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Department of Teacher Education (B.Ed.)

Learning Outcomes based Curriculum Framework

(LOCF)

for

B.Ed. Undergraduate Programme

2021

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I. Introduction

Keeping pace with the diversity existing in our society, the teacher has to deal with the heterogeneous classroom. The aspiration level of the students has changed considerably under the influence of technological revolution and globalization. In this context, the teacher needs to understand 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 provide varied opportunities for the students to observe, experiment, reflect and question.

In order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher Education Curriculum Frameworks from time to time. The latest curriculum framework, NCFTE-2009 tried to address mismatch of theory and practice in teacher education programmes. 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 centers of pedagogy and learning, classroom based research, and internship of longer duration. The need for developing competencies for lesson design and maintaining, reflective journals has also been emphasized.

The Justice Verma Commission (JVC) appointed by the Government of India submitted its report in 2012 recommended for revamping the system of teacher education in the country, such as introducing integrated teacher education programs 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. Thus, 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) revisited its regulations, norms and standards for various teacher education programs and notified new Regulations in December, 2014. As per the Regulations, the duration of the regular B.Ed. programme after Graduation has been two years. The curriculum follows broad based curricular areas such as perspectives in education, curriculum and pedagogic studies, enhancing professional capacities and engagement in the field. All these areas focus towards reducing the gap between theory and practice as engagement with the field is extended throughout the four semesters (B. Ed).

On instructions from the UGC and in accordance with the New Education Policy, the Board of Studies in Education hereby presents its LOCF based syllabus.

II. Aims of B.Ed. Undergraduate Programme

The object of this Programme is to describe the achievements and outcomes expressed in terms of knowledge, understanding, skills, attitudes and values expected from this programme of study. The programme is designed keeping in mind innovativeness and flexibility in teaching-learning processes. It should help formulate graduate attributes, qualification descriptors, programme specific learning outcomes and course learning outcomes that are expected to be demonstrated by the student. Care has been taken to ensure the maintenance of international standards in the teacher education programe so as to inculcate in the student the spirit of global competitiveness. After the completion of the programme the student should be able to demonstrate the outcomes given below.

III. Graduate attributes:

1. Disciplinary knowledge of the foundational courses in Education to more intensive and focused study of the courses of teacher education.

2. Communication skills

3. Critical thinking

4. Analytical reasoning

5. Problem solving

6. Research-related skills

7. Self-directed learning

8. Multicultural competence

9. Moral and ethical awareness/ reasoning

10. Digital literacy

11. Leadership qualities

12. Lifelong learning abilities

These outcomes have been further elaborated as follows:

1. Disciplinary knowledge:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.

- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.

- Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

2. <u>Communication skills:</u>

(a) Ability to express thoughts and ideas effectively in writing and orally.

(b) Communicate with others using appropriate media.

(c) Ability to share ones views clearly .

(d) Ability to listen carefully.

(e) Ability to read and write analytically.

(f) Ability to present complex information in simpler form.

3. <u>Critical thinking:</u>

(a) Capability to apply analytic thought to a body of knowledge.

(b) Analyse and evaluate evidence, arguments, claims, beliefs, on the basis of empirical evidence .

(c) Identify relevant assumption or implications. Formulate coherent arguments.

(D) Critically evaluate practices policies and theories by following scientific approach to knowledge development in the field of teacher education .

4. <u>Analytical reasoning:</u>

(a) Ability to evaluate the reliability and relevance of evidence.

(b) Ability to evaluate identify logical flaws and holes in the arguments of other .

(C) Ability to analyse and synthesise data from a variety of sources.

(D) Ability to draw valid conclusions and support pupil teacher with evidence and examples. And addressing opposing viewpoints.

5. <u>Research-related skills:</u>

(a) Ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers

(b) Ability to plan and write a research paper

6. Reflective Thinking:

(a) Ability to locate oneself and see the influence of location—regional, national, global—on critical thinking.

7. Self-directed learning:

(a) Ability to work independently.

(b) Ability to carry out personal research, postulate questions and search for answers

8. Digital Literacy:

(a) Ability to use digital sources, and read them critically

(b) Ability to use digital resources for teaching- learning process .

9. Multicultural Competence:

(a) Ability to engage with and understand teacher education from various nations and languages.

(b) Ability to respect and transcend differences.

10. Moral and ethical awareness/ reasoning:

(a) Ability to interrogate one's own ethical values, and to be aware of ethical issues.

(b) Ability to inculcate values in class room setup as well outside the class room in teaching learning process.

11. Leadership qualities:

(a) Ability to lead group discussions, to formulate questions for the class .

12. Life-long learning abilities:

(a) Ability to retain and build on teaching and learning skills.

(b) Ability to transfer such skills to other domains of one's life and work.

IV. <u>Qualification Descriptors:</u>

This criterion describes the level of knowledge and understanding, skills and competencies and attitudes and values which a student of teacher education occupies after the completion of the programme. The programme has been designed keeping in mind the learning experiences and assessment procedures to be applied in such a way that the student gets a fair opportunity to attain the intended program learning outcome. The qualification descriptors would mirror the understanding and knowledge related to teacher education (B.Ed) including global competencies which the student of this programme shall acquire.

The student after the completion of the program should be able to apply the disciplinary knowledge and transferable skills acquired to new context and should be able to identify and analyse problems and seek solutions to them in real life situations. He/She should be able to apply the acquired subject-related skills to employment opportunities.

V. Programme Specific Learning Outcomes:

The programme specific outcomes related to teacher education (B.Ed) Programme are given as under:

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

- Develop a rational conceptualization of pedagogical knowledge and to incorporate it into thespecific content areas.

- Prepare teachers equipped with knowledge and competencies to conduct as professionals tohandle the challenges of the present day classroom.

- Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

- Develop teachers with a deep and critical awareness of professional ethics and an ability tocritically engage in reflective practices.

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.

- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

VI. <u>Course Learning Outcomes</u>:

Course means the different papers a student undertakes in a programme of study. Course outcomes describe details of the student's abilities after completion of the course. Programme learning outcomes are attained through the learning of different courses in a given programme or one can say that the achievement by student of course learning outcomes lead to his acquisition of programme learning outcomes. The course learning outcomes are linked to the different Graduate Attributes but not all course learning outcomes are linked to all Graduate Attributes as Graduate Attributes are developed through the entirety of the overall course learning outcomes after the completion of the programme of study. Given herewith are the tables indicating the connection between course learning outcomes and programme learning outcomes:

TABLE I : CORE COURSES – PERSPCTIVE IN EDUCATION (11)

Programme Outcomes	CC 1 : Chil dhoo d and grow ing up	CC 2 : Educa tion in india- status, Probl ems and isses	CC 3 : Curric ulum Develo pment and school	CC 4 : Langua ge across the curricu lum	CC 5 : Learn ing and Teach ing	CC 6 : Skills and strate gies of teachi ng	CC 7 : Popul ation educa tion and adult educa tion	CC 8 : Gender School and Society	CC 9 : Educa tion techn ology and ICT	CC 10: Cre atin g an incl usiv e Sch ool	CC 11 : Optional Courses (Any one of the subject mentioned below) (A) Guidance (B) Environme ntal and counseling Education
Prepare teacher with sound background in perspective of education	√	√	√		√					√	
Rational conceptualization of pedagogical knowledge				√		√					
Prepare teachers equipped with knowledge and competencies	√	√	√	√	√	√	√	√	√	√	√
Develop self identity as a teacher educator		√	√	√	√		√		√		
Develop teacher with a deep and critical awareness of professional ethics	√	√	√	√	√	√	√	√	√	√	√
Under standing of central concepts	√	√	√		√	√			√		
Creating learning opportunities for diverse learners and learning contents	√				√	√					
Planning of learning experiences				√	√	√			√		
Knowledge of effective verbal, non-verbal and media communication techniques				√		√			√		
Use of formal and informal assessment strategies to evaluate intellectual , social and physical development of the learner			√		√	√					

