Communication Technology in Teacher Education, A Curriculum for Schools and Programme of Teacher Development. Division of Higher Education, UNESCO.

http://nroer.gov.in/welcome

EF 1: SCHOOL EXPOSURE

Credit: 2   **Total Marks: 50 (Internal)**   **Duration: 2 Weeks**

Introduction

Validating the theoretical understanding of the student teachers through various perspective and pedagogic courses, a preliminary activity i.e. school exposure is planed to be conducted. It intends to develop awareness about the functioning of school and its relation with neighbourhood and experience in totality.

Objectives

On completion of the activities Student teachers shall

1. develop an insight into the role of a teacher
2. understand learner in different context.
3. develop awareness about the functioning of the school and its relation with neighbourhood.
4. develop awareness about the functioning of the school as the integral part of the community.
5. enjoy school activities in totality

The Course Details
I. Pre-Exposure Activities

A two-day orientation activity shall be conducted in the teacher education institute involving the students, teacher educators and representatives of the schools concerned. The near by schools as per the requirement are to be selected to which the student teachers are to be attached for exposure of the school activities. A group of 15-20 students' teacher may be sent to one school to have detail exposure to different school activities during their stay in the school. They are to be guided by 2-3 mentors (school teachers) inside the school premises during the whole school hours and the activities are to be monitored by a teacher-educator daily in the school.

During the orientation the formats for developing the reports by students-teacher, observation schedules etc. to be used for different activities. These shall be discussed with the participants and all of them shall be made aware of their responsibilities during school exposure. The student teacher shall be grouped to 15-20 individuals and be allotted to different schools under the teacher educators.

II. Activities During Exposure

After a brief orientation to acquaint them with the objectives of school exposure the student-teachers in groups shall visit schools. Student teachers shall collectively reflect on their experiences in small groups with the mentor and maintain a dairy reflecting their experiences on daily basis and submit their reflective dairy, brief report in a seminar at the institute. Students teachers shall attend the school full day starting from assembly. They shall observe the assembly,

instructional activities, co-scholastic activities, office record and its maintenance, staff meeting and similar activities conducted in the school during their presence

III. Post-Exposure Activities

A two-day seminar shall be organised at the institute and following activities are to be conducted;

- The student teachers are to submit the reflective dairies, report etc in the institute
- Group wise sharing of experience by each student-teacher.
- Collection of feedback for improvement of activities in subsequent years.

Guidelines for Assessment

Evaluation: The activity will be assessed and graded based on

01.	Reflective Dairy	10
02.	Presentation in Seminar	10
03.	Report Preparation	20
04.	Observation of their activities by the mentors and supervisors	10
	Total	50

Semester - II

PE 3: SCHOOLING, SOCIALIZATION AND IDENTITY

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student teacher shall

1. explain the concept, nature and process of socialization including the roots of the social institution in socialization
2. develop an understanding of factors responsible for identity formation
3. analyse the concerns and issue related to socialization
4. develop an understanding of the dimension of teacher's professional identity.

Course Content

Unit 1: Socialization and Social Institutions
- Socialisation: Meaning, nature and process
- Social institutions: Family, community, neighbourhood; school and religion
- Interlinkages between family, community and school (socio- cultural context)
- Meaning and dimension of self and impact of socialization on self.

Unit 2: Emergence of Identity
- Identity formation, determinants of identity formation – class, caste, gender and religion.
- Managing conflicting identities
- The influence of peer group, media, technology and globalization on identity formation

Unit 3 Socialization: concerns and issues
- Gender issue: Gender Bias, Gender Stereotyping and Empowerment of women
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Gender Identities and Socialization Practices in different types of families in India.
- Agencies perpetuating violence: family, school and media

Unit 4: Evolving Identity as a Teacher
- Teachers' professional identity; Meaning and various dimensions
- Teacher identity formation: Role of family, community, schooling, pre-service and in-service teacher education programmes
- Shifting identity of a teacher: student, adult and student teacher
- Teachers' aspiration and reflection

Suggested Activities
1. Preparation of a paper on the roots of the social institution in socialization of child
2. Interaction with the peers on the factors influencing their identity formation and preparation of a report on the basis of interaction
3. Conducting case study on family violence and its consequences.
4. Preparation of a seminar writ up on reflective practice among the teachers

Suggested Readings

Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi

Dipankar Gupta (Ed.) (2004). Caste in question Identity or Hierarchy. Sage Publications, New Delhi.

Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.

Kamala Ganesh &Usha Thakkar (Ed.) (2005). Culture and Making of Identity in India, Sage Publications, New Delhi.

Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi

Krishnamurti, J., Education and the Significance of Life, KFI Publications

Kumar Krishna (2004), What is Worth Teaching? 3rd edition, Orient Longman

Kumar, K.(2001) Prejudice and Pride: School Histories of the Freedom Struggle. New Delhi: Viking/Penguin.

Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam

National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.

Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.

NCERT (2014). Schooling Socialisation and Identity. NCERT, New Delhi.

Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi

Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory: Research and Applications in India, Sage Publication, New Delhi.

Sen Amartya (2006). Identity and Violence. The Illusion of Destiny. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.

Sharma, R &E. Annamalai. (2003). Indian Diaspora: In Search of Identity. Mysore: CIIL.

Shashi Tharoor (2007). The Elephant, the Tiger & the Cell phone. (Particularly part two of the book).Penguin Viking, New Delhi.

Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.

Srinivas M.N., (1986). Social Changes in Modern India, Allied Publishers, Bombay.

Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi

Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.80

PE 4: LEARNING AND TEACHING

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives
On completion of this course, the student- teacher shall
1. State the meaning, nature, dimensions and basic conditions of learning.
2. Discuss the broad perspectives of behaviouristic, social cognitive and constructivist vies of learning and their educational implications.
3. Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.
4. Employ the processes of teaching and managing classroom situations for meaningful learning.
5. Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

Course Content
Unit 1: Understanding Learning
1. Meaning and nature of Learning: learning as process and outcome; learning as 'transmission and reception of knowledge', Learning as 'construction of knowledge'

- Basic conditions of learning – Maturation, Readiness, Attention, Motivation, Fatigue, Materials, Learning Style, Tasks and Methods;
- Facilitating Learning Environment: Teacher's attitude and expectations, meeting individual differences, Physical conditions and Socio-emotional climates,

Unit 2: Theoretical Perspectives of Learning
- Different viewpoints on learning and their classroom implications: Behaviourist (Pavlov and Skinner), Cognitivist (Piaget), Social and Humanist (Bandura and Roger) and Constructivist (Piaget and Vygotsky)
- Understanding processes facilitating 'construction of knowledge': Experiential learning and Reflection, Social mediation, Cognitive negotiation, Situated learning and Cognitive apprenticeship, Meta-cognition.
- Categories of Learning: Gagne's categories and their implications for classroom learning
- Concept Learning: Meaning, prototypes and exemplars: strategies for teaching concepts-concept map

Unit 3: Meaningful   Learning
- Meaningful learning: Nature and characteristics, Views of Ausubel; Facilitating meaningful learning in and outside school-strategies and role of teacher
- Bruner's model of teaching for meaningful learning-process and implications for classroom instructions.
- Learning as meaning-making: concept, process, learner as meaning maker - characteristics of the learner; role of inquiry in meaning making
- Meaningful Learning as Experiencing: Observing, Perceiving and internalizing, and Deriving meaning from experiences; Facilitating Meaningful Learning in and out of school: strategies and role of teacher

Unit 4: Teaching and Learning
- Teaching: Meaning and Nature-Teaching as Instructing Vs. Teaching as facilitating learning, teaching as empowering learners
- Phases of teaching: pre-active, interactive and post active; levels of teaching-memory, understanding and reflective
- Mode of teaching: Face to face, distance, and digital; individualized and group based: modular approach
- Characteristics of effective teachers : content knowledge, pedagogical knowledge and technological knowledge, professional attitude, reflective practice

Suggested Activities
Each student-teacher is required to submit   assignments selecting *any two* of the following:

1. Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning,

2. Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful learning.
3. Survey of teachers' classroom activities of at least 10 teachers and preparation of report.
4. Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning.
5. Observing classroom transactions of teachers with high and low experience in teaching.

Suggested Readings

Burden, Paul R; Byrd, David. M. (1999). *Methods for effective teaching* (2nd Edn.). Boston: Allyn and Bacon.

Carr, D (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge Kegan &Paul.

Delpit, L (2006). *Other people's children, cultural conflict in the classroom*. The New press.

Dhar, T. N. (Ed.) (1996).*Professional status of teachers*. New Delhi: NCTE.

Kauchak, D. P and Eggen, P. D (1998). *Learning and teaching,: Research based methods.* Boston: Allyn and Bacon.

Woolfolk, A. (2008). Educational Psychology. Pearson Education

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

Bhutt, H. *The dairy of a school teacher*: An AzimPremji University publications, www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf

Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University press

PE 5: CREATING AN INCLUSIVE SCHOOL

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

Objectives

On completion of this course, the student – teacher shall
1. Explain the changing concepts related to inclusive education.
2. Elaborate the different categories of children with special needs, their problems in

schooling and need of inclusive education to address their educational problems.
3. State the barriers of inclusion in the existing schools.
4. State the characteristics and dimensions of an inclusive school
5. Describe the process of developing an inclusive school.

Course Content
Unit 1: Understanding Inclusion in Education
- Concept of inclusion in education: need and importance; paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education- equity and equality
    - International Focus: Salamanca 1994, UNCRPD, EFA (MDG)
    - National Focus: Constitutional obligations for education of diverse groups, RTE 2009, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST
    - Educational concessions, facilities and provisions.

Unit 2: Understanding learners for inclusion
- Children with disability (Nature, Characteristic and Needs)
    - Special needs of children with sensory disabilities,
    - Special needs of children with cognitive disabilities
    - Special needs of children with physical disabilities
    - Girls with disabilities, multiples disabilities
- Children from disadvantaged socio- cultural and economic background
    - Special needs of children arising due to language difference, gender, class, caste, religion and other factors

Unit 3: Inclusive School
- Inclusive school: concept and characteristics
- Removing barriers: Physical, psycho social, academic
- Curricular Issues: Content, Relevance and contextualization; Curricular process; managing inclusive classroom; Assessment
- Support to learners: assistive and adaptive devices, ICT use; Universal Design for Learning (UDL)

Suggested Activities
Each student-teacher is required to submit assignment on ***any one*** of the following
1. Observation of an inclusive classroom set up and reporting.
2. Preparation of a report on classroom problems faced by any category of CWSN and the strategies adopted by the teacher.
3. Preparation of a report on various types of interventions provided for any   category of CWSN in school.

Suggested Readings

Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs-Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd*
Julka. A*, Index of Incusion (2012) NCERT, New Delhi.*

Jha.M. (2002) Inclusive Education for All: Schools without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai

Julka, A. (2006) Meeting special needs in schools" A manual, NCERT, New Delhi

UNICEF (2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu

World Bank (2003) Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.

Ysseldyke, J.E. and Algozzine,B. *(1998) Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.

Julka,A.(2014) Including Children with Special Needs: Primary Stage

Julka,A.(2015) Including Children with Special Needs: Upper Primary Stage

Julka,A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study

NCERT (2006), Position Paper: National Focus Group on Education of children with Special Needs, NCERT; DEGSN, New Delhi

NCERT (2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.

MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

MLJ (2016). Right of Person with Disability Act 2016. Ministry of Law and Justice. Govt. of India. New Delhi.