TABLE II : PEDOGOGY OF SCHOOL SUBJECT PART - I AND PART - II

Programme outcomes	PC 1 Hindi	PC 1 English	PC 1 Sanskrit	PC 1 Social Science	PC 1 Maths	PC 1 Biology	PC 2 History	PC 2 CIVICS	PC 2 Geography	PC 2 Economics	PC 2 commerce	PC 2 Physics	PC 2 chemistry
Prepare teacher with sound background in perspective of education													
Rational conceptualization of pedagogical knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√
Prepare teachers equipped with knowledge and competencies	√	√	√	√	√	√	√	√	√	√	√	√	√
Develop self identity as a teacher educator	√	√	√	√	√	√	√	√	√	√	√	√	√
Develop teacher with a deep and critical awareness of professional ethics	√	√	√	√	√	√	√	√	√	√	√	√	√
Under standing of central concepts	√	√	√	√	√	√	√	√	√	√	√	√	√
Creating learning opportunities for diverse learners and learning contents	√	√	√	√	√	√	√	√	√	√	√	√	√
Planning of learning experiences	√	√	√	√	√	√	√	√	√	√	√	√	√
Knowledge of effective verbal, non-verbal and media communication techniques	√	√	√	√	√	√	√	√	√	√	√	√	√
Use of formal and informal assessment strategies to evaluate intellectual , social and physical development of the learner	√	√	√	√	√	√	√	√	√	√	√	√	√

TABLE III : ABILITY ENHANCEMENT COURSES (4)				
Programme outcomes	AESD – I reading and reflecting on texts (Ability – enhancement & skill development)	AESD – II Drama & Art. In education	AESD – III Educational Psychology Practical	AESD –IV Understanding the self
Prepare teacher with sound background in perspective of education				
Rational conceptualization of pedagogical knowledge				
Prepare teachers equipped with knowledge and competencies	√	√	√	√
Develop self identity as a teacher educator	√	√	√	√
Develop teacher with a deep and critical awareness of professional ethics	√	√	√	√
Under standing of central concepts				
Creating learning opportunities for diverse learners and learning contents	√	√	√	√
Planning of learning experiences	√	√	√	√
Knowledge of effective verbal, non-verbal and media communication techniques	√	√	√	√
Use of formal and informal assessment strategies to evaluate intellectual , social and physical development of the learner	√	√	√	√

VII. Teaching Learning Process:

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 him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective Teacher-Educator will be of the following kinds:

1. **Lecture-cum-Discussion Session:** The teacher educator provides the perspective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.

2.**Focused Reading and Reflection:** Perspective Teacher-Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.

3.**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 torevisit their own understandings or develop new insights.

4.**Seminar Presentations:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

5.**Attachment to Teacher Education Institution:** Learning experiences would be provided through several teacher education institution-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.

1. **Workshop :** A series of learning experiences in a given performance area would be provided to perspective Teacher-Educator in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.

2. **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 / University Department in which the prospective teacher educators shall participate and each of them shall prepare abrief report on the conclusion of each panel discussion session.

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3. Group Work: On different dimensions of an issue/theme relating to curricular components or concerning any emerging issues of school education and teacher education, groups shall be formed among the prospective teacher educators who would work on the theme and performance of each individual group shall be reported.

4. Library Work: On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.

5. Projects: Course related projects having contemporary concern shall be assigned to individual prospective teacher educator to be completed within a specified period of time with a report.

6. Collaborative Presentations: The prospective teacher educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.

7. 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 teacher educators. Similar visits to other teacher education institutions, both ETEIs and STEIs, and interaction with student teachers, teacher educators and other stakeholders shall be conducted and the experiences shall be shared.

8. Sessional Work : Each course paper in this programme has theoretical as well as practical component in the form of assignment which need to be conducted as assessed internally in time.

The topics for the sessional work listed under each course are suggestive. The concerned teacher educator may assign any other topic/issue relevant to the respective course.

VIII. Assessment Methods:

a. Alignment of Programme Learning Outcomes and Course Learning Outcomes:

The assessment of learners' achievement in teacher education (B.Ed) will be aligned with the following:

a. **Programme learning outcomes (postgraduate descriptors)**
b. **Course learning outcomes (qualification descriptors)**
c. **Academic and professional skills suggested in the under graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses).**

Assessment priorities:

Two years Degree B.Ed. Programme Under CBCS (Choice Based Credit System) is a professional course that prepares teachers for middle level (class VI-VIII), secondary (Class IX-X) and senior secondary (Class XI-XII). Course is strictly based on ordinance – 222 as per guidance of UGC and decision of the standing committee held on 30.6.2015 at point no.-10. The semester will consist of 16-18 weeks of academic work. One credit is equivalent to one hour (60 minutes) of teaching (lecture or tutorial) or two hours (120 minutes) of practical work/field work per week in a semester. The credits associated with the course will be valid credits, while credits associated with comprehensive viva-voce will be virtual credits. The university teaching Deptt will workout the required minimum number of credits for the award of the degree on an average of valid 20 credits per semester. The distribution of the credits among theory, practical, field work in a semester will also be worked out by the Deptt. The UTD will offer the courses of 20-30 credits for full time B.Ed. Programme. The UTD will offer the elective-generic courses to its own students and the students of other programmes under choice on first come first served basis. The number of seats in the course will depend on available facilities in the Deptt. The requirement of Project/Internship as notified by the Department need to be undertaken by the candidate for the specific credits. The Project/Internship may be undertaken in any of the school. This should be of maximum 18 credits in a semester. The minimum attendance of the students is as per NCTE norm/university norm; otherwise students will not be permitted to appear in the examination. students will be eligible for award of degree when he/she earns minimum required number of valid and virtual credits specified for the programme but not before the minimum duration of the programme. Each course will be assessed for 100 marks,

out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation during the semester. During the semester, a teacher offering the course will do the continuous evaluation of the student at three points of time by conducting three tests of 20 marks each. Marks obtained in two best tests out of three will be awarded to the student in each course, there shall be end semester examination of 60 marks. Each student has to appear in at least two tests and end semester examination, otherwise, the student will be awarded Ab grade in that course. The teacher offering the course will be responsible for setting the question paper and evaluating the answer books of test and end-semester Examination of that course. If due to some unavoidable reasons, it is not possible, then the Head will make an alternate arrangement for the conduct of Examination. Total of marks obtained in end-semester examination and best two tests under continuous evaluation will decide the grade in the course. The grading will be made on 10-point scale as described below :-

Letter Grade	Grade Point	Description	Range of Marks %
O	10	Out Standing	90-100
A+	09	Excellent	80-89
A	08	Very good	70-79
B+	07	Good	60-69
B	06	Above average	50-59
C	05	Average	40-49
P	04	Pass	35-39
F	00	Fail	0-34
Ab	00	Absent	Absent

If a student obtains fail or Absent grade in any course, he/she will be treated to have failed in the course. He/she has to reappear in the examinations of the course as and when conducted or arranged by the Department. Marks obtained earlier in continuous assessment may be carried toward and added to the marks obtained in repeat end-semester examination to decide the grade in the repeat course. The theoritical and practical courses can be repeated whenever offered or arranged by the Department but within maximum duration of the programme. He/she can avail multiple repeat attempts to pass the course. The semester grade Point Average (SGPA) and cumulative Grade Point Average (CGPA) will be calculated as weighted average of valid and virtual credit Point secured by the student, except the credits of additional course, if any, The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet. The SGPA is a measure of performance of a

student in a semester. It is ratio of total credit Points secured by student in various courses registered in semester and the total course credits taken during that semester, i.e

$$\text{SGPA (Si)} = \frac{\sum(Ci \ X \ Gi)}{\sum Ci}$$

Where Ci is the number of credits of the ith course in a semester and Ci in the grade Point scored.

CGPA is measure of overall cumulative performance of a student overall the semesters completed. The CGPA is the ratio of the total credit point secured by a student in various course in all the semesters completed and the sum of the total credits of all course in all the semesters completed, i,e

$$\text{CGPA} = \frac{\sum(Ci \ X \ Si)}{\sum Ci}$$

When Si in the SGPA of the ith semester and Ci is the total number of credits in the ith semester.

On completing all the requirements for award of the degree, the CGPA will be calculated and this value will be indicated on the degree alongwith Division. The final degree should also indicate the division obtained as per follows:

CRITERIA FOR AWARDING DIVISION ONTHE BASIS OF CGPA

Division	Criterion
First Division With Distinction	The candidate has earned minimum number of credits required for the award of the degree in the first attempt with CGPA of 8.00 of above
First Division	The candidate has earned minimum number of credits required for the award of the degree in the first attempt with CGPA of 6.50 or above
Second Division	The candidate has earned minimum number of credits required for the award of the degree in the first attempt with CGPA of 5.00 of above but less than 6.50.
Pass Division	The candidate has earned minimum number of credits required for the award of the degree in the first attempt with CGPA of 4.00 of above but less than 5.00.

The student will be promoted to the next semester. If he/she secures at least 12 valid credits in a semester. In case the student secures less than 12 valid credits in any semester then the student will be asked to repeat the entire semester and that semester will be treated as zero semester. (12-Ord.-222). Repetition of theory/practical course is allowed only to those candidates who get F or Ab in the course. The student has to pay the prescribed fee for repeating the course. On account of valid reasons, a student may withdraw from a semester. In such case the semester will be treated as zero semester. In case of zero semester, the student will not be promoted to the next semester till he/she clears that semester. The UTD may allow such a student to register in the subsequent semester whenever it is offered by the concerned UTD. The student has to pay semester fee again in such cases. If the student withdraws within one month from starting of the semester then semester fee will not be charged again.

The practical course can be repeated as and when it is offered. Evaluation will be Internal with feedback system i.e. marked answer books will be shown to the student for his/her perusal and will be collected back by the teacher for record for six months after declaration of the result. The decision of the teacher regarding the evaluation and the grade shall be final. However, a student can submit in writing for review of his Marks/Grade to the Head/Director who will place the case before the Board of comprehensive viva-voce. The decision of the board will be final. Result of the review will be declared by the concerned Head/Director. Review is effective only if the grade improves.

Review will be allowed if-:

- The prescribed fee is paid.
- The candidate applies within 7 days of the declaration of the grade in that course.

practical will assessed continuously at the end of each semester evaluation of practicals will be done by two examiners. The grades obtained in the practicals will be shown separately in the grade- sheet.Dissertation/project report/internship of 5-5 credits will be assessed by the internal supervisor, in general, however UTD may be assessed by an internal supervisor and an external expert. The dissertation/major project/ internship report of 12-18 credits will be assessed by one external examiner to be appointed by the Vice-Chancellor from the paned of examiners suggested by Head/Director and the supervising teacher/the examiner appointed by the Head/Director of the UTD. A comprehensive viva-voce of 4 virtual credits will be conducted at the end of each semester of the programme by a board of four examiners at least ONE of whom shall be external. The Vice-Chancellor will appoint the external examiner in consultation

with Head/Director of the UTD. Three will form a quorum. Head/Director will coordinate the comprehensive viva-voce. The grades awarded in the viva-voce shall be shown separately in the grade-sheet.

If a programme has a large number of students then more number of boards may be constituted as per requirement. The board may include at least two experts including one internal and one external. The external expert of comprehensive viva-voce board shall also conduct an academic audit and make an assessment of overall knowledge gain by the students in the semester, standard of the question papers, syllabus covered, marking in valuation of the answer books, etc. and shall submit its report to the Vice Chancellor through Head/Director. An honorarium of Rs. 2000/- per day shall be paid to each examiner to the Board Comprehensive Viva-voce. The Grade/Marks sheet in each pre-final semester will be prepared in two copies and signed by the Programme Co-ordinator and Head/Director. Out of the two one will be issued to the student and the other will be kept in the UTD office as record.

The consolidated Grade/Marks sheet in final semester will be prepared in Triplicate by the UTD. These will be signed by the Programme Co-ordinator, Head/Director of UTd and the Deputy Registrar (Exam) of the University. One copy will be kept by the Exam Section of the University the second one will be issued to the student and the third one will be kept for record to the UTD. Different type of the grade-sheets will be prepared for result of pre-final semesters, final semester, and the semester having repeat courses. The UTDs will manage their own examination expenditures with the available income of 90% of their respective examination fees. In case any dispute arises regarding interpretation of these rules or in giving effect to the provision of this Ordinance the matter

shall be referred to the Vice Chancellor whose decision there on will be final.

The conversion of CGPA in to percentage will be as follows to facilitate its application in other academic matters.

Equivalent Percentage CGPA 10 The percentage will be rounded off upto second decimal point

The provisions herein will supersede the existing. Ordinances and Regulations for regular UG and PG programmes in UTDs, to the extent herein prescribed. The guidelines issued by the statutory bodies e.g. UGC/BCI/NCTE issued time to time will be adopted for implementation. In matters not covered under this Ordinance, general rules of the University shall be applicable.

c. **Diversity in Assessment Methods:** Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

d. **Learning Outcomes Index:** While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (B.Ed), and work out ways to assign credit loads and distribute weightage points for each. The following table shows one possible way to develop a Learning

Outcomes index for the Programme and the courses.

e. **Weightage Distribution:** In-semester activities may be accorded different weightage points (say for instance, 20: 10: 10: 15: 5 out of 60 percentage points), in terms of activities such as single or group level oral

components (**20**), individual project (**10**), group project (**10**), library and research work (**15**), and punctuality and regularity or any other responsibility indicator (**5**). Similarly, end-semester or summative assessment methods may include written tests, either written or in combination with oral components, as may be necessary, keeping in view the class size and the credit load in a given semester. Questions set in the end semester examinations may be a combination of essay type questions, short notes and objective MCQ (multiple choice questions). The credit hour distribution (L-T-O) has to be rationalized accordingly.

f. Innovation and Flexibility: Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

g. Freedom and Accountability: Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes framework. For example, in research work, learners may be asked to pay attention to library work and survey of literature, originality of ideas, formulation of arguments, and creativity. Components may be assigned weightage points accordingly (say, x:y:z for different components out of 15 points). The excellence of institutions will be increasingly determined by Learning Outcomes rather than programme or course objectives. Hence it is necessary to innovate continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

h. Clustering of Activities: Each cluster of activity may be assigned weightage points in accordance with the priorities of the institution without diluting the principles given in the LOCF. So an institution may choose to have any or all of the following in its in-semester activities with clear and transparent methods of communication to learners: open viva voce, group quiz or individual, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, poster presentations. Credit hour and

L-T-O distribution shall be crucial to any such clustering.

i. Review and Amendment: It is important for institutions to review, periodically and without fail, the efficacy of any method adopted to meet the learning outcomes proposed in the LOCF recommendations. Institutions are also required to make statutory provisions to adapt/modify/amend rules and clauses as may be necessary without violating the spirit of the larger programme outcomes outlined by the UGC in the CBCS guidelines.

j. Spirit Rather than Letter of the LOCF: The guidelines for assessment given here and elsewhere in the LOCF recommendations are indicative rather than exhaustive. So institutions are expected to frame assessment modes and criteria relevant to their situation and context, in keeping with the spirit of the LOCF. The basic idea of LOCF (B.Ed) that learners at this level should understand their position(s) in the light of regional, national and global perspectives—must find a true and transparent reflection in the assessment.

IX. Structure of the Programme:

Bachelor of education (B.Ed)

The Present B.Ed Syllabus for tow years programme has been designed with a view to train the students in a such manner So that they can be effective teachers in future. This is also framed on the basis of the guideline provided by the NCTE, NCERT, UGC and MHRD.