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY OF FIRST LANGUAGE – II (हिंदी)

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

उद्देश्य:

पाठ्यक्रम की समाप्ति पर विद्यार्थी-अध्यापक :

१. अधिगमसंसाधनों की अवधारणा को समझेंगे-

२. मूल्यांकन की प्रक्रिया से परिचित होंगे

३. कांसेप्ट मानचित्रण की कला से परिचित होंगे

४. अधिगम उद्देश्य निर्माण से परिचित होंगे

५. सामग्री (content) के शैक्षणिक विश्लेषण से परिचित होंगे

६. रचनात्मक पाठ योजना बनाने में सक्षम होंगे

अध्ययन विषयवस्तु

इकाई ५: पाठ्यचर्या, पाठ्यक्रम, पाठ्यपुस्तक और भाषा संबंधी नीतियाँ

*   अनुभव के शंकु के संदर्भ में विभिन्न प्रकार के अधिगम संसाधन

*   विभिन्न प्रकार के विषय उन्मुख अधिगम संसाधनों की निर्माण की तकनीकी

*   भाषा प्रयोगशाला का एक महत्वपूर्ण अधिगम संसाधन के रूप में उपयोग

*   अधिगम संसाधन के रूप में आईसीटी का उपयोग, विभिन्न प्रकार की इंटरैक्टिव वेबसाइट्स और उनके प्रभावी उपयोग।

इकाई ६: भाषा अध्यापक , हिंदी भाषा का अन्य विषयों से सह संबंध

*   आकलन (मूल्यांकन और माप की प्राथमिक अवधारणा)

*   उपलब्धि परीक्षण, भाषा परीक्षण उपकरण निर्माण का सिद्धांत।

*   अच्छे परीक्षण उपकरण की विशेषताएं -प्रयोज्यता, विश्वसनीयता, वैधता।

*   भाषा के प्रश्नपत्र का निर्माण - विकल्पों की प्रकृति, समग्र कवरेज और बनाने की योजना के साथ सामान्य निर्देश सहित, सामान्य निर्देश, मूल्यांकन योजना

इकाई ७: हिंदी साहित्य- सामान्य परिचय, व्याकरण और भाषाविज्ञान की भूमिका

*   पाठ योजना और कांसेप्ट मैप के प्रकार (5E एवं ICON माडल के विशेष सन्दर्भ में)

*   शैक्षिक प्रक्रियायों, संसाधनों और मूल्यांकन के परिपेक्ष में पाठ्यचर्या, पाठ्यक्रम तथा पाठ्य-पुस्तक का विश्लेष्ण

*   अधिगम उद्देश्य तैयार करना

    o गद्य शिक्षण (विस्तृत एवं गैर-विस्तृत)

    o पद्य शिक्षण

    o व्याकरण और रचना शिक्षण – कार्यात्मक और औपचारिक व्याकरण , निबंध, पत्र, नोटिंग और मसौदा और शब्दावली

*   पाठ योजना तैयार करना

सुझावपरक कार्यकलाप

१. पाठ्यपुस्तक के अतिरिक्त अन्य स्रोत से किसी कविता और गद्य की पाठयोजना तैयार करना।-

२. समाचार पत्र ,पत्रिकाओं से भाषा -प्रयोग के विभिन्न नमूनों को एकत्र करना ।

३. घर में बोली जाने वानी बोली /भाषा और हिंदी में समान-असमान शब्दों की सूची तैयार करना।

४. निर्माणात्मक और योगात्मक मूल्यांकन के लिए अभ्यास-प्रश्नों को बनाना ।

५. भारत में बोली जाने वाली 22 संवैधानिक भाषाओं का संक्षिप्त विवरण तैयार करना।

६. देवनागरी लिपि और रोमन लिपि की विशेषताएँ बताते हुए उनकी तुलना करना ।

सुझाव क्रियाएँ

1. संदर्भित ग्रंथों से गद्य / कविता की एक सबक योजना तैयार करें।

2. अखबारों और पत्रिकाओं से विभिन्न प्रकार के लेखन का एक संग्रह बनाओ और साथियों के बीच साझा करें।

3. घर पर और बाहर भाषा: उनमें से प्रत्येक को भेद।

4. प्रारंभिक और समर्यात्मक मूल्यांकन प्रश्नों का निर्माण।

5. देवनागरी स्क्रिप्ट और रोमन लिपि में समानताएं और अंतरों की सूची।

सुझावपरक अध्ययन हेतु पुस्तकें /संदर्भ

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 (2006) एन.सी.ई.आर.टी., नई दिल्ली ।

भाषा और अधिगम (2006) – जेम्स ब्रिटन, ग्रंथ शिल्पी, नई दिल्ली।

भाषा एवं भाषा – शिक्षण, खंड-2 (2016) – संपा. रमाकान्त अग्निहोत्री, अमृतलाल खन्ना, वाणी प्रकाशान, नई दिल्ली ।

भाषा-शिक्षण (1992) - डॉ. रवीन्द्रनाथ श्रीवास्तव, वाणी प्रकाशन, नई दिल्ली ।

भाषा और व्यवहार (2010) – डॉ. ब्रजमोहन, वाणी प्रकाशन, नई दिल्ली।

भाषा विज्ञान और भाषाशास्त्र (1991) – डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी ।

भाषा का संसार (2011) – प्रो. दिलीप सिंह, वाणी प्रकाशान, नई दिल्ली ।

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY OF FIRST LANGUAGE – II (हिंदी)
ENGLISH TRANSLATED VERSION

Credit: 2	**Total Marks: 50**		**Contact Hours / Week: 3**
	Internal: 10	**External: 40**	**(1 Theory + 2 Practicum)**

Objectives

On completion of this course, the student-teacher shall

1. understand the concept of learning resources
2. be familiar with the process of assessment
3. be familiar with the art of concept mapping
4. be familiar with the formulation of learning objectives
5. to be familiar with content pedagogic analysis
6. to be capable of developing constructivist lesson plans

Course Content
Unit 5: Learning Resources
- **Various kinds of learning resources with reference to the cone of experience**
- Technicalities involved in preparation of different kinds of subject oriented learning resources
- Use of language laboratory as a significant learning resource
- Use of ICT as a learning resource, various kinds of interactive websites and their effective usage.

Unit 6: assessment in Hindi language teaching
- Assessment (elementary concepts of evaluation and measurement).
- Achievement test, principles for constructing a language test.
- Characteristics of good test- usability, reliability, validity.
- Construction of a language question paper including general instruction with nature of options, overall coverage and making scheme.

Unit 7: Planning teaching learning in Hindi language
- Types of lesson plan and concept maps (special reference to 5E and ICON model)
- Analysis of curriculum, syllabus and text books, in the light of pedagogical processes, resources and assessment
- Formulation of the learning objectives
  - Teaching-learning Prose (detailed and non-detailed)
  - Teaching-learning Poetry
  - Teaching-learning Grammar and composition: Functional and Formal Grammar;
  - Teaching-learning Composition (Essay, Letter, Noting and Drafting and Vocabulary:
- Preparation of the lesson Plan

Suggested Activities
1. Prepare a lesson plan of a prose/ poetry from referential texts.
2. Make a collection of various forms of writing from newspaper and magazines and share among the peers.
3. Language at home and outside: differentiate each of them.
4. Formation of formative and summative evaluation questions.
5. Prepare a short description of all 22 scheduled language spoken in India.
6. List the similarities and differences in the Devnagri script and Roman script.

Suggested Readings
National Curriculum Framework (2005). NCERT.

Vasha evam Vasha Shikshan, part- II (2016). Dr. ravindranath Srivastava, vani Prakashan, New Delhi.

Vasha aur Vyavhar (2010)- Dr. Vrajmohan, Vani Prakahan, new Delhi.

Vasha Vigyan aur Vashashashtra (1991) – Dr. Kapildev Dwivedi, Vishwavidyalaya Prakashan, Varanasi**.**

Vasha ka Sansar (2011) – Prof. Dileep Singh, Vani Prakashan, New Delhi.

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY OF FIRST LANGUAGE – II (BENGALI)

Credit: 2	**Total Marks: 50**		**Contact Hours / Week: 3**
	Internal: 10	**External: 40**	**(1 Theory + 2 Practicum)**

Objectives

On completion of this course, the student-teacher shall
1. understand the concept of learning resources
2. be familiar with the process of assessment
3. be familiar with the art of concept mapping
4. be familiar with the making of learning objectives
5. to be familiar with content pedagogic analysis
6. to be capable of making constructivist lesson plans

Course Content
Unit 5: Learning Resources
- Various kinds of learning resources with reference to the cone of experience
- Technicalities involved in preparation of different kinds of subject oriented learning resources
- Preparation of learning resources as per requirement of various subject based lesson plans.
- Use of ICT as a learning resource, various kinds of interactive websites and their effective usage.

Unit 6: Assessing Learning in English/assessment of learning
- elementary concepts of measurement, assessment and evaluation
- Assessing language skills.
- Continuous Compressive Assessment (CCA) of learning in English – periodicity, assessment tools, reporting and feedback.

- Framing test items, principles for constructing a language test. Characteristics of good test- usability, reliability, validity.
- Tasks: assignment, projects and performance: the tools of assessing it (rubric, portfolio, etc)
- Construction of a language question paper including general instruction with nature of options, overall coverage and making scheme.

Unit 7: Planning Teaching- Learning in English Language
- Types of lesson plan and concept maps (special reference to 5E and ICON model)
- Analysis of curriculum, syllabus and text books, in the light of pedagogical processes, resources and assessment
- Formulation of the learning objectives
  - Teaching-learning Prose (detailed and non-detailed)
  - Teaching-learning Poetry
  - Teaching-learning Grammar and composition: Functional and Formal Grammar;
  - Teaching-learning Composition (Essay, Letter, Noting and Drafting and Vocabulary:
- Preparation of the lesson Plan

Suggested Activities
1. Prepare a lesson plan of a prose/ poetry from referential texts.
2. Make a collection of various forms of writing from newspaper and magazines and share among the peers.
3. Language at home and outside: differentiate each of them.
4. Formation of formative and summative evaluation questions.
5. List the similarities and differences in the Bengali script, Devnagri script and Roman script.

Suggested Readings
National Curriculum Framework 2005; NCERT, December 2005.

National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.

The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.

Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in language, National Council of Educational Research and Training, New Delhi

Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.

Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.

Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.

Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press.

S.K. Kochhar (1990).Teaching of Mother Tongue, Sterlinhg ,New Delhi

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY LANGUAGE – II (ENGLISH)

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

Objectives

On completion of this course, the student-teacher shall
1. understand the concept of learning resources
2. be familiar with the process of assessment
3. be familiar with the art of concept mapping
4. be familiar with the making of learning objectives
5. to be familiar with content pedagogic analysis
6. to be capable of making constructivist lesson plans

Course Content

Unit 5: Learning Resources
- Various kinds of learning resources with reference to the cone of experience
- Technicalities involved in preparation of different kinds of subject oriented learning resources
- Use of language laboratory and language games as a significant learning resource
- Use of ICT as a learning resource, various kinds of interactive websites and their effective usage.

Unit 6: Assessing Learning in English/assessment of learning
- Elementary concepts of measurement, assessment and evaluation
- Assessing language skills.
- Continuous Compressive Assessment (CCA) of learning in English – periodicity, assessment tools, reporting and feedback.

- Framing test items, principles for constructing a language test. Characteristics of good test- usability, reliability, validity.
- Tasks: assignment, projects and performance: the tools of assessing it (rubric, portfolio, etc)
- Construction of a language question paper including general instruction with nature of options, overall coverage and making scheme.

Unit 7: Planning Teaching- Learning in English Language
- Types of lesson plan and concept maps (special reference to 5E and ICON model)
- Analysis of curriculum, syllabus and text books, in the light of pedagogical processes, resources and assessment
- Formulation of the learning objectives
  - Teaching-learning Prose (detailed and non-detailed)
  - Teaching-learning Poetry
  - Teaching-learning Grammar and composition: Functional and Formal Grammar;
  - Teaching-learning Composition (Essay, Letter, Noting and Drafting and Vocabulary:
- Preparation of the lesson Plan

Suggested Activities
1. Prepare a lesson plan of a prose/ poetry from referential texts.
2. Make a collection of various forms of writing from newspaper and magazines and share among the peers.
3. Language at home and outside: differentiate each of them.
4. Formation of formative and summative evaluation questions.
5. List the similarities and differences in the Devnagri script and Roman script.

Suggested Readings

Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.

Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.

Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.

Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.

Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.

Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY OF MATHEMATICS – II

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

Objectives

On Completion of this course, the student-teacher shall:
1. Develop plans along with tools and procedures for conducting continuous and comprehensive assessment of and for students' leaning mathematics.
2. Understand and adopt ways in enhancing quality of Mathematics learning.
3. Develop competency in the use of learner friendly information and communication technologies for widening scope and enhancing quality of Mathematics learning.
4. Acquire expertise in development, adoption and use of different types of teaching learning materials including competence in ICT for effective Mathematics learning and teaching.
5. Develop awareness of innovations in the teaching-learning processes of Mathematics and ways to adopt those in the classroom practices.