Categories of instruction

- **Persospective in education : Core Course (CC)**
- **Pedagogy Course (PC)**
- **Elective Course (EC)**
- **Ability Enhancement and Skills Develoment (AESD)**

Semester I – Scheme

Course/Paper	Hours per week	credits	Internal (Formative)	External (Summative)	Total Marks
Group A: Core Course					
CC 1: Childhood & Growing Up	05	05	40	60	100
CC 2. Education in India- Status, Problems and Issues	05	05	40	60	100
CC 3. Curriculum Development & School	05	05	40	60	100
CC 4. Language across the curriculum	05	05	40	60	100
EPC – AESD -1 Reading and g on Texts	08	04	40	60	100
Total	28	24	200	300	500

Semester II - Scheme

Course/Paper	Hours per week	credits	Internal (Formative)	External (Summative)	Total Marks
Group B: Core Course					
CC 1: Learning & Teaching	05	05	40	60	100
2. PC (I) Pedagogy of a School Subject – Part 1 Biology /Maths/Social Sciences (SS)/Language-Hindi/ English/ Sanskrit	05	05	40	60	100
☐ ☐☐ PC (II) Pedagogy of a School (Part II): Chemistry /Physics /History/ Civics/ Geography/Economics/ Commerce)	05	05	40	60	100
CC-2 Skills And Strategies Of Teaching	05	05	40	60	100
EPC 2 AESD-II Drama & Art in Education	08	04	40	60	100
Total	28	24	200	300	500

e/Paper	Hours per week	credits	Internal (Formative)	External (Summative)	Total Marks
Group A: Core Course					
CC1.Population Education And Adult Education	04	04	**40**	60	100
2. School Internship	16	16	**20**	180	300
3. EPC 3- Educational Psychology Practical	08	04	**40**	60	100
Total	**28**	**24**	**200**	**300**	**500**

Semester IV – Scheme

Course/Paper	Hours per week	credits	Internal (Formative)	External (Summative)	Total Marks
Group B: Core Course					
Gender School & Society	05	05	**40**	60	100
CC2 Educational Technology & ICT	05	05	**40**	60	100
CC3 Creating an Inclusive School	05	05	**40**	60	100

CC4 Optional Co0urses
  A. Guidance & Counselling
  B. Envirnmental education
	05	05	**40**	60	100

AESD IV Understanding the Self	08	04	**40**	60	100
Total	**28**	**24**	**200**	**300**	**500**

NOTE : (i) The Fiction: Elective Paper-A in Semester-I Scheme shall be the same as is already   in existence   for Fiction Paper.

(ii) The Drama: Elective Paper-A in Semester-II Scheme shall be the same as is already in existence for Drama Paper.

(iii) The Elective Paper III - A & B in Semester-III & IV Scheme shall be the same and in the same sequence as is already in existence under optional papers.

(iv) The Elective Paper IV – A, B & C in Semester-III & IV Scheme shall be the same and in the same sequence as is already in existence under optional paper

Name of the Programme - B.Ed

CC 1: Childhood & Growing Up

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **understanding of different aspects of a child's physical, motor,social and emotional development.**
- **understand the developmental process of children with diverse abilities in social, cultural and political context.**
- **Will be able to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.**
- **Sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.**
- **Will be able to build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.**
- **Will be able to provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.**

Course Content:

Unit – 1 Perspectives in development

- **Concept , Meaning , Scope and function and educational Psychology.**
- **Introduction to development : Concept and introduction to Perspectives in development, humanistic psychology and development theory.**
- **Enduring themes in the study of development : development as multidimensional and plural: Development as continuing through the life span: ways in which development is continuous/discontinuous? : Sociocultural contexts influencing development.**
- **Gathering data about children from different contexts: naturalistic observations: interviews: reflective journals about children: anecdotal records and narratives : clinical methods with reference to piaget.**
- **Method: Longitudinal, Cross sectional sequential Cohort methods: biographical case study and observational method.**

Unit – II Stages of human Development

- **Child as a developing individual : a psycho – social entity: stages of development.**

- **Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language: their intcrrclationships.**
- **Developmental tasks of childhood and adolescence and their implications.**
- **Factors influencing development such a heredity & environment media nutrition, child-rearing practices, siblings and peers.**
- **Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context- Living in an urban Slum, growing girl, and Growing up in dalit household**.

Unit – III Social and Emotional Development

- **Basic understanding of emotions, how differential gender socialization occurs.**
- **Personality development: Freud: psycho-social development- Erikson: influence of early childhood experiences on later personality.**
- **Social theories and gender development: meaning of gender roles: influences on gender roles, stereotypes, gender in the playground.**
- **Development of emotions: functions of emotions, attachment- Bowlby**.

Unit – IV Contexts of socialization

- **Concept of socialization: family and child relationships: parenting child rearing practices.**
- **Schooling: Peer influences, school culture, relationships with teacher. Teacher expectations and school achievement: being out of school overage learner.**
- **Relationships with peer: friendships and gender: competition and cooperation, competition and conflict: aggression and bullying from early childhood to adolescence.**
- **Social, economic and cultural differences in socialization: implications for inclusion.**

<u>**Essential Readings**</u>:

- **Cole, M, Cole, S.R and Lightfoot, C. (2004). The development of children . New York: Worth publishers. Chapter 1 : The study of Human Development Newman , B.M. and Newman P.H.**
- **(2007). Theories of human Development London: Lawrence Erlbaum associates, publishers. Chapter 1: Introduction Papalia , D.E. and Olds, S.W. (2003) human development. New McGraw Hill Higher Education. Chapter 1; The study of human development chapter 2; theory and research, Chapter 4; Physical development chapter 2; Theory Years. Chapter 7; Physical development in early childhood, Chapter 9; Physical development in middle childhood.**
- **Saraswathi, T.S (Ed.) (1999). Culture, socialization and human development theory, Research and Applications in India . Sage publications. Chapter 4; physical development during the first three years. Chapter 7; Physical Development in early childhood chapter 9; physical development in middle childhood.**

- **Vasanta, D. (2004) childhood , work and schooling; some reflections. Contemporary education dialogue. Vol. 2(1), 5-29. 6. Mukunda. K. V. (2009) what did you ask in school today? A handbook on child learning. Noida: Harper Collins. Chapter4; Child Development, 79-96.**
- **Readings for Discussion 1. Aries. P. (1965) Centuries of childhood – A Social history of the family life. Random House Inc. Chapter 1; The ages of life chapter 2;The discovery of childhood and conclusion – The two concepts of childhood. 2. Harris, M. And butterworth , G. (2002). Developmental psychology; a student's handbook . New York; taylor & francis. Chapter 1: A brief History of development psychology.**

Advanced Readings

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

Berk, Laura E. (2011). *Child development* (9th Edn.). New Delhi: Prentice Hall of India. Dash, M. and Dash, N.(2006). *Fundamentals of educational psychology*. New Delhi: Atlantic. Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van Nostrand

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

Hurlock, E.B. (1980). *Child development* (6th Edn.). Tokyo: McGraw-Hill, Kogakusha Ltd. Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.

Kail, Robert V (2011). *Children and their development* (6th Edition). Englewood Cliffs, N.J: Prentice Hall.

CC 2. Education in India- Status, Problems and Issues

Total Credit – 5
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Understanding and perception of the role and functions of a teacher as envisaged in the NPE 1986 .**
- **Student Teacher will understand the different projects and schemes at Secondary level in M.P.**
- **Develop an understanding of the brief historical background of Indian Educational System in India.**
- **understanding of the objectives and scope of Secondary Education.**

- **Understanding and awareness of professional ethics.**

Course Content:

Unit – I :- Concept of Education –

- **Indian and Western . Aims of education : Functions of education.**
- **Education as an instrument of social control , social.**
- **Change Preservation of cultural heritage and values.**
- **School and the society , culture and education , school as a social system. Agencies of education – informal , formal and Non-formal.**

Unit – II : Salient Features of ancient Indian Education –

- **Vedic, Buddhist, Islamic, Jainism.**
- **Tradition in Education.**
- **Major landmarks of British System of Education in Colonial India Particularly from the viewpoint of Aims, Structure, Curricula and Methods of education.**
- **Efforts towards evolving a national system of Education.**

Unit – III: Secondary Education

- **General Aims and objectives of Secondary Education and structure., Education during Post Independence Period, Constitutional Provisions for Education , Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,**
- **Different streams of Secondary Education 1) (C.B.S.E.2) I.C.S.E and 3 KSEEB with respect to curriculum. 4) Examination System etc.**
- **Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.**
- **Role of Secondary school teacher in Emerging India.**

Unit – IV Teacher Education and Secondary School Curriculum

- **Status, Aims and Objectives of Teacher Education in India.**
- **Role and Resposibilities of NCTE NCERT,DSERT,CTE,IASE.**
- **Professional organisation in the field of Teacher Education.**
- **Rastriya Madhyamika Shikshana Abiyana (RMSA) . NCF- 2005.**

- **Programmes for enhancing efficiency and productivity of school teacher – In – service training – orientation and content enrichment programme**s.

Reference:

- **Anand C.L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.**
- **Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York.**
- **Delors, Jaeques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty first Century UNESCO.**
- **Dewey I (1952) Experience in Education, Collier Macmillan.**
- **Dewey S (1956) Democracy in Education New York: Macmillan.**
- **Gandhi M.K. (1956) Basic Education, Ahmedabad nalijiban.**
- **Government of India (1952) Report of the Secondary Education Commission , New Delhi: Ministry of Education.**
- **Government of India (1966) *Report of Education Commission Ministry of Education* New Delhi.**
- **Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.**
- **Government of India (1992) *Report of Core Group on Value Orientation of Education***

Planning Commission. Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.

- **Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.**
- **Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.**
- **Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.**
- **Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.**

- **Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.**

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

Macmillan Co.

- **Naik J. P. (1975) *Equality, Quality & Quantity: The Elusiue Tringle of Indian***

atar*Education* Bombay : Allied Publishers.

- **NCTE (1988)** *Gandhi on Education* **, New Delhi**
- **Salamaliha(1979)** *Education in Social Context***. New Delhi. NCERT.**

CC 3. Curriculum Development & School

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Realise the concepts of curriculum and syllabi.**
- **Design currticulum in the context of school experiences , evaluation , power , ideology, process and practise and its transactional modes.**
- **Acquaint with the nature and types of curriculum.**

Course Content:

UNIT I:

- **Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing Curriculum.**

UNIT II:

- **Curriculum Construction, Curriculum Development : Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.**

UNIT III:

- **Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.**

UNIT IV:

- **Evaluation of B.Ed. Curriculum**

Designing a Curriculum in a given condition Reviewing of Syllabus/Books

REFERENCES

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
- Eccles   tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Rouletdge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.

- **Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction . New Delhi: Kanishka Publishers, 1997.**
- **Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973**
- **Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.**
- **Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.**

CC 4. Language across the Curriculum

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Recognise nature , function and role of language across the curriculum.**
- **Acquaint with obstacles in language usage while using the language and ways to overcome them.**
- **Understand importance and use of first and secondlanguage , multilingualism and impact of culture.**
- **Familiarise the students with the barriers to (Listening, Speaking. Reading Writing LSRW skills and activities for developing these skills.**

Course Content:

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

1. **The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities**

2. **Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)**

3. **Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)**
4. **Narrating/describing a related account from one's life experience (in front of a smaller group)**
5. **Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)**
6. **Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).**

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)

Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs) Explaining the gist of the text/topic to others (in the larger subject group) Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)

Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or

argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

• **Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)**

• **Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)**

• **Discussion of the theme, sharing responses and point(s) of view (small group discussion)**

• **Writing a response paper (individually or in pairs)**
• **Presentations of selected papers, questions and answers (large group)**
• **The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.**

Suggested Activities

1. **Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)**
2. **Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)**
3. **Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)**

4.**Researching and writing articles on topics of local interest (working to produce a   local interest magazine).**

UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this

Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions

- Searching and locating relevant reference books (could be from a school library or the institute library)

- Scanning, skimming and extracting relevant information from the books by making notes

- Collating notes and organising information under various sub-headings

- Planning a presentation – with display and oral components Making presentations to whole subject group, fielding questions.

AESD - 1 READING AND REFLECTING ON TEXTS

Total Credit – 4

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Read and response to a Varity of text in different ways To develop Meta cognitive awareness**

- **Enhance the capacities as readers and writers by becoming participants in the process of reading**

- **Work on the field and make predictions and check their predictions and then to summarize.**

Course Content:

UNIT I Reading Skills

- **Creating environment for reading – reading clubs, class**
- **libraries Reading aloud and silent reading**
- **Scaffolding: concept and activities**
- **Reading different texts types like stories, poems, riddles, jokes, and instructions for games**

UNIT II Reading with comprehension

- **Reading for global and local comprehension**
- **Inferences, analysis and extrapolation**
- **Reading strategies including word-attack strategies**
- **Discourse analysis**
- **Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet**
- **Using ideas of critical literacy to analyse chapters from textbooks**
- **Acquisition of Reading Skills**

UNIT III Types of text

1. **Narrative text**
2. **Expository**
3. **Autobiographical Narratives**
4. **Field Notes**
5. **Ethnographies**
6. **Addressing different types of skills and strategies**

-

Mode of Transaction

- **Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.**
- **Text analysis of school textbooks to improve skills in critical literacy**
- **Reflecting on one"s own learning to make connections with pedagogy.**

Essential Readings

1. **Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press**

2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge:. Cambridge University Press.
4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.

Second Semester

CC 1: Learning & Teaching

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Aware of different contexts of learning and situate schools as a special environment for learning;**

- **Reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories; Explore the possibilities of an understanding of processes in human**

- **Cognition and meaning–making them as basis for designing learning environments and experiences at school; and**

- **Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.**

Course Content:

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

Implicit knowledge and beliefs about learning (demystifying misconceptions). Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers).

UNIT 2: ROLE OF LEARNER IN LEARNING

1. **Role of learner in various learning situations, as seen in different theoretical perspectives**
2. **Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).**
3. **Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.**

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

1. Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotky's ideas in teaching.
2. Understanding processes that facilitate 'construction of knowledge' :

    (i) Experiential learning and reflection

    (ii) Social mediation
    (iii) Cognitive negotiability
    (iv) Situated learning and cognitive apprenticeship
    (v) Meta-cognition.

Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

1. **Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.**
2. **Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.**
3. **Differences in learners based on predominant 'learning styles'.**
4. **Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.**
5. **Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).**

PC.1. Pedagogy of a School Subject – Part I

Hindi(A)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Appreciate the importance of teaching Hindi as a second / third Language.**

- **Understand the aims and objectives of teaching Hindi.**

- **Acquire basic skills of language teaching, Aims/Objectives.**

- **Know the different methods of teaching .**

- **Prepare a lesson notes and teach accordingly.**

- **Appreciate and use of modern educational media.**

Course Content:

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

1. **Meaning and concept of language.**

2. **Nature and importance of language**

3. **Three language formula and Hindi**

4. **Place of Hindi in the Secondary School Curriculum of M.P.**

5. **Present position of Hindi in India**

a. **In the constitution**

b. **In the life of Indian people**

Aims of teaching Hindi as a second / third language.

1. **Functional aims of Hindi Teaching.**

2. **Cultural Aims of Hindi Teaching.**
   National and International Aims of Hindi Teaching.