Course Content
Unit 5: Resources for Teaching and Learning Mathematics

- Mathematics Textbooks: Characteristics and functions of a good Mathematics textbook, Evaluation of Mathematics Text books: Physical aspects, Concept load, Presentation styles- Diagrams, Graphs, Boxes, Anecdotes, Interesting , Clarity and precision, Activities, Practice and enrichment problems
- Concept of ICT, Need of Technological, Pedagogical Content and Knowledge (TPACK) in Mathematics
- Use of Computer and other ICT equipment, Using open education resources (OERs) in Mathematics (like Geogebra, C-map)
- Innovative Materials in Mathematics learning: Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level.

Unit 6: Assessing Mathematics Learning

- Assessment *of* Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment *for* Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics, Planning for continuous assessment of classroom learning in Mathematics
- Non-testing methods of assessment *of/for* mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,

- Diagnosis of difficulties in learning Mathematical concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning - National Mathematics Talent Search, Mathematics Olympiad.

Unit 7: Planning Teaching-Learning of Mathematics
- Learning Resources in Mathematics: Learning materials in Mathematics – Types and functions, preparation and utilization – Textbooks, Models, Calculators and Computer, Graphics etc.
- Content Analysis in Mathematics, Concept mapping in Mathematics taking sample contents from Arithmetic, Algebra, Geometry, Trigonometry etc. (Factorization, factorization of polynomial, linear equation, profit and loss, compound interest, congruence of triangle and area of triangle & quadrilateral, problem on height and distance graphical representation of data, measures of central tendency)
- Designing Yearly plan, Unit plan, Lesson plan; Elaborating specific steps of each type of plan
- Developing lesson plans on specific Mathematical concepts using different methods and approaches like 5E Model, ICON model, Analytic and Synthetic and Induction & Deduction methods.

Suggested Activities
Each student-teacher shall undertake *any two* of the following activities:
1. Analysis of Mathematics textbooks (from class IX to class XII) to identify various categories of Mathematical knowledge, its horizontal and vertical linkages.
2. Developing learning activities on any two topics of Secondary/Higher Secondary Mathematics course (at least 5 activities in each topic)
3. Analysis of errors committed by learners in Mathematics in class tests and their causes.
4. Preparing a paper on innovative practices on any two topics selecting one each from secondary and senior secondary school Mathematics
5. Reflective paper on any problem of teaching and learning mathematics in a socio – cultural context.

Suggested Readings

Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.

Butler, C.H., Wren, F.L. and Banks, J.H. (1971). *The teaching of Secondary Mathematics*. New York: McGraw Hill.

Coney, T.J., Davis, G.J., and Hen Derson, K.B. (1975). *Dynamics of teaching secondary school mathematics.* Boston: Houghton-Mifflin Co.

Ediger, M., and Rao, B. (2000).*Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Kidd, P.K., Myers, S.S., Cilley David, M. (1970).The *Laboratory approach to Mathematics*. Chicago: Science Research Associates Inc.

Kinney, L.B., and Purdy, C.R. (1965).*Teaching of mathematics in secondary school*.New York; Holt, Rinchart and Winston.

Kolb, J.R., & Bassler, O.C. (1979).*Learning to teach secondary school mathematics*. London: In text Educational Pub.

Kothari, R.G., and Mistry, H.S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools.* Germany: Lambert Academic Publishers.

Kothari, R.G., and Shelat, P.H. (2011).*Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.

Kumar, S. (1993).*Teaching of mathematics*. New Delhi: Anmol Pub. Pvt.

Mottershead, L. (1978). *Sources of mathematical discovery*.Oxford: Basil black Wall

Nickson, M. (2006).*Teaching and learning mathematics: A guide to recent research and its application*. London: Continuum.

Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.

Paul, Chambers (2008). *Teaching mathematics: Developing as a reflective secondary teacher*. New Delhi: Sage Publication.

Rao, N.M. (2007). A manual of mathematics laboratory. New Delhi: Neelkamal Publications.

Servais, W., and Varga, T. (ed.) (1971). *Teaching school mathematics. A UNESCO Source Book*.UNESCO, Penguin books. Web Resources

CPS 2: PEDAGOGY OF SCHOOL SUBJECT – I, COURSE – II
PEDAGOGY OF BIOLOGICAL SCIENCE – II

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

Objectives

1. develop insight about nature of biological sciences and for determining strategies of teaching-learning

2. explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities
3. effectively use different activities/experiments and laboratory experiments for teaching-learning of biological sciences
4. formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects based on upper primary, secondary and higher secondary curriculum
5. Explore different ways to create learning situations for different concepts of Biological sciences for learners of different abilities.
6. Develop appropriate assessment tools for the evaluation of learning of different concepts of Biological sciences.

Course Content
Unit 5: **Learning Resources in Biological Science**
- Learning resources in Biological Science: Preparation, collection, procurement and use of Charts, Graphs, Bulletin Boards, and Models.
- ICT materials like filmstrips, slides, transparencies, and open education resources.
- Laboratory as learning resource; Preservation of Biological specimens and building Biological museum, Science exhibitions and Science clubs.
- Locality and community as learning resources.

Unit 6: Learning Assessment in Biological Science
- Learning indicators in Biological sciences and assessment of these learning indicators in the form of learning evidences/ outcome in classroom and laboratory.
- Development of assessment framework on the basis of CCE: Tools and techniques for learning assessment in Biology like construction of classroom tests and unit test.
- Alternative strategies for assessment like assignments; reports and records (laboratory record, reports of field visits and excursion, Project work report); Portfolios and Rubrics; Preparation of learners' profile.
- Assessment as reflecting process to facilitate further learning.

Unit 7: Process of teaching and learning in biological science
- Planning in biology: Lesson plan, Unit plan ,Year plan
- Designing lesson plan based on different approaches, (behaviorist and constructivist-5E and ICON) by considering students' pace, learning styles and learning needs
- Content organization and Concept mapping in biological science.
- Analysis of school syllabus and text book in biology(NCERT &State) on the in light of NCF 2005

Suggested activities
1. Developing a lesson plan based on 5e model pertaining to specific topic chosen from secondary biology curriculum.

2. Developing a lesson plan based on ICON model pertaining to specific topic chosen from secondary biology curriculum.
3. Critical review of a Textbook of Science/Biology
4. Developing a project based learning material on specific topic from secondary biology curriculum
5. Construction of tools (including alternative tools) for assessment.
6. Conducting a seminar on existing system of assessment in biology and submission of report.
7. Visiting a nearby research organization in biology and submitting a brief report on it.
8. Developing two learning resource for Biology (one including using ICT)

Suggested Readings

Fraser, B. J. and Tobin, K. G. (Eds.).*International handbook of science teaching (Part 1)*. Dodrecht, The Netherlands: Kluwer Academic.

Mintzes J., Wandersee, J. and Novak, J. (Eds.) (2000).*Assessing science understanding: A human constructivist view*. San Diego, CA.: Academic Press.

NCERT (2000).*Position paper of national focus group (NFG) on aims of education*.National Council of Educational Research and Training (NCERT), New Delhi. 58

NCERT (2000).*Position paper of national focus group (NFG) on teaching of science*. National Council of Educational Research and Training (NCERT), New Delhi.

NCERT (2005).*National curriculum framework for school education*. National Council of Educational Research and Training (NCERT), New Delhi.

Sutton, C.R. & Hayson, J.H. (1974).*Theart of the science teacher*, McGraw Hill Book Company Ltd.

Vaidya, N. (1999). *Science teaching for 21st Century*.Deep & Deep Publication.

Journal of Research in Science Teaching (Wiley-Blackwell)

Science & Children. A peer reviewed journal published by National Science Teachers Association (NSTA).

The Science Teacher. A peer reviewed journal published by National Science Teachers

CPS 3: PEDAGOGY OF SCHOOL SUBJECT – II, COURSE – II
PEDAGOGY OF SOCIAL SCIENCE – II

Credit: 2

Total Marks: 50

Internal: 10   External: 40

Contact Hours / Week: 3

1. **Theory + 2 Practicum)**

Objectives
1. Appreciate and use various approaches of teaching-learning of social science
2. Gain insight on the social issues related to social science.
3. Familiarize with different types of projects in social science, their purpose and themes.
4. Appreciate and use various approaches of assessment of social science.
5. Acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.

Course Content
Unit 5: Learning Resources
- Use of Data from field, library materials such as textual/reference materials, journals, magazines, newspapers, reports, documents, records and gazettes, dictionaries and encyclopaedias
- Teaching-learning resources in Social Sciences: Preparation, collection and use of content specific teaching learning materials
    o atlas, map, globe, map book
    o timeline, historical map
    o table, diagram, graph
    o chart, picture, photograph, model
    o T. V., Radio, CDs, multimedia and internet, satellite imagery and aerial photograph

Unit 6: Planning Social-Science Learning
- Preparation of concept map
- Development of year plan, unit plan, lesson plan.
- Planning lessons based on behaviourist and constructivist approaches-5E model, ICON model considering learners with different pace, learning styles and learning needs
- Content analysis and pedagogical approaches in transaction of social sciences (History, Geography, Political-science, Economics)
- Practicum in social sciences: project, case study, field note, reflective diary, action research, ICT integrated teaching learning practices.

Unit 7: Assessment in Social Sciences
- Importance of assessment in social sciences.
- Innovative assessment strategies in social sciences
- Quantitative and qualitative tools and techniques in social sciences
  - check-list, anecdotal records, observations, sociometry, rating-scale, rubrics and portfolio, case studies, surveys, field notes, reflective diary and action research, programmed learning and the making of ICT packages
- Continuous comprehensive assessment (CCE) in social sciences

Suggested Activities
1. Discussion on specific topic chosen from secondary curriculum.
2. Planning for a specific activity for assessment of secondary class students to promote constructivist way.
3. Discuss the need and importance of emphasizing on professional development of teachers.
4. Developing a lesson plan based on 5e model pertaining to specific topic chosen from secondary curriculum.
5. Developing a lesson plan based on ICON model pertaining to specific topic chosen from secondary curriculum.

Suggested Readings

Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.

Blaug, M. (1992).*The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.

Bloch, M. (1990).*The Historian's Craft*. Manchester: Manchester University Press. Burke, P. (1991). *New Perspectives on History Writing*. Oxford: Blackwell.

Carretero, M., and Voss, J. F. (Eds.) (1994).Cognitive and Instructional Processes in History and the Social Sciences. Hillsdale: Lawrence Erlbaum Associate.

Chaudhary, K. P. (1975). The Effective Teaching of History in India. New Delhi: NCERT.

Dasgupta, P. (2007). *Economics: Avery Short Introduction.*Oxford University Press.

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies.* New Delhi: Human.

Drake, F. D. & Lynn, R. N. (2005).*Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.

George, A. M. and Amman, M. (2009).*Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.

Gunnin, D. (1978). *The Teaching of History.* London: Goom Helm Ltd.

Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman. Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.

Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford UniversityPress.

James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.

Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.

Kochhar, S. K. (1970). *Teaching of Political Science.* New Delhi: Sterling Publishers Publishing House.

Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.

Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.

Smith, M. (2002).*Teaching Geography in Secondary Schools : A Reader*. London: Taylor& Francis.

NCERT.(2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi: NCERT.

Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.

Sartori, G. (ED.) (1984). Social Science Concepts: A Systematic Analysis. New delhi: Sage Publications.

CPS 3: PEDAGOGY OF SCHOOL SUBJECT – II, COURSE – II
PEDAGOGY OF PHYSICAL SCIENCE – II

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 10	External: 40	(1 Theory + 2 Practicum)

Objectives

On completion of this course, the student-teacher shall:
1. Familiarize with different types of curricular projects in physical science, their purpose and themes
2. Understand the process of science and role of laboratory in teaching- learning situation
3. Explore and develop different learning resources and materials in learning different units in Physical Science.
4. Plan learning designs based on problem situations, inquiry and projects to facilitate learning of Physical Sciences.
5. Familiarize with various tools and techniques of assessing physical science learning.

Course Content

Unit 5: Preparation and Use of Learning Resources in Physical Science
- Preparation, collection, procurement and use of learning resources in Physical Science such as Charts, Graphs, Bulletin Boards, Models, ICT resources etc
- Laboratory as a learning resource to facilitate induction, deduction, process Skills acquisition, nurturing creativity, Experiences in organizing physical science laboratory
- Role of Science museum, Science exhibitions and Science clubs in facilitating learning Physical Science
- Innovative materials and processes, Community resources in learning Physical Science.

Unit 6: Learning Assessment in Physical Science
- Tools and techniques of assessment in Physical Science—assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map
- Assessment of learners with special needs
- Recording and reporting of learning evidences – Measurement of students' achievement in Physical Science – marks and grading, Measurement of science process skills and aptitude of learners, Portfolio – its role in evaluating students' performance, rubric as an assessment tool

Unit 7: Planning to Facilitate Learning in Physical Science
- Need for planning teaching-learning experiences in Physical Science.
- Designing of Year plan and Unit Plan in Physical Science.
- Writing learning objectives for different content areas in Physical Science.
- Planning lessons based on behaviourist and constructivist approaches-5E model, ICON

model considering learners with different pace, learning styles and learning needs.
- Planning laboratory work and ICT application in learning Physical Science.

Suggested Activities
1. Interviewing a few Secondary school Science teachers, University Professors on nature and practice of Science
2. Preparation of year plan and unit plan in Physical Science.
3. Preparation of 2 lesson plans in Physical Science- one based on behaviourist and another on constructivist approach.
4. Debate (choose any one topic of relevance to physical Science).

Suggested Readings

NCERT (2000). *Position paper of national focus group (NFG) on teaching of science*. National Council of Educational Research and Training (NCERT), New Delhi.

Steve Alsop, Keith Hicks. (2007). Teaching Science: A Handbook for Primary and Secondary School Teachers, Kogan Page, New Delhi.

Judith Bennett (2003) Teaching and Learning Science : A guide to recent research and its applications, Continuum, London.

Robin Millar (1984) Doing Science : Images of Science in Science Education, The Falmer Press, London.

NCERT Textbook in Science for IX and X Students.

Nathan S Washton (1967). Teaching Science Creatively, Saunders Company, London.

Novak D J and D Bob Gowin (1984) Learning how to learn, Press Syndicate of the University of Cambridge, Ohio.

Carin A and B R Sund (1964), Teaching Science through Discovery, Charles E. Merrill Books Inc., Columbus Ohio.

Ralph Martin, Colleen Sexton, Kay Wagner, Jack Gerlovich (2000) Science for All Children : Methods for Constructing Understanding, Allyn and Bacon, London.

School Science Review, The Association for School Education, College Lane, Hatfield, Hertfordshire, AL 109 AA, UK.

Physics Teacher, American Association of Physics Teachers, Department of Physics and Astronomy, University of Maryland, College Park, MO 20742.

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student teacher shall:

1. Understand the nature, purpose and types of educational assessment and evaluation and the interrelationships between the two processes
2. Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation
3. Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
4. Analyze the trends and issues in learning and learner assessment
5. Analyze and interpret results of the assessment using elementary statistical methods.

Course Content

Unit 1: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, purpose of assessment (improving learning and teaching);purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation
- Classification of Assessment based on Purpose (Placement, Formative, Diagnostic, and Summative), Scope (Teacher-made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-referenced and Criterion- referenced), and the Context (Internal, External).
  (The terms to be explained in brief with suitable examples)
- Types of Assessing Learning: Meaning, Importance and Scope; Learning and Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning; Need and importance of each type of assessment of learning

Unit 2: Assessing Learning

- Mode of assessment: formative and summative; culture responsive
- Tools and techniques: Formal (testing, observation schedules, video recording etc.), Informal (taking notes, Interviewing, Participant observation etc.) methods; Use of testing devices (achievement test, diagnostic test, proficiency test etc and non-testing devices; Use of multiple methods and tools (situation specific combinations) for comprehensive assessment
- Self and peer assessment techniques: Portfolio, Reflective Journals, Focused Group Discussion and Rubrics; Emerging practices in assessment – online assessment, participatory assessment

- Continuous and Comprehensive Assessment: Meaning, nature and importance; Need and Processes of ensuring continuity and comprehensiveness of assessment; Addressing issues in the implementation of CCA

Unit 3: Construction of Test and Use
- Planning the test: Development of table of specifications (blueprint)
- Preparing the test: Types of test items-objective based items-Extended and Restricted response types, Objective type items (free response type-short answer and completion; fixed response type- matching, forced/alternate choice, multiple choice); Closed-ended and open-ended items, preparation of the draft test
- Preparation of Final Form of the Test: Try out of the draft test, revision of the items, Administration of the draft test, Item Analysis, Assembling and Preparation of final form of the test,
- Use and analysis of students' performance: marking versus grading, use of qualitative remarks in formative assessment; Preparation of report of students performance, sharing the report with students, their parents and other stakeholders, Using the report as feedback for further improvement of student's performance

Unit 4: Elementary Statistics in Evaluation
- Raw score and derived scores. Tabulation and Frequency distribution Graphical representation of data
- Measures of central tendency (mean, median and mode), Measures of variability (range, quartile deviation and standard deviation) and their uses in evaluation
- Standard scores; T score, Z score, percentile, percentile ranks and their uses
- Linear Correlation: Meaning, and types (Positive, negative and zero) Calculating the correlation coefficients (product moment and rank difference methods), uses of correlation coefficients.

Suggested Activities
Every student-teacher is required to conduct *any two* of the following:
1. Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject.
2. Construction of an achievement test on any topic (carrying25marks),its administration and interpretation of the results.
3. Preparation of a plan for CCA activities for any class during an academic session.
4. Appraisal of current CCA practices in the secondary schools.
5. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Suggested Readings

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

Burke,K.(2005).*How to assess authentic learning* (4thEd.).Thousand Oaks, CA: Corwin.

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

Garrett, H.E. (1973).*Statistics in psychology and education* (6th.Edn.).Bombay: Vakils, Feffers & Simon.

Gronlund, N.E. & Linn, R.L. (2009).*Measurement and assessment in teaching* (10th Edn).Upper Saddle River, NJ: Pearson Education Inc.

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

Popham, W.J. (2010)..*Classroom assessment: What teachers need to know* (6th Edn.). New York: Prentice Hall. Shepard,

Stiggins, R. (2005). *Student-involved classroom assessment*. (4thed.). Columbus, Ohio: Merrill

EPC 3: ICT AND COMPUTER APPLICATION (Practicum)

Credit: 2   **Total Marks: 50 (Internal)**   **Contact Hours / Week: 4**

Objectives

The course will enable the student teachers to;
1. use various digital technologies (hardware and software) for creating resources and enhance learning experiences for all types of learners (including differently abled).
2. use various ICTs for project based/problem based constructivist learning and assessment.

Themes

Theme I: Providing an exposure on software and its uses in Teaching Learning process
*   Using word processor, spreadsheet, and presentation software to produce various teaching learning resources.
*   Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)

Theme II: Awareness and exposure to ICT Tools
*   Creating screen cast video of a lessons, Embedding Audio, Video with Photos Embedding Animations and Transitions Uploading You Tube Video (Using Movie

Maker Software)
- Shooting, editing, and sharing of videos segment on any educational topic.
- Creating a podcast using audio editing software and sharing it on podcasting site

Theme III: Developing an ICT based lesson Plan
- Creating technology based lesson plan
- Developing lesson plan by using 5E Model and ICON Model and ICT
- Creating e-content

Theme IV: **Use of ICT in Assessment and management**
- Creating e-portfolio
- Creating data base of group of students
- Creating and using rubrics for assessment (online, offline)

Note: Any other activity may also be taken up as per the experience and expertise and availability of the resources available for the teacher education institute.

Field Work: Visit to EDUSAT Centre / ICT Studio / NIC

Guidelines for Assessment

Sl. No.	Activity	Marks
1	Developing ICT integrated lesson plan in any school subject	10
2	Surfing and collecting OER materials relating to school education	5
3	Developing e-portfolio and rubrics	10
4	Develop an e-content and share it using blog/Wikipedia/word press/YouTube	10
5	Create a data base for student management system	5
6	Written test (one test)	10
	Total Marks	**50**

Suggested Readings

NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).

Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.

http://nroer.gov.in/welcome

Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press,UK.

CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva PriyaVihar, New Delhi.

EF 2: MULTICULTURAL PLACEMENT

Credit: 2   Total Marks: 50 (Internal)   Duration: 2 Weeks

Introduction

India is a culturally plural country and prospective secondary school teacher preparation programme focuses on addressing diversity in classroom and managing schools in different cultural set up. Multicultural placement of student teachers aims at exposing them to different types of school with a view to develop critical reflection about activities organised in schools with and teaching learning process adopted in them.

Objectives

On the completion of the activities Student teachers shall

- avail experience of different types of school such as urban, rural, Govt. , Private, CBSE / ICSE, State Board, Tribal, Special schools etc.
- develop understanding about the school activities with different cultural set up
- develop the competencies of engaging students in classrooms through observing the practice adopted by regular teachers
- develop the understanding of engaging students in substitute classes.
- experience of conducting classroom instructional activities
- appreciate the diversities in our school system.

The Course Details

The institute will identify suitable number of schools, innovative schools and educational resource centres and students will be placed on rotation in all these types of school. Each pupil-teacher shall perform the following activities under the guidance of supervisor/mentor and prepares reports on all the activities. The activities reports shall be organised and the will be assessed as per the guidelines.

I. Pre-multicultural Placement Activities:

After identification of minimum three school with different types as mentioned earlier, the student teachers shall be divided into three groups. They will be placed on rotation in each type of school for a specified duration and engaged in different exposure activities. In the school exposure activities in previous semester, students gain the idea of a schooling processes, the human and material involved in the process, the philosophy, psychology and sociology process act in the school plant. The multicultural placement of student-teachers help them to experience the schools with different cultural background. This kind of programme will help the student-teachers to develop the skill of reflective writing, communication skill and interpersonal relationship.

A two-day orientation programme shall be organised at the institute involving students-teachers, teacher educators and representatives of selected schools from different cultural backgrounds. The activities to be performed during the course shall be decided and support materials developed shall be discussed during the orientation programme. The role of supervisor (teacher educator) and mentors (school teachers) shall be defined and the student-teachers have to work under the coordinated guidance available from the institute and schools.

II. Placement Activities

The student-teachers shall be divided in three groups to visit three types of schools. The groups are to visits the schools by rotation, spending almost equal duration of period in each type of school. The total activities shall be organised by the student-teachers under supervision of supervisors and mentors involving all types of schools. The activities may be i) Observation 10 lessons 5 in each method delivered by regular teachers with the help of observation schedule. ii) Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co- scholastic activities like games and sports, functioning of laboratory, school morning assembly   and preparation of reflective report. iii) Availing at least 5 substitute teaching opportunities in actual school situation. iv) Developing 4 lessons (two lessons in each method subject) and use of learning materials/teaching aids and one unit plan. There is no need of conducting all the activities in one type of school, so that individual student-teachers will be able to experiments and develop reflective report on schools for each activity and comparative idea on different types of school need be put in their report.

III. Post placement activities

After completion of the activities, the student-teacher shall meet the teacher- educator in a seminar in the institute to have reflection on the following issues:

- Presentation on organisational and academical issues and problem encountered by them in different types of school.
- Sharing the experience and submit the report developed during the course.
- Providing feedback for further improvement of the programme.

Guidelines for Assessment

Sl.No	Activities	Marks
1	Observing 10 lessons 5 in each method delivered by regular teachers with the help of observation schedule	**10**
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report	**15**
3	Availing at least 5 substitute teaching opportunities in actual school situation and report on it	**10**
4	Developing 4 lessons (two lessons in each method subject) and use of learning materials/teaching aids and one unit plan.	**(10+5)=15**
	Total	**50**

Semester - III

Credit: 2   **Total Marks: 50 (Internal)**   **Contact Hours : 2 Week**
(2 Week Workshop)

Objectives

On completion of this course the student-teacher shall

1. Express ideas and emotions about different aspects of life through different art forms
2. Appreciate and distinguish different art forms.
3. Develop aesthetic sensibility among learners about the good and beautiful environment, including classroom, school, home and community through an integrated learning approach.
4. Integrate the knowledge of art with daily life through learning with different media and techniques by using creative expression and making objects of common use.
5. Make learners aware about the rich cultural heritage of their own locality/state/region as well as that of the nation.
6. Get acquainted with the life and work of artists and their contribution to teaching and learning.