3. **Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching**

4.**Modification of Objectives in terms of behavioural changes.**

Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons

1. **Planning of prose, poetry and Grammar lessons.**

2. **Processing of lesson notes and micro lesson plans.**

3. **Meaning and importance of a Unit plan and administration.**

4. **Resource Units – Use and implications.**

5. **Plan and process of lessons in Practice teaching.**

Unit 3: Language Skills

1. **Development of language skills- listening objectives and importance – activities for its development**
2. **Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures**
3. **Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading**

4

4. **Writing – Objectives – Characteristics of handwriting – dictation**
5. **Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's –**
6. **Characteristics of good translation**

Unit 4 :Curriculum Design

1. **Principles of Curriculum construction of Hindi**
2. **Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered.**
3. **Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.**
4. **Curriculum of prose – poetry and composition. Prose – Ancient / Medieval / Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations.**
5. **Curriculum development and evaluation.**

Seminar Topics (any one)

   a)   **Preparing scheme of assessment**

   b)   **A study of an author / poet.**

   c)   **Developing Linguistics Skills.**

   d)   **System our examination.**

   e)   **Importance of teaching materials for effective teaching.**

Practicum

   a)   **Review of Books – 8, 9 standard school text books.**

   b)   **Resource Unit Uses.**

   c)   **Unit plan processing.**

   d)   **A study of an Author / Poet.**
   e)   **Developing Linguistics Skills.**

Scheme of Assessment

01	For test oriented Studies.	
	Preparation of test ---- --	4 Marks
	Presentation of test	2 Marks
	Analysis of data	2 Marks
	Drawing conclusions	2 Marks
02	Report writing	
	Introduction of the topic	2 Marks
	Hypothetical study	4 Marks
	Analysis and Interpretation conclusion	4 Marks
	References.	

(Note: Records should be maintained).

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Bhasa Vishesshank Patrick (1980) Department of Education, Rajasthan , Bikaner

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Robert. L. (1964) *Language Teaching: A Teacher's Book.* New York: Megrewttill.

Ryburu, W.M. (1950) *The Teaching of the Mother Tongue.* Madras: Oxford University Press.
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Sugandhi, Deepak (2004) *Hindi Shikha Pranali .* Ilkal : Neha Prakshan.
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Syandhya Mukarji (1989) *Hindi Bhasha Shikshan.* Lucknow: Prakshan Kendra. Uttar Pradesh

Sanskrit(B)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

1.Understand the importance of Sanskrit language and its contribution

to Indian culture and emotional integration.

2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.

3. Prepare objective based lesson plans and implement them.

4. Understand the basic skills of language learning.

5. Understand the principles of curriculum construction in Sanskrit.

6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.

7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.

8. Understand the importance of Language Laboratory.

9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.

10. Understand the importance of co-curricular activities in language learning.

11. Imbibe the special qualities of Sanskrit teacher.

Course Content:

Unit 1 : Sanskrit Language – Nature and Importance

- Importance of Sanskrit language
- Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration

Unit 2 : Place of Sanskrit in the Secondary School Curriculum

- Aims & Objectives of teaching Sanskrit with reference to three language formula. Instructional Objectives - Specifications of each objective in the form of specific behavioural changes.

Unit 3 : Lesson Plan in Sanskrit Language

1. Planning lesson plans in prose, poetry, grammar and composition.

Unit plan : importance, characteristics, format

- Resource unit: importance, characteristics, format

Micro lesson plan: importance, format, practice

Unit 4 : Development of Language Skills, Curriculum Design

Listening: importance, activities for its development.

Speaking: importance, characteristics of good speaking, activities for its development.

Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.

Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.

Principles of curriculum construction of Sanskrit.

Curriculum design in Sanskrit: subject centered, learner centered, problem centered.

Transaction of curricular/ co-curricular activities.

curriculum development and evaluation.

Reference

- Apte.D.G. (2000) *Teaching of Sanskrit.* Bombay : Padma Publications
- Shanbhag D.N. (2002) *Subhoda Sanskrit Vyakarana.* Dharwad:Bharat Book Depot & Publications.
- Hulkerikar. G.S. (1998) *The Problems of Sanskrit Teaching.* Kolhapur : Bharat Book Depot.
- Narasimharao. K.V.V.L. (1997) *Evaluation in Language Education.* Mysore: Patnayak. P. (1997) *Language Curriculum.* Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) *Sanskrit Shikshan.* Agra: Pustaka Mandir.
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English (C)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

<u>**Course learning outcomes**</u>

Upon completion of the course, the students-teacher will be able to:

- **Master the different techniques, devices of the Second language structure, sounds and vocabulary.**

- **Understand the status of English language**.

- **Distinguish between different approaches and methods of teaching English and their use in the classroom.**

- **Acquire the basic skills of language learning.**

- **Plan and execute of different types of lessons in prose, poetry according to classroom situations.**

- **Appreciate the importance and use of suitable audio -visual aids in class room situations.**

- **Know the principles of curriculum construction.**

- **Prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.**

- **Realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.**

- **Acquaint the to use the language correctly.**

Course Content:

Unit 1 : Nature of English Language

1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.

1.2 Structure of English Language - phonological, morphological, Syntactic, Semantic and graphic (a brief explanation of the concepts)

Unit 2 : Aims and Objectives of Teaching English

2.1 **Aims and objectives of teaching English at the Secondary School level as first and second language**.

2.2 English as a library language, link language and international language.

2.3 **Position of English in India before and after Independence - The three language formula its meaning and scope**.

Unit 3 : Instructional design of Teaching English Language

3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.

3.2 Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning.

3.3 Teaching of Grammar - Objectives - Formal and Functional - Methods of teaching grammar.

3.4 Use of mother tongue in teaching of English, different occasions for its effective use

3.5 Preparation of Unit plan, Resource Unit.

Units 4 : Methods, Approaches to Develop English Language Skills

Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

      a.   **Grammar Translation Method.**

      b.   **Direct Method**

      c.   **Bilingual method.**

      d.   **Structural approach- Dr. WEST method**

      e.   **Communicative approach.**

4.1 Development of language skills - listening objectives and importance - activities for its development.

4.2 Speaking - Objectives - Activities for its development , role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.

4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.

4.4   Writing - Objectives - Characteristics of handwriting - dictation. Composition - Objectives - Types (oral, written and picture composition) Free and guided   composition Translation - Objectives– Importance - Characteristics of good   translation.

Practicum

1. Preparing of substitution table and other drill exercise for practice of structures

Assignment/ Practical	**10 marks**
One test (internal)	**10 marks**
Participation in Group activities	**5 marks**
External Examination	**50 marks**

Total	75 marks

Reference

Ahuja R.L. (2000) *Teaching of English as a Foreign Language* **- Indian Press**

Publications Allahabad. ⬜
Allan C, R (1971) *Teaching English as a Second Language.* **New-Delhi. McGrawhill.**
⬜**Allen H.B. and Compell P.N.(1979)** *Readings in Teaching English as a*

Second Language ⬜

⬜ **Baruah T.C. (1984)** *The English Teachers Handbook.* **Sterling Publishers.**
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⬜ **Longman.** ⬜

Bright J. A. and McGregor C.P. (1970) *Teaching English as Second Language.* **London, Eases,.** ⬜

Gordon B.S. (1960): *The Teaching of English in Free India,* **Madras: Christian**

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⬜ **Hornby** ⬜**A.S.** *The Advance Learner's Dictionary of Current English Language.*⬜
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Social Science(D)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

<u>**Course learning outcomes**</u>

Upon completion of the course, the students-teacher will be able to:

- **Develop understanding about the basic differences between Social Studies and Social Science.**
- **Understand the need for teaching Social Science as an integrated discipline.**
- **Develop the ability to justify the Relevance of Social Science in terms of Contemporary events.**
- **Gain knowledge about the different approaches associated with the discipline.**
- **Develop certain professional skills useful for classroom teaching.**

Course Content:

Unit – I Learning and Teaching Social Studies.

- **Nature and Scope of Social Science.**
- **Difference between Social Science and Social Studies.**
- **Aims and objectives of teaching Social Science.**
- **Social Science curriculum at School level – correlation with other subjects.**
- **Prevalent text books in Social Sciences. Critical appraisal of a Social Science Text book.**

Unit – II : Methods and Strategies.