Suggested Activities

Theme I: Forms of Art

- Music, dance, theatre and visual arts
- Different forms of art
- Integration of art forms in classroom process
- Integration of different art forms in text books

Theme II: Expression through art forms

- Expressing ideas of art forms from different aspects of life
- Depiction of dresses as a form of art
- Enhancing communication and presentation skills, developing imagination, creativity and aesthetic sensibility among the student teachers
- Utilizing different art expressions in teaching learning situation

Theme III: Cultural heritage of India

- Exposure to the cultural heritage of
  - Locality
  - State/region
  - Nation
- Reflection and incorporation of the rich cultural heritage during the celebrations of festivals, functions and special days
- Document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk/folklore performances in the community

- Acquaintance with the life and work of artists and their contribution to learning and teaching.

Guidelines for Assessment:

Sl. No.	Activity	Marks
1	Presentation on any one art form	10
2	Text book analysis to find out integration of art forms	5
3	Prepare a lesson incorporating one or more artistic expression	15
4	Documentation of any one heritage art form	10
5	Write up on life and work of any one artist (local or national)	10
	Total	**50**

Suggested Readings

Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, 2006, New Delhi.

NCERT (2006). Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi

NROER- National Repository of Open Educational Resource, Department of School Education & Literacy, MHRD.

The following NCERT books may also be referred to
   Living Craft tradition of India (Textbook in Heritage Crafts) NCERT
   Exploring the Craft Tradition of India NCERT
   Bharatiya Hastakalaki Paramparayen, NCERT
   An Introduction to Indian Art, NCERT
   Bharatiya Hastkala Paramparaki Khoj, NCERT
   Craft Tradition of India (Textbook in Heritage craft for class XII)
   Art Education- Teachers' Handbook for Class I, II, III, IV, V, VI, VII, VIII, IX
   Source Book on Assessment for Classes I- V, Art Education

EPC 5: UNDERSTANDING THE SELF

Credit: 2   **Total Marks: 50 (Internal)**   **Contact Hours : 2 Week (2 Week Workshop)**

Objectives

On completion of this course the student-teacher shall
1. Gain an understanding of the central concepts in defining 'self' and 'identity'
2. Reflect critically on factors that shape the understanding of 'self'
3. Build an understanding about themselves, i.e. the development of self as a person as well as a teacher
4. Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
5. Develop effective communication skills including the ability to listen, observe etc.
6. Build resilience to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
7. Appreciate the critical role of teachers in promoting 'self' and students' well-being.

Theme I: Understanding of Self
- Reflections and critical analysis of one's own 'self 'and identity
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self'
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Theme II: Development of Professional Self and Ethics
- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and effort in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Theme III: Role of Teacher in Developing Understanding of Self among Learners
- Creating a situation opportunity/context in reflecting on one's own childhood and adolescent years of growing-up for learners
- Facilitating awareness about identity among learners through reflective practices
- Developing skills of effective listening, accepting, positive regard, understanding body languages among the learners.

Mode of Transaction

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories children raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Guidelines for assessment

Sl. No	Activitie	Marks
1	Exploring the 'known' and 'unknown 'self in relation to what one and others know about one self and what others do not know (group activity)	5
2	Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)	10
3	Reflections on critical moments in the lives of peers (small group activity)	5
4	Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)	10
5	Group activities involving community participation	20
	Total	**50**

Suggested Readings

Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf

Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III 'Self and Growth Process' pg. 255-402, NCERT Pub

Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.

Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in   Education- MS. University of Baroda

Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub

Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.

Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.

Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning

Harper CollinsOlson, D.R, and Bruner, J.S. (1996).Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 - 27), Blackwell

Pant, D. and Gulati, S. (2010). Ways to Peace – A Resource Book for Teachers. NCERT Pub

Venkateshamurthy, C. G., and Rao, A.V.G (2005).Life Skills Education Training Package. R.I.E., Mysore

EPC 6: HEALTH, YOGA AND PHYSICAL EDUCATION

Credit: 2	**Total Marks: 50 (Internal)**	**Contact Hours : 2 weeks (2 week Workshop)**

Objectives
On completion of this course the student-teacher shall
1. Understand the concept of holistic health, its various dimensions and determinants for all round development.
2. Know the health status, identify health problems and be informed for taking remedial measures
3. Aware about rules of safety in hazardous situation (illness, accident and injury) and

equip them with first aid measures about common sickness and injuries
4. Encourage to form right habits about exercise, games and sports, sleep, rest and relaxation
5. Understand various policies and programmes related to health, physical education and yoga.
6. Understand the process of assessment of health and physical fitness.

Unit 1: Health Education
- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Impact of Physical activities, games, sports and yoga on different body systems, Management of stress and strain and life skills.
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, malnutrition, including obesity
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning, Balanced diet.

Unit 2: Physical Education
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health. Common Sports Injuries and First aid.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-person ship.
- Drawing of Fixtures for conducting Tournament, knock-out, league, Layout of Track & Field areas.
- Commonly-abused substance and drugs and ways of prevention and inhabitation.

Unit 3: Yoga
- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)
- Surya Namaskar and Pranayams, Meditation
- Precautionary measures for yogic practices.
- Role of yogasanas for prevention of common diseases

Guidelines for assessment

Sl.No	Activities	Marks
1	Group discussion/assignment/project work on any one health issue	10
2	Physical fitness activity	10
3	Skill test on physical activities(game/sports/yoga)	10
4	Report on any health/yoga/sports activity conducted in a school/Preparing a write up on any international sport event	10
5	Written test	10
	Total	**50**

Suggested Activities

1. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view

2. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4×50 mts. relay) .Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or any individual game

3. Organization of games and sports tournaments

4. Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation

Suggested Readings
Health Education

K. Park, "Preventive and Social Medicine" Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.

NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)

NCERT (2014). Population Education: Source Material, NCERT, New Delhi

Stephen J. Williams, Paul R. Torrens, "Introduction to Health Service, Delmore Publications

Physical Education

Deborah A. Wuest, Charles A. Bucher, "Foundation of Physical Education Exercise Science and Sports" Tata McGraw Hill, Pvt. Ltd., New Delhi

John E. Mixton, Ann E. Jewett, "An Introduction to Physical Education, W.B. Saunders Company, London

John Cheffers, Tom Evaul, "Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood" New Jersy

Bette J., Logdson& Others, "Physical Education for Children", Lea &Febiger, Philadelphia

Roberts S. Weinberg & Daniel Gould, "Foundation of Sports and Exercise Psychology", Human Kinetics Publication

A.K. Uppal, Lawrance Gray Kumar, "Biomechanics in Physical Education and Exercise Science" Friends Publication, New Delhi

Jack H. Wilmore, David L. Costill, W. Larry Kenney, "Physiology of Sports and Exercise" Human Kinetics Publication

Yoga

Swami Satyanand Saraswati, "Asana Pranayama Mudra Bandh", Bihar School of Yoga, Munger

M.M. Ghore, "Anotomy and Physiology of Yogic Practices" Lonavala Yoga Institute, Lonavala

Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala

"Yogasana" Morarji Desai National Institute of Yoga, New Delhi

"Pranayama" Morarji Desai National Institute of Yoga, New Delhi

MDNIY (2010). "Yoga Teachers Manual for School Teachers, New Delhi

NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi

NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

EF 3: SCHOOL INTERNSHIP

Credit: 10   **Total Marks: 250**   **Duration: 16 Weeks**
Internal: 250 (190 + 60*)

Introduction

Internship is an opportunity for student teachers to participate in both scholastic and scholastic activities in the school. School internship intends to develop a broad repertoire of competencies of perspectives, professional capacities and teacher dispositions. Being part of the complete school functioning give an opportunity to student teachers to develop sensitivity to learners and skills to handle the situation. The duration of internship is 20 weeks, out of which four weeks' time have been used by providing exposure to the students about the schools, its types and activities usually organised in the system. The sixteen weeks duration is devoted to school practice and fieldwork with community experience to the student-teachers so as to enhance their competencies in the field of knowledge, performance and commitment to the profession.

Objectives

On the completion of the course the student-teachers shall
1. experience the activities organised in whole school system and the community to which it belongs
2. develop competencies in handling instructional management system in school
3. develop competencies in the student assessment process
4. experience of organising action research and case-studies.
5. understand the process of developing school profile
6. appreciate the whole schooling process and the role of community for its effective sustenance
7. develop competencies on reflective report on various issues of internship

Course Details

Student teachers shall undertake the following activities during the internship period:

I.   **Planning and Development of scheme of activities**
   - Unit and Lesson planning
   - Classroom teaching in two school subjects
   - Lesson observation of peers
   - Developing and Using Teaching Learning Resources
   - Integrating ICT in regular teaching

II. **Assessment, Action Research and Case study**
   - Preparation of CCE activities including unit tests
   - Preparation of achievement tests and analysing the result
   - Planning and executing remediation
   - Conducting case studies
   - Conducting action research

III. Understanding School Context
- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Prepare a report on the procedures of the school

IV. Participation in School Activities
- Organize all types of co-scholastic activities, like- sports and games, debate, song, art, music, painting and prepare a reflective report on the issues

V. Community and school Activities
- Survey of households in local community
- Interaction with SDMC/SMC/PTA/MTA members
- Interacting with parents

The school internship will be organized in three phases: (i) pre internship; (ii) internship and (iii) post internship.

Phase-1: Pre internship

The pre internship orientation for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre-internship phase to develop awareness on internship.

- Objectives and different aspects of internship
- Roles and responsibilities of different personnel involved in internship specially roles of mentor/ teachers/HM/Principal
- On process involved in unit planning and lesson planning
- On process of developing achievement test and its administration and uses
- Records to be maintained by student teachers during internship.
- Process of giving constructive feedback to student teachers
- Demonstration of model lessons by the experts/supervising teacher followed by discussion
- Demonstration and criticism lessons of at least one lesson in each subject, by the student-teachers followed by discussion

Phase-2: Internship

Every student-teacher shall undergo an internship of 16 weeks in an identified school. During this period, the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school and in all other school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system. Each

student-teacher shall be attached with at least two mentors as per the method subjects and continue to organise instructional activities under the guidance of mentors.

Practicum during Internship
Student teachers shall perform the following during internship:
- Prepare 20 lesson plans in two school subjects and deliver at least 60 lessons in each subject.
- Integrate student assessment activities with teaching learning process
- Develop and use learning resources related to pedagogy courses
- Observe of peer teaching: 10 in each school subject
- Develop, administer, score and analyse at least 2 unit tests: one in each school subject
- Conducting case study and action research based on real classroom problems
- Prepare and maintain student portfolios
- Preparation of the time-table for daily activities by student-teachers.
- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintaining a reflective diary of his/her school experience

Records to be developed
- Lesson plans and Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Video clipping on lesson delivered
- Report of case study
- Report on Action Research
- Assessment record
- Selection of best teaching aid used in the classroom
- Reflective Dairy
- Reflection on reflective internship experiences

Phase – 3: Post Internship
     The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted

in smaller group/subject wise and assessed by the supervisors.

- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.
- Submission of two better teaching aid (one per subject) developed and used in the class for teaching aid exhibition. The exhibition is to be conducted during Post-internship for the benefit of junior student-teacher and for developing resource center in the institute.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, supervisors of the institute; and various records submitted by the student teachers.

The weightage to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	Internal- by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
Development of unit plan and schemes of activities	In each subject	10 (5+5)	10	-
Lesson Plan (PC-1)	50 Lesson Plans 10 Lesson Notes	25	25	-
Lesson Plan (PC-2)	50 Lesson Plans 10 Lesson Notes	25	25	-
Classroom observation record of peers	20 Lessons (10 in PC-1 and 10 in PC- 2)	10 (5+5)	10	-
Records of participation/organization in co-scholastic activities	1	10		10
Records on school profile	1	10	10	-
Case study and Action Research	1	30(10+20)	30	-
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	-
Teaching Learning Resources during exhibition	All	10 (5+5)	10	-
Reflective Diary	1	10	10	-

Assessment by mentor teacher(s)/HM/Principal /Institute supervisors based on overall performance in school including teaching and participation in other school activities	60 lessons in PC-1 and 60 lessons in PC-2	60	20= (PC-1(10) + PC-2(10)	40= PC-1 (20) + PC-2 (20)
Overall Assessment of Trainee by Head Teacher/Principal		10	-	10
Presentation of reflections on internship experiences (Post Internship)		20	20	-
Total for III Semester		**250**	**190**	**60**

* External by the Mentor School Teachers and Head Teachers

Semester - IV

PE 6: KNOWLEDGE AND CURRICULUM

Credit: 4   **Total Marks: 100**   **Contact Hours / Week: 5**
           Internal: 20   **External: 80**   **(3 Theory + 2 Practicum)**

Objectives

On completion of this course, the student- teachers shall:

1. State and explain the nature of knowledge
2. Describe the process of constructing knowledge
3. Differentiate different types of curriculum
4. Explain the processes and principles of curriculum planning development
5. Elaborate the transaction, evaluation and renewal processes of curriculum

Content Course

Unit 1: Understanding the Nature of Knowledge

- Knowledge: Concept, Nature, Types, knowledge vs information
- Sources of knowledge and theories of knowledge
- Constituents of knowledge: Facts, Principles, Laws, Concepts and theories
- Knowing process: Sensation, perception, reason and conception

Unit 2: Construction of Knowledge

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
- Experience: Meaning, nature and role of experience in knowledge construction
- Reason: Meaning, nature and role of reasoning in knowledge construction
- Validation of knowledge: approaches and theories-correspondence, coherence, dialects and pragmatics theory

Unit 3: Understanding Curriculum and curriculum development

- Concept of curriculum (curriculum framework, curriculum, syllabus and text book); types of curriculum: subject- centered, learner-centered, learning centred, experience-centered, activity-centered, core curriculum
- Models of curriculum planning: Top down (Tyler) and Bottom up (Taba) model models
- Principles and determinants of curriculum development
- Processes / stages of curriculum development (preparation, tryout and finalization)

Unit 4: Curriculum Transaction, Evaluation and Renewal

- Transaction: Planning (time, space, manpower, material and scheme of lessons), Preparation of curricular materials and activities (text and support materials, learning activities), classroom transaction
- Curriculum Evaluation: meaning, types and approaches

- Renewal: Use of evaluation feedback/inputs for Immediate /long-term revision, Specific / comprehensive improvement
- Overviewing: curriculum framework–principles and coverage; NCF 2005, and NCFTE 2009

Suggested Activities

Each student-teacher is required to submit   assignments selecting *any two* of the following
1. Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices
2. Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
3. Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
4. Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.

Suggested Readings

Arora, G.L. (1984).Reflections on curriculum. New Delhi: NCERT.

Dewey, John (1956).*The child and the curriculum.* Chicago, Illinois: University of Chicago Press.

Dewey, John (1997).*Experience and Education*. New York: Touchstone.

Dewey, John (1997).My pedagogic creed. In D.J. Flindersand S.J. Thorton (eds.), *The Curriculum studies reader*. New York: Routledge, Kegan & Paul.

Erickson, H.L. (2002).Concept-based curriculum and instruction. California: Corwin Press.

Jangira, N.K. & Singh, A. (1982).*Core teachings kills: The micro teaching approach*. New Delhi: NCERT,

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

NCERT (2005). National Curriculum Framework 2005.NewDelhi: NCERT.

NCTE (1990). *Policy perspective in teacher education*. New Delhi: NCTE

Olivia, Peter F. (1988).Developing the curriculum. London: Scottand Foresman.

Sharma, S.(2006).*Constructivist approaches to teaching and learning*. New Delhi: NCERT.

Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.

PE 7: CONTEMPORARY CONCERNS IN EDUCATION

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student- teacher shall

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

Content Course

Unit 1 - Global Concerns in Education

- Global concerns and their implications: Peace education, women empowerment, learning society and lifelong education
- Education for inclusive development: meaning and dimensions (social, economic, cultural, political, technological)
- Disaster management: need and relevance
- Role of international agencies for addressing the concerns: UNICEF, UNESCO

Unit 2: Constitutional Provisions, Policies and Acts in Education

- Constitutional provisions and values for resolving the issues of diversity, inequality and marginalisation in education
- Policies and programmes for addressing these issues: NPE, SSA, RMSA
- Persons with Disabilities Act 1995, Right to Free and Compulsory Education Act 2009
- Critical reflection on Policies / Acts and its implementation

Unit-3: Realities of Indian Society and Education

- Cultural heritage and diversity in Indian society
- Diversity with reference to language, religion, class and caste
- Discrimination and marginalisation as a barrier for Universalization of education
- Role of education, school and teacher in addressing issues related to diversity, inequality and marginalisation

Unit-4: Emerging Issues in Education

- Constitutional provisions for education in India and their implications for education

- Education for National Development: Dimensions and indicators; role of education for National Development
- Education for development of   Human Resources: indicators of quality human resource and role of education
- Education for inclusive development: Meaning and dimensions(social, economic, cultural ,political, technological and spatial);Addressing challenges of inclusive development

Suggested Activities

Each student-teacher is required to submit   assignments selecting *any two* of the following:
1. Conducting social survey in respect of inequality and marginalization and preparing a report
2. Preparation of Case Studies of Violations of Child Rights / Human Rights
3. Field study for identification of environmental hazards and preparing a plan for environmental education
4. Preparation of a term paper on Constitutional values with reference to the issues of equality
5. Debate / discussion / seminar on quality issues in education and preparation of a report
6. Projects on school-based activities for Peace education / life skill education

Suggested Readings

Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.

Arial, J.C. &Agrawal S.P. (1992).Role of UNESCO in Educational, Vikas Publishing House, Delhi.

Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi – 1967

Govt. of India (1992).Programme of Action (NPE).Min of HRD.

HMRD. (1998). National Policy on Education – 1986 (as modified in 1992). Department of Education. Govt. of India. New Delhi. http://www.ncert.nic.in/oth_anoun/npe86.pdf

http://mhrd.gov.in/nep-new

http://rmsaindia.gov.in

http://ssa.nic.in

Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.

MHRD. (2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

MHRD. (2016). National Policy on Education – Report of the committee for evolution of the New Education Policy. Govt. of India. New Delhi. http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf

Ministry of Education. *'Education Commission "Kothari Commission".*1964-1966. Education and National Development.Ministry of Education, Government of India 1966.

MLJ. (2016). Right of Person with Disability Act 2016. Ministry of Law and Justice. Govt. of India. New Delhi.

MLJCA. (1995). Persons with Disability Act 1995. Ministry of Law Justice and Company Affairs. Govt. of India. New Delhi.

Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.

Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.

NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.

NCERT (2014). *Basics in Education*: Textbook for B.Ed Course. NCERT, New Delhi**.**

NCERT. (2005). National Curriculum Framework. National Council of Education Research and Training. New Delhi.

UNDPA. *Human Development Reports.* New Delhi. Oxford: Oxford University Press.

UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.

UNESCO; (1997).Learning the Treasure Within.

World Bank, (2004).*Reaching The Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.

PE 8: MANAGEMENT OF SCHOOL

Credit: 4

Total Marks: 100

Internal: 20   **External: 80**

Contact Hours / Week: 5

(3 Theory + 2 Practicum)

Objectives
On completion of this course, the student teacher shall
1. Understand concept, nature and approaches of educational management.
2. Develop concept, nature and approaches of school management.
3. Develop understanding and skill in managing materials and human resources of school.
4. Understand the skill of using different managerial and leadership style for effective management of a school.

Course Contents
Unit 1: Educational Management: Concept, Processes
- Concept of educational management: Concept and Process; Planning, organization, control, decision making and evaluation
- Approaches to management: Classical, Human relation and system
- Management of material resources: General class room equipments; school building, library, laboratory ,assembly hall playground and surroundings of school
- Management of human resources: organizational climate in school, Professional development of teachers-Self learning, reflective practices, orientation, seminars and colloquium

Unit 2: Management of Teaching Learning Activities
- Office management: Maintenance of record and Registers
- Time management: School Calendar, Preparation of school time table, factors affecting preparation of time table
- Management of co-scholastic activities in school-cultural, physical, social and creative and recreational activities, school assembly
- Management of Examinations: Roles and responsibilities of centre superintend, Invigilators

Unit 3: Structure and Design of school Management
- Characteristics of effective school management
- Structure of management in central and state level
- Role and responsibility of RDDE, DEO, DSE, BEEO, Head master/Principal, SMC/SMDC and Teachers
- Challenges and issue of school management

Unit 4: Leadership: Concepts, Traits and Styles
- Leadership: Concept, types-administrative and instructional

- Leadership traits: responsible, self-disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.
- Educational administration leadership skills: Decision making, Planning and coordinating, Communicating, Evaluating and Feedback
- Styles of educational leadership: autocratic, Laissez-faire and democratic

Suggested Activities

1. Read school development plan of elementary schools and prepare reflective notes on it.
2. Prepare report after collecting views of SMC members about their contribution to school improvement.
3. Critically analyze district educational planning of your district.
4. Interact with five HMs/Principals of nearby schools and prepare a report management of material and human resources.
5. Make a case study on a successful HM/principal of a school; Leadership quality and styles.
6. Visit to a nearby privately run school (may be CBSE or ICSE or Montessori or Madrasa etc.) and make a report on their management.
7. Visit to a nearby Government run school and privately run school and compare their material resources like – school building, library, laboratory assembly hall, playground bus services etc.
8. Prepare a time-table for a school having 5 teachers only and classes 8 to 10, each class has two section (first 3 activities can be taken up during the multicultural placement)
9. Prepare an academic calendar for any school.
10. Make a case study about the role and responsibilities of a center superintendent of a state board examination center.
11. Visit to your BEEO/DEO/RDDE and prepare a report base on discussion with them about the challenges they are facing.

Suggested Readings

Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999). Educational Management: Redefining Theory, Policy and Practice. Paul Chapman: London.

Government of India (2011). SarvaShikshaAbhiyan: Framework for Implementation, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.

Jha, Jyotsna, K.B.C. Saxena and C.V. Baxi (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. The European Commission: New Delhi.

Kochhar, S. K. (1994). Secondary School Administration, Sterling Publisher New Delhi

Mathur, S.S. (1990). Educational Administration and Management. The Indian Publications: India.

MHRD. (2009). RashtriyaMadhyamikShikshaAbhiyan: A Framework for Implementation. Department of School Education and Literacy, GOI: New Delhi.

MHRD. (2011).SarvaShikshaAbhiyan: A Framework for Implementation. Department of School Education and Literacy, GOI: New Delhi.

Mohanty, J. (2000) School management, Administration and Suprevision, Deep and Deep, New Delhi.

Mukhopadhyay, Marmar and R.S.Tyagi (2005). Governance of School Education in India. NIEPA: New Delhi.

तोमर गजेन्द्र सिंह (2016). विद्यालय संगठन और प्रबंधन. आर लाल बुक डिप्पो .मेरठ.

गुप्ता रामबाबू .शैक्षिक प्रसाशन संगठन और स्वास्थ्य शिक्षण .अग्रवाल अलोक पब्लिकेशन .लखनऊ.

Varghese, N. V. and J.B.G.Tilak (1991): The Financing of Education in India. IIEP: Paris.

Varghese, N.V. (ed.) (1997): Modules on District Planning in Education, NIEPA: New Delhi.

Zaidi, S.M.I.A., K.Biswal, N.K.Mohanty, and A.A.C.Lal (2012): Secondary Education Planning and Appraisal Manual. NUEPA: New Delhi. available at http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual(Prof%20Zaidi%20)

EPC 7: READING AND REFLECTING ON TEXTS

Credit: 2 **Total Marks: 50 (Internal)** **Contact Hours / Week : 3 (1 Theory + 2 Practicum)**

Objectives
On completion of this course the student-teacher shall
1. Develop proficiency in reading and responding to written texts.
2. Examine and appreciate authentic literary and non-literary texts
3. Develop study and reference skills
4. Reflect on the ideas expressed in the texts.
5. Plan, draft, edit and present a piece of writing related to their understanding of a text.