- **Approaches / Methods of Teaching Social Science**
  1. **Difference between Approaches, strategies and methods.**
  2. **Type of Approaches – Inductive, deductive.**
  3. **Methods –**
     (a) **Story telling**
     (b) **Problem Solving**
     (c) **Project Method**
     (d) **Observational Method**
     (e) **Assignment Method**
  4. **Grouping Students for learning.**
     (a) **Cooperative learning**
     (b) **Using structured question to aid learning.**
     (c) **Role playing and simulation.**
  5. **Qualities of an exemplary social science teacher.**

- **Transactional Strategies**

1. **Preparation of Unit Plan, Lesson Plan using various approaches and Lesson Plan format.**

2. **Instruction Aids: - Preparation, improvisation and effective use – Chart, Models, Scrap, Books, Media (Print non-print and Electronic Media), Maps, Globe.**
3. **Social Science Laboratory – organization and management.**
4. **Organization and planning of Co-curricular Activities in Social Science – Field Trip / Excursion / Bulletin Board in Social Studies.**
5. **Dealing with Controversial Issues in Social Studies.**

Unit – III Concepts and Technology Integration.

- **Developing Concept and Generalizations**
- **Concept formation and classification**
- **Concept Mapping in Social Science**
- **Instructional strategies or concept learning**
- **Technology Integration: Planning with the iNtegrating Technology for inquiry (NTeQ) model for Social Sciences at secondary school level.**

Unit – IV : Evaluation and assessing student learning.

- **Evaluation Concept, importance and Types of Evaluation. Concept of Comprehensive and Continuous Evaluation.**
- **Type of Test items and development of achievement test in social sciences.**
- **Diagnostic testing and remedial measures.**

Suggested Readings:

- **Aggarwal, J.C., Teaching of Social Studies, New Delhi : Vikas Pub. 1982.**
- **Binning, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co.**
- **Dash, B.N., Content –cum-Method of Teaching of Social Studies, New Delhi: Kalyani Pub.**
- **Gupta Renu – The methods of teaching Social Studies.**
- **Kochhar, S.K., Teaching of Social Studies, New Delhi : Sterling Publication, 1983.**

- Kohli, A.S. Teaching of Social Studies, New Delhi : Anmol Pub., 2004
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
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- Mittal, H.C. Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
- Mottart, Maurice P., Elementary Social Studies Instructions, New York: Longman, Green and co.
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- Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.
- Ruhela, S.P. and Khan R.S. – Samajik Vigyan Shikshan, kota open University, BE-S.
- Shaida, B.D. Teaching of Social Studies, Jalandhar : Punjab Kitab Ghar 1962.
- Sidhu, H.S., Teaching of Social Studies, Tondon Publisher, Ludhiana.
- Teaching Social Studies in High School, Wesley Edgar Bruce.
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Bostom : D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century.
- Shrivastava, Roma and Gautam Arti, Samajik Vigyan Shikshan , Agrawal Publication Agra.

Biological Science(E)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.**

- **Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms**

- **Acquaint with the Resources for teaching Biology & their effective Utilization.**

- **Exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.**

- **Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision**

- **Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.**

- **Understand and prepare the different types of test items for the Evaluation of students performance in Biology.**

- **Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.**

- **Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science**

COURSE CONTENT:

Unit 1:1.1 Introduction to Teaching Biological Science

1.1.1   Biological Science: Meaning, Nature and Scope

1.1.2   Relationship between Biology & human welfare

1.1.3   Latest developments in the field of Biology

1.2 Co-curricular Activities and Resources in Teaching Biological Science

1.2.1   Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work

1.2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

1.2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.

1.2.4 Meaning, importance and Organization of Co-Curricular Activities

1.2.5 Bio-Science Club – organisation & its activities

1.2.6 Bio Science Exhibition

1.2.7 Field trips

1.2.8 Bio-Science Quiz

1.2.9 Nature Study

1.2.10 Bird watching

1.2.11 Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

2.12.1.1 Utilitarian, Cultural and Disciplinary Aims

Scientific Attitude and Training in Scientific Method

2.2 Instructional Objectives:

Bio - Science in Secondary schools:

2.2.1 As per NCERT Curriculum Framework-2000

2.2.2 As per NCTE Curriculum Framework

2.2.3 As per National Curriculum Framework-2009
2.3 Behavior Specifications of Instructional Objectives:

2.3.1 Knowledge

2.3.2 Understanding

2.3.3 Application

2.3.4 Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

3.1 Approaches:

3.1.1   Structure and function Approach
3.1.2   Types specimen Approach
3.1.3   Inductive and Deductive Approach

3.2 Methods of Teaching
3.2.1   Guided Discovery Method
3.3 Models of Teaching:
3.3.1   Biological Science Enquiry Model (Joseph Schwab)
3.3.2   Memory Model (J. Lucas)

Unit 4: Instruction Design in Teaching Biological Science.

4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
4.2 Lesson Planning- Meaning, Importance and format according to active learning strategies.
4.3 Unit Plan - Meaning, importance and steps
4.4 Resource Unit - Meaning, importance and components.

Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.

2. Preparing improvised apparatus in Biology

3. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching

4. Developing an Achievement test / Diagnostic test

References

Buffaloe, N.D. Throneberry (1969) - *Principles of Biology*, Prentice Hall of India, New Delhi.

Chikkara & Sharma (1989) *Teaching of Biology*, Prakash Bros. Ludhiyana.

Green T.L. (1965) - *Teaching of Biology in Tropical Secondary Schools*, Oxford University Press, London.

Guddalli NM (1993) - *Vignana Bhoodane*, Bharat Book Dept. Dharwad.

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Sharma L.N. (1977) *Teaching of Life Science***, Dhanpat Rai & Sons, New Delhi.**

Sivashankar H.V., and Basavakumaiah, P. (1987) - *Vignana Bhoodane,* **Hanji Prakashan, Davangere.**

Sood J.K. (1987) *Teaching of Life Sciences***, Kohli Pub. Chandighar.**

Thurber & Colletta (1964) *Teaching of Science in Today's Secondary School,* *P***rentice Hall Pvt. Ltd, New Delhi**

UNESCO (1978) - *New Source book of Science Teaching,* **Oxford & BH Pub. Co. Ltd., New Delhi.**

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Mathematics(F)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Recall the meaning, nature and scope of mathematics.**
- **Acquaint aims and objectives of teaching mathematics in Secondary school level.**
- **Plan teaching in mathematics at micro and macro level.**

- **Prepare unit plans, resource unit and organize lesson to meet at different class room situations.**
- **Analyse and evaluate the curriculum of mathematics at Secondary school level.**
- **Apply different approaches and methods of teaching mathematics in classroom situations.**
- **Prepare and use instructional materials in teaching mathematics.**
- **Prepare different kinds of test and understand the comprehensive evaluation.**
- **Participate and organize the different co-curricular activities in mathematics.**
- **Understand the professional competencies, commitments and expectations of mathematics teacher.**

COURSE CONTENT:

Unit 1: Meaning, Nature and Scope of Mathematics

1.1 Meaning of Mathematics

1.1.1. As a Science of Number
1.1.2. As a Science of Quantity

1.1.3. As a Science of Measurement
1.1.4. As a Science of Logical reasoning

1.2   Nature of Mathematics
1.3   Scope of Mathematics

1.2.1   Place of Mathematics in day today life activities

1.2.2   Mathematics use in day to day life activities

1.2.3   Relation with School subjects

1.2.4   Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit 2: Aims and Objectives of Teaching Mathematics

2.1 Aims/Values of Teaching Mathematics

2.1.1 **Meaning of Aim/Values**
2.1.2 **Utilitarian Aim/Values**
2.1.3 **Disciplinary Aim/Values**
2.1.4 **Cultural Aim/Values**
2.1.5 **Intellectual Aim/Values**
2.1.6 **Aesthetic and Recreational Aim/Values**

2.2 Instructional objectives of Teaching Mathematics

2.2.1 **Meaning of Instructional Objectives**
2.2.2 **Instructional Objectives and there specifications of teaching mathematics**
2.2.3 **Knowledge**
2.2.4 **Understanding**
2.2.5 **Application**
2.2.6 **Skill**
2.2.7 **Attitude**
2.2.8 **Appreciation**
2.2.9 **Interest**
2.2.10 **Formulation and Statement of objectives in behavioural terms**