Course Contents
Unit 1: Stories and Excerpts from Narratives (any one or more)
- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004
- The black beauty by Anna Sewell. The Jarrold Group Publishers
- Malgudi days by R K Narayan
- History lesson by Arthur C Clarke. Better Publications inc.
- Short stories by Premchand, P N Renu, any other

    Excerpts from the following:
- The Diary of a Young Girl: Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- 'I have a Dream'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)
- Diwas Swapn by Gijubai Badekha

Unit 2: Essays /Excerpts from Literary Texts (any one or two)
- The Elephant, the Tiger and the Cellphone-ShashiTharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Ontage, Bloomsbury, London.
- Interpretor of Maladies – (Title Story)–JhumpaLahari, Mariner Books.

Unit 3: Essays /Excerpts from Educational and Scientific Texts (Choose any three)
- Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- A Brief History of Time- Stephen Hawking, Random House.
- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005. NCERT
- Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.
- Right of Children to Free and Compulsory Education Act, 2009 (http://eoc.du.ac.in/RTE%20-%20notified.pdf)
- Right of Person with Disability (RPwD) Act 2016 http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

The above-mentioned books / texts are only suggestive. The teacher education institute can select any book based the context and availability

It is expected that the faculty or group of faculty handling this course read and reflect on the text and approve of its use before suggesting it to students.

Guidelines for Assessment

Sl no	Activity	Marks
1	Narrating any one story selected from Unit 1in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Based on any one of your readings which impressed you, identify the opportunity for writing your own experience of a similar theme	10
Total		**50**

EF 4: FIELD WORK WITH COMMUNITY

Credit: 2   Total Marks: 50 (Internal)   Duration: 2 Weeks

Introduction

Fieldwork with community provides scope to the student-teachers to work with the community, share their plights, understand the educational and social problems the people come across, develop team spirit, plan at the micro level and above all realise the rural life from its socio-cultural perspectives. The teaching learning process has direct bearing on the immediate environment. It is learning resource centre both for the teacher and students. The prospective teacher must realize the process of getting involved in the communities for effectiveness of schooling system. Student-teachers must realise that the school and community behave symbiotically. In the absence of one, it is difficult for the other to survive.

Through this course the student-teachers are to be placed in a community to have a close sharing of life for which different activity are to be organised under close monitoring form supervisors and community members.

Objectives

On completion of the course the student teachers shall
- share the experience of community life

- understand the soico-educational problems of community life
- appreciate the role of community in school development programme
- realise the importance of school community symbiosis for school development programme
- appreciate the categorical role of teacher for better school community symbiosis

Transaction Mode

Discussion, rally, Competitions (Debates) Posters and Banner display Working in community setting, Mass Movement, *Nukkad* Performance, Local group formation, survey, interviews, dissemination of success stories etc.

Suggested Activities

1. Report on social customs, traditions and superstition
2. Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager
3. Study of wastage and stagnation in local primary schools
4. Study of an area in regard to consumption of electricity and water and suggest remedial measures
5. Tree plantation programme in the campus/nearby village
6. Survey of parent's attitude towards education of their children
7. Organization of campus beautification programme
8. Identification of problems of parents with respect to education of their children
9. Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community
10. Cleanliness drives in the community and awareness about its needs
11. Developing healthy food habits among the community members
12. Training of community in some simple vocations for self-employment
13. Exploiting the community resources and finding means and ways of using them for school

Many more such exercises could be conceived. Any such activities could be planned at the institutional level and executed. It is suggested that these activities may be conducted individually or collectively under the supervision of teacher educators.

Assessment Criteria

The performance of student teachers in all activities will be assessed at the end of the programme.

01.	Participation	10
02.	Any six activities may be chosen for assessment	30
03.	Observation of their practices	10
	Total	**50**

Note:

Fieldwork with community expected to be conducted in a nearby locality of the teacher education institute by identifying a suitable school. An opportunity has to be provided to student-teacher to work with the community, share their plights, understand the educational and social problems the people come across, develop team spirit, plan micro level and above all realise the rural life from its social-cultural perspectives. The teaching learning process has got direct bearing and the immediate environment. It is a learning recourse centre both for the teachers and students. In the process of community exposure, the prospective teacher must realise the process of getting involved in the community for effective schooling system. Student teachers must realise that the school and community behave symbiotically as in the absence of one it is difficult for either to survive.

Through this course the student teachers are to be placed in a community to have a close sharing of life for which different activity are to be organised under close monitoring from supervisors and community members.

VSD 1: AGRICULTURAL PRACTICES

Credit: 2	Total Marks: 50		Contact Hours / Week: 3
	Internal: 25	External: 25	(1 Theory + 2 Practicum)

Introduction

Agriculture is the largest industry not only in India, but also at the global level. There are innumerable occupational opportunities in the allied field of agriculture like floriculture, pisciculture, sericulture, animal husbandry and the likes. Introduction skill course in agriculture is seen as a strategy to create an educated population contributing to sustainable agriculture.

Objectives

On completion of this course, the student teacher shall
1. Know mportance of agriculture in human life.
2. understand the improved cultivation techniques in agriculture.
3. appreciate the role of agriculture practice in environmental conservation.

Course Contents
Unit 1: Agriculture for sustainable development
- As providing food for the people
- Soil and water management
- Contribution to environmental conservation

Unit 2: Techniques in agriculture
- Dryland and wetland cultivation.
- Improvised machinery
- Indigenous techniques of agriculture

Unit 3: Innovations in the field of agriculture
- Green revolution and white revolution.
- Innovation in agriculture (Minu Lochar Yojna)
- Moment related to agriculture practice
- Scientific development contributing to agriculture growth.
- Water management in agriculture field

Suggested Activities
1. Visit to any nearly farmland and discuss the challenges faced by the local agriculturist.
2. Visit any field office of the agricultural university or any agriculture board in the locality, collect schemes and programmes to support in your state.
3. Discuss with agriculture university staff / Agricultural Technology Management Agency (ATMA) staff / agriculture officer to know the new cultivation possibilities of the state.
4. Develop a garden (vegetable or flowers) in the institute.

Suggested Reading

Hand Book of Agriculture, ICAR, New Delhi.

India Farming, ICAR Publication, Krishi Bhavan.

Kheti (Hindi), ICAR Publication, Krishi Bhavan, New Delhi.

Khad Patrika (Hindi), FAI Publication, New Delhi.

Saghan Kheti (Hindi), ICAR Publication, Krishi Bhavan, New Delhi.

VSD 2: INTRODUCTION TO TOURISM

Credit: 2	**Total Marks: 50**		**Contact Hours / Week: 3**
	Internal: 25	**External: 25**	**(1 Theory + 2 Practicum)**

Objectives
On completion of this course, the student teacher shall
1. get exposure about the basic concept of tourism in India
2. understand the current trends and practices in the tourism and the travel sector
3. understand and familiarize the various elements and development of tourism in India

Course Content

Unit 1: Introduction to Tourism
- Meaning, scope, Nature, Elements of Tourism
- Purpose and Forms of Tourism (Inbound, Outbound, Domestic)
- Components of tourism and types of tourism
- Defining tourism impacts- (Socio-Cultural, Economic and Environmental)

Unit 2: Tourism Resources
- Terminologies and concept of tourism resources
- Physical Resources (Role and Functions of Mountains, Hill Stations, Beaches, Islands, Rivers and Lakes)
- Biological Resources (Flora and Fauna and National resources in India)
- Cultural Resources (History, Culture and Heritage, Monuments, Handicraft and Handlooms, Pilgrimage Destinations and Museums)

Unit 3: Tourism Development and Travel Agency and Tour Operations
- Tourism Development: Meaning, Nature and Approaches to effective tourism development
- Concept, role and functions of Human Resource Development in tourism, Essential Management strategies for Tourism Development
- Travel Agents: Meaning, types and its functions
- Tour Operators: Meaning, types, role and functions of tour operators

Suggested Activities
1. Visit to a local tourism department and prepare a report on the visit
2. A detailed case study about the working operator ot other in connection with tourism information
3. Students role playing as employees at a tourist department as part of this activity students will learn their role
4. Prepare a project work based on newspaper and magazines
5. Prepare a catalogue of tourism based on historical, biological and cultural resources of your locality
6. Prepare a brochure to popularize the tourist resources of your state.

Suggested Readings

Mill, R.C. and A.M. Morrison; (1992). The Tourism System – An Introductory Text; Prentice Hall, London.

Betsy, R., (1991). Essentials of Tour Management, New Jersey.

Chile, S.N., (1989). Essays in Tourism, New Delhi.

Foster, Dennist L; (1993). The Business of Travel Agency Operations and Administration Macmillan/McGraw Hill, Singapore.

CBC Courses

CBCC 1: UNDERSTANDING ADOLESCENCE

Credit: 4

Total Marks: 100

Internal: 20 **External: 80**

Contact Hours / Week: 5

(3 Theory + 2 Practicum)

Objectives

On completion of this course, the student teacher shall
1. understand how adolescence period is important to the entire life span of individual
2. understand the all-round development of adolescence period and its influence in social life reality
3. bring awareness and foster proper guidance and counseling during the critical stage of Adolescence

Course Content

Unit 1: Adolescence: Meaning, Nature and Characteristics
- Definition, meaning and characteristics
- Needs, concern and realities of adolescence
- Early and Middle stage of Adolescence: Identity formation and determinants of personality development
- Being comfortable with changes during adolescence

Unit 2: Adolescence: Growth and Development
- Physical development: Meaning, Nutritional needs and its implications
- Social and emotional development: Managing social role and emotional effectively
- Developmental tasks of Adolescence and its importance in student life
- Cognitive development during adolescence

Unit 3: Socialization Demands of Adolescence
- The development of Independence
- Parent-child relationship and peer group relations
- Social development of adolescence period
- Adaptation of adolescents in social context
- Prevention of substance abuse, HIV, Sexual abuse and violation

Unit 4: The Adolescents in School
- Adolescents: A period needing special attention
- The role of school in the social world of adolescents
- Role of teachers in handling learners in adolescent learners
- Need for Guidance and counseling for adolescents: Role of the school
- Life skills development: Core objectives and adolescence education

Suggested Activities
1. Reflect on your development period. What challenges did you face? How did you resolve them? Discuss with your peers
2. Visit a school, talk to teachers on the issues they face in school with specific reference to adolescents.

Suggested Readings

Aggarwal, J.C. (2007) Essentials of Educational Psychology Vikas Publishing House Pvt Ltd, Noida.

Anita Woolfolk, (2005) Educational Psychology Dorling Kindersley Pvt Ltd.

Anita Woolfolk E. (2008) Educational Psychology Allyn & Becon a Viacom Company.

Mathur, S.S. Educational Psychology Vinod Pushtak Mandir, Agra.

Kundu, CL (20015) Educational Psychology Sterling Publishers Pvt Ltd, New Delhi.

CBCC 2: UNDERSTANDING DISABILITY

Credit: 4	Total Marks: 100		Contact Hours / Week: 5
	Internal: 20	External: 80	(3 Theory + 2 Practicum)

Objectives:
On completion of this course, the student teacher shall
1. Understand the concept, policies and legislative frameworks for persons with disability
2. Know about different types of disabilities and their characteristics
3. Develop an insight into implications of each type of disability to learning
4. Know the importance of prevention, identification and intervention of disabilities

Course Content
Unit 1: Disability: concept and policies
- Meaning, characteristics and type
- Recent national and international Policies, legislative frameworks for persons with disability
- Fundamental principles for empowerment of persons with disabilities
- Special role of institutions for the education of children with disabilities; rehabilitation council of India, national institutes of different disabilities

- Parents as partner; developing positive relationships between school and home- involving community resources as source of support to teachers

Unit 2: Sensory disabilities: visual impairment, hearing impairment, deaf-blindness
- Meaning, Identification, Incidence and Prevalence
- Causes and Prevention
- Types and Characteristics of sensory disabilities
- Intervention, and Educational Programmes

Unit 3: Intellectual Impairment; Slow learner, Specific learning disability, Autism, Mental illness and multiple disabilities
- Definition and Identification
- Incidence and Prevalence, Causes and Prevention
- Characteristics — Mild, Moderate, Severe, Profound
- Intervention and Educational Programmes

Unit 4: Locomotor disability; Leprosy Cured, cerebral Palsy, dwarfism, acid attack victim and muscular dystrophy
- Definition, Classification, Incidence and Prevalence
- Causes and Prevention
- Types, Classification and Characteristics
- Intervention and Educational programmes

Suggested activities
1. Read the relevant portions from the Acts, policies promoting education of children with disabilities and have a group discussion in the class
2. Visit any school, special centers where children with disabilities are enrolled, observe and interact with them. Prepare a report and share the experience in small groups
3. Conduct a survey in a locality to identify children with disabilities, their educational status.
4. Meet specialists in any area of disability, talk to them regarding the importance of preventive and curative measures.
5. Visit the SSA / RMSA office at the district / state level and find out the measures taken to encourage education of children with disabilities

Suggested reading

Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.

Evans, P & Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.

Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.

Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi.

Alur, M. (2002). Special needs policies in India. In S. Hegarthy and M Alur (Eds). Education and children with special needs: From segregation to Inclusion. New Delhi: Sage.

Convention on the Rights of Persons with Disabilities and Optional Protocol (2007), New York: United Nations.

Jangira, N.K. (1997). "Special Educational Needs of Children and Young Adults: An Unfinished Agenda," *Education and Children with Special Needs: From Segregation to Inclusion,* Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage.

MHRD (1986). National Policy on Education. Ministry of Human Resource Development, New Delhi, Govt. of India.

MHRD (1992). National Policy on Education – Programme of Action 1992. Ministry of Human Resource Development. New Delhi, Govt. of India.

MHRD (2005). Action plan for inclusion in education of children and youth with disabilities. New Delhi: Government of India.

Ministry of Law and Justice (2009). The Right of children to Free and Compulsory Education Amendment Act – 2009. New Delhi, Govt. of India.

MSJE (1992). The Rehabilitation Council of India Act. Ministry of Social Justice and Empowerment. New Delhi, Govt. of India.

MSJE (1999). National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999. Ministry of Social Justice and Empowerment. New Delhi, Govt. of India.

MSJE (1995). Persons with disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. 1995. Ministry of Social justice and Empowerment. New Delhi, Govt. of India.

MSJE (2006). National Policy for Persons with Disability. Ministry of Social Justice and Empowerment. New Delhi, Govt. of India.

UNCRPD (2006). Convention on the Rights of Persons with Disabilities." *UN Enable.* The United Nations. Web. 18 January, 2012. http://www.un.org/disabilities/default.asp?id=150

UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Ministry of Science and Education; Salamanca, Spain.

World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs." World Conference Education for All: *Meeting Basic Learning Needs*. 9 March1990. Web. 8 October, 2011. http://www.unesco.org/education/pdf/JOMTIE_E.PDF

RPwD Act (2016) Rights of Persons with disabilities. Ministry of Social Justice and Empowerment.

CBCC 3: ENVIRONMENTAL CONCERNS

Credit: 4 **Total Marks: 100** **Contact Hours / Week: 5**
Internal: 20 External: 80 (3 Theory + 2 Practicum)

Objectives

The course for environmental education aims to

1. orient student teachers to understand and analyze environmental issues and concerns
2. generate awareness about protection and conservation of environment among themselves as well as in the community.
3. to develop project by the student teacher for sustainable management of the environment by critical analysis, inquiry, and intellectual discourse.
4. to make the students teachers competent enough to spread environmental awareness at different levels of education

Course Content

Unit 1: Meaning Scope and importance of environmental studies
- Environmental studies its meaning nature and branches
- Concept and components of Environment(Biotic, abiotic),factors influencing environment (Climatic, Edaphic, Topographic)
- Different spheres in environment and their interaction (Biosphere, Geosphere, Atmosphere, Hydrosphere, Anthosphere)
- Human being and environmental interaction: Need of environmental education at different levels (primary, secondary, higher education)
- A need to generate environmental public awareness
- Role of educational institutions in public awareness about environment and its protection
- Need of study and research in environmental education

Unit 2: Environmental pollution and its control
- Air pollution its causes effect and control
- Water pollution its causes effect and control
- Land pollution and its control
- Noise pollution sources effect and control

Unit 3: Resources its conservation and management
- Water resources and its management
- Energy as resource its conservation and management
- Land and mineral resource its management
- Forest as a resource and its management
- Biodiversity and its management and its conservation

Unit 4: Issues and concerns in environment
- International legislation and policies for environmental protection
- National legislation and policies for environmental protection
- Public participation in environmental protection
- Use of technology for environmental protection and sustainable development
- Role of mass-media in environmental education eco development eco-tourism

Suggested Activities
1. Seminar on various issues and concerns of environmental concerns
2. Preparation of a project on kitchen waste management
3. Community participation of students and submission of a documentary on environmental education and awareness in community.

Suggested Readings

Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.

Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R. Lall Books Depot.

Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation

Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.

Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications. Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.

Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

CBCC 4: EARLY CHILDHOOD CARE AND EDUCATION

Credit: 4

Total Marks: 100
Internal: 20   **External: 80**

Contact Hours / Week: 5
(3 Theory + 2 Practicum)

Objectives

On completion of this course the student-teacher shall
1. understand the need and significance of ECCE at the national and international level
2. appreciate the co-existence of plurality and diversity of childhood in contemporary Indian society
3. critically examine the contribution of educationists on ECCE
4. reflect on the strategies of assessment of children at pre-school Stage.

Course Content

Unit 1: ECCE: Policy and Perspectives
- Concept, significance and objectives of Pre-school education; ECCE, ECE, ECCD
- ECE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005); Quality Standards of ECCE (MW&CD)-2013, Constitutional Provisions (Revised Art.45).
- ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 focusing on ECCE – concerns and issues.
- Right to Education Act, 2009, emerging positions of early childhood and the young child in the current five year plan

Unit 2: ECE Practices
- Childhood in contexts of family, school and community and geographical areas.
- Socio -cultural pluralities such as influences of multiple languages, regional and religious influences on children and ECCE classroom transactions
- Economic influences in reference to childhood and its impact on everyday classroom schedules
- Gender and caste stereotypes and ways to provide care and education for all young children
- Linkage between ECE and Primary Education

Unit 3: Contributions of thinkers and educationists on ECCE
- Contributions of Indian Educationists to Pre School Education – (Mahatma Gandhi, Rabindranath Tagore, Gijubai Badheka, Tarabai Modak)
- Contributions of western Educationists to Pre School Education– (Friedrich Froebel, Maria Montessori, Jean Piaget)

Unit 4: Curriculum and Pedagogy for Early Childhood Education
- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- Developmentally appropriate practices: theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction
- Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials.

Suggested Activities
1. Case study of Anganwadi, pre-school centers
2. Assignment on selected themes from the course
3. Study of present status of ECCE in State/Region/District
4. Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
5. Survey of play materials and comparing with the socio-cultural set-up
6. Survey of child rearing practices in different cultures

Suggested Readings

Economic and Political Weekly (2006). Child Development – Overcoming Persistent Under-Nutrition. XLI (12), March 25-31, New Delhi: A Sameeksha Trust Publication.

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher

MWCD (2013).National Early Childhood Care and Education (ECCE) Policy.Govt of India, New Delhi

MWCD (2013).National ECCE Curriculum Framework.Govt of India, New Delhi

MWCD (2013).Quality Standards of ECCE.Govt of India, New Delhi

Myers, R. G (1995). The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World, Ypsilanti, Mich., High/ Scope press.

National Council of Applied Economic Research (2001). Concurrent Evaluation of ICDS - National Report. New Delhi.

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

NCERT (2005).Position Paper on National Focus Group on ECE, NCERT, New Delhi

NCERT (2015).Exemplar Guidelines for Implementation of Early Childhood Care and Education Curriculum, NCERT, New Delhi

NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.

Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.

Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.

Sood, N (2003). Planning and Management of Early Childhood Education: A Case of Himachal Pradesh. Occasional Paper 32, New Delhi: National Institute of Educational Planning and Administration.

Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.

UNESCO (2002). Integrating Early Childhood into Education: the Case of Sweden. Paris, (UNESCO Policy Brief on Early Childhood, 3).

UNESCO (2006). Cross-national Compilation of National ECCE Profiles. Geneva: UNESCO International Bureau of Education

UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris. Washington D. C. World Bank.

World Bank (2004). Reaching Out to the Child: An Integrated Approach to Child Development. New Delhi, Oxford University Press.

World Bank (2007). EFA Global Monitoring Report – Early Childhood Care and Education. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi

Part – 4
Appendix

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

(a) functional and appropriate furniture in required number for instructional and other purposes.

(b) Arrangement may be made for parking of vehicles.

(c) Access to safe drinking water in the institution.

(d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(**Note:** In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.

(b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

(c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

(a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

(a)   Tasks and Assignments that run through all the courses.

(b)   School Internship.

(c)   Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

(a)   Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.

(b)   Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.

(c)   Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.

(d)   Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.

(e)   Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.

(f)   School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.

(g)   There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.

(h)   For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5.   **Staff**

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1.	Principal/ HoD	One
2.	Perspectives in Education	Four
3.	Pedagogy subjects	Eight
	(Maths, Science, Social Science, Language)	
4.	Health and Physical Education	One
5.	Fine Arts	One
6.	Performing Arts (Music/Dance/Theatre)	One

Note: (i)   The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii)   Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A.   Principal/HoD

     (i)   Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and

     (ii)   M.Ed. with minimum 55% marks; and

     (iii)   Ph.D. in Education or in any pedagogic subject offered in the institution; and

     (iv)   Eight years of teaching experience in a secondary Teacher Education Institution.

     Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

B.   Perspectives in Education or Foundation Courses

     (i)   Postgraduate degree in Social Sciences with minimum 55% marks; and

     (ii)   M.Ed. degree from a recognised university with minimum 55% marks.

<p align="center">OR</p>

     (i)   Postgraduate (MA) degree in Education with minimum 55% marks; and

     (ii)   B.Ed./B.El.Ed. degree with minimum 55% marks.

C.   Curriculum and Pedagogic Courses

     (i)   Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and

     (ii)   M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[**Note:** In case of B and C put together, for two faculty positions, a postgradutate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BElEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D.   Specialised Courses Physical Education

    (i)   Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

    Visual Arts

    (i)   Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

(i)   Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

    5.3 Administrative and Professional Staff

(a)	Librarian (B.Lib with 55% marks)	One
(b)	Lab Assistant (BCA with 55% marks)	One
(c)	Office-cum-Account Assistant	One
(d)	Office Assistant-cum Computer Operator	One
(e)	Store-Keeper	One
(f)	Technical Assistant	One
(g)	Lab Attendants/Helpers/Support Staff	Two

       Qualifications

       As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6.   Facilities

    6.1 Infrastructure

       (i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

       (ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

    (ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.EI.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.EI.Ed plus B.Ed plus M.Ed	3500	3500
D.EI.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

(a)   One classroom for every 50 students

(b)   Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)

(c)   Library-cum-Reading Room

(d)   ICT Resource Centre

(e)   Curriculum Laboratory

(f)   Art and Craft Resource Centre

(g)   Health and Physical Education Resource Centre (including yoga education)

(h)   Principal's Office

(i)   Staff Room

(j)   Administrative Office

(k)   Visitor's Room

(l)   Separate Common Room for male and female students

(m)   Seminar Room

(n)   Canteen

(o)   Separate Toilet facility for male and female students, for staff, and for PWD.

(p)   Parking Space

(q)   Store Rooms (two)

(r)   Multipurpose Playfield

(s)   Open space for Additional Accommodation.

(iv)   There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.

(v)   Safeguard against fire hazard be provided in all parts of the building.

(vi)   The institution campus, buildings, furniture etc. should be barrier free.

(vii)   Hostel for male and female students separately, and some residential quarters are desirable.

6.2   Instructional

(a)   The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.

(b)   There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than there multiple copies of each title.

(c)   There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.

(d)   There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

(e)   There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.

(f)   Games and sports equipments for common indoor and out door games should be available.

(g)   Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

(a)   Functional and appropriate furniture in required number for instructional and other purposes.

(b)   Arrangement may be made for parking of vehicles.

(c)   Access to safe drinking water be provided in the institution.

(d)   Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

   (**Note:** In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1.   Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2.   Institutions Eligible to Apply

(i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.

(ii) University Departments of Education.

3.   Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4.   Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.