Unit 3: Instructional Design in Mathematics and Co-curricular Activities in Mathematics :

3.1 Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan

3.2 Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan

3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan

3.4 Yearly Planning-Meaning, Principles and Format

3.5 Mathematics Club : Objectives of Maths club, organisation and activities

3.6 Mathematics Olympiads : objectives and importance

3.7 Mathematics Quiz : Organisation and importance

3.8 Mathematics Museum : Organisation and importance

3.9 Mathematics Fair : Organisation and importance

3.10 Mathematics Laboratory : Objective, importance and uses

3.11 Recreational activities in mathematics : Games, Puzzles, Riddles, etc., 3.12 Ethno Mathematics

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

4.1   **Learner Centered Approach**
4.1.1   **Inductive method and Deductive method**
4.1.2   **Analytical method and Synthetic method**
4.2   **Activity Centered Approach**
4.2.1   **Guided discovery method and Problem Solving Method**
4.2.2   **Project Method and Discovery Learning Method**
4.2.3   **Active Learning Strategies**
4.2.4   **CAI in Teaching Mathematics**
4.1   **Concept Mapping-Meaning, Advantages and Disadvantages**

4.4 Techniques of teaching Mathematics
4.4.1   **Supervised study**
4.4.2   **Oral work and written work**
4.4.3   **Drill and Review**
4.4.4   **Assignment in Maths**
4.4.5   **Home work**

References

- **Butler and Wren (1960)** *The Teaching of Secondary Mathematics*, **Tokyo; McGraw Hill Book Company.**
- **Henderson, K. et at (1975)** *Dynamics of Teaching Secondary Mathematics*, **London Houghton Miffin.**
- **Howard Eves,** *An Introduction to the History of Mathematics*.
- **Jantli, R. T. (2000)** *Subodha Ganitha Bodhane*, **Vidhyanidhi Prakashan, Gadag.**
- **Krulik and Weise (1975).** *Teaching Secondary School Mathematics.* **London W.B. Saunders.**
- **Kuppuswamy Ayyangar, N. (1988)** *The Teaching of Mathematics in New Education,* **Bangalore.**
- **Mangal, S. K. (1989)** *Teaching of mathematics.* **Ludhiana: Prakash Brothers Publishers.**
- **Sidhu, K. S.** *Teaching of Mathematics*, **B'lore Sterling Publishers.**

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- **Yadawad S. B. and Rabanal R.T., (2000)** *Vishayadharit Ganit Bodhane*, **Vidyanidhi Prakashan**

PC.2. Pedagogy of a School Subject – Part II

History(A)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

 <u>**Course learning outcomes**</u>

Upon completion of the course, the students-teacher will be able to:

- **Understand meaning, scope and importance of History in the school curriculum.**
- **Acquire content knowledge of methods of history .**
- **Acquire knowledge of aims and instructional objectives of teaching history**
- **Acquire skills in planning lessons in History**
- **Understand and apply the principles of organizing content in the teaching history .**
- **Acquire knowledge about Local, Regional National, and World History.**
- **Acquire the knowledge of Instructional Material and resources in teaching History .**
- **Prepare suitable teaching devices & using them & organizing field trips.**
- **Proficient in correlating History   with other school subjects.**
- **Cultivate the qualities of a good History   teacher**
- **Evaluate History   text books and prescribed courses**
- **Develop necessary skills in the application of methods and techniques inthe classroom**

 COURSE CONTENT:

 Unit 1: Nature and Scope of History

1.1   Meaning, Nature, and scope of history

1.1.1.   History - an art or Science

1.1.2   Modern Concept of History, exploration, criticism synthesis and exposition.

1.1.3   Different levels of History - World History, National, Regional and Local History

 Unit 2: Aims and Objectives of Teaching History

2.1   Meaning and Importance of teaching History and civics in Secondary Schools

2.2   Aims of teaching History

2.3   Instructional objectives and values of Teaching History

2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.

2.3.2 Spelling out Instructional objectives and learning outcomes

2.3.3 History   based hobby clubs, societies

2.4   Correlation of History   with other School Subject

2.4.1 Meaning and Importance of correlation

2.4.2 Types of correlation.

2.4.3   Correlation of History with Geography, Economics, Literature

2.4.4 Co curricular /Activities in History

2.4.5 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching History

3.1   Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.

3.2   Resource Unit

3.3   Unit Plan

3.4

Unit 4: Methods, Techniques, and Instructional Materials of teaching History

4.1 Meaning and need of methods

4.2 Methods and techniques of teaching History –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies Instructional Materials in History

4.3.1   Collateral Reading – Importance, Reading materials, Historical Novels

4.3.2   Auto biographic, Magazines, News papers Drams, Journals Audio-Aids - Radio, Tape recorder, Visual-Aids-Maps- Importance,

4.3.3   Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,

4.4   Audio-Visual Aids-Films, TV

4.4.1   History Room-Meaning and Importance, planning equipping

4.4.2 **Computers, multimedia packages and Internet as an Instructional aid.**

4.4.3

1. **Critical evaluate History content of 8th 9th 10th Standard.**

2. **Conducting quiz Competition in History.**

3. **Survey of the locality and collection of information about places or institutions of historical interests.**

4. **Organizing short field trip to a place of historical / political interests**

5. **Preparing resource unit on a topic of your choice in History .**

6. **Preparation of materials for a History room or museum**

7. **Student is also allowed to do his own interested practical work pertaining to the syllabus.**

References

- **Agarwal J.C. (2002)** *Essential of Educational technology: Teaching, Learning, Innovations in Education*, **Prakash Publishing house Pvt. Ltd. New Delhi.**

- **Arora R.L. (1990)** *Teaching of History* , **Prakash Brother Ltd.**

- **Bhattacharya S. (1966)** *Teaching of Social Studies in Indian Schools*. **Acharya**

Books Depot, Baroda.

- **Bruce Joyce and Marshal Weill (1990)** *Models of Teaching*. **Third Edison – Prentice – Hall of India Pvt. Ltd. New Delhi.**

- **Kochhar S.K. (1989)** *Teaching of Social Studies*. **Sterling Publisher New Delhi**

- **N.C.E.R.T. (1970)** *Effective Teaching of History in India* .A Handbook for

History Teachers.

- **Taneja U.R. (1910)** *Fundamentals of Teaching Social Sciences*. **Mahendra Capital Publishers. Chandigadh.**

- **Vajreswari R (1973)** *A Hand Book for History Teachers*. **Allied Publisher's New**

  Delhi.

Geography(B)

Total Credit – 5
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)
Course learning outcomes
Upon completion of the course, the students-teacher will be able to:

- **Acquire knowledge about basic facts, concepts, laws principles and trends in Geography**

- **Acquire knowledge and understanding of the aims and objectives of Geography**

- **Realize the values of learning geography**

- **Make use of Audio-visual aids about Geography**

- **Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library**

- **Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.**

- **Acquire the knowledge of Geography Curriculum**

COURSE CONTENT:

Unit 1: Meaning, Nature and Scope of Geography

  1.1 **Meaning, Nature, Scope and importance of Geography**
  1.2 **Branches of Geography and their importance- physical, economic, human and political.**
  1.3 **Meaning, Nature, Scope and importance of Geography International relations and study of Geography**

Unit 2: Aims and Objectives of teaching Geography

  2.1 **Aims/Values of teaching Geography**

  2.1.1 **Intellectual aims**

  2.1.2 **Cultural aims**

  2.1.3 **Environmental aims**

  2.1.4 **Utilitarian aims**

  2.1.5 **Aesthetic aims**

  2.2 **Taxonomy and objectives of teaching Geography**

  2.2.1 **Knowledge**

  2.2.2 **Understanding**

  2.2.3 **Application**

  2.2.4 **Attitude and interest**

  2.2.5 **National Integration. International Understanding.**

  2.3 **Co-relation of Geography   with History, Science, Mathematics and languages**

  2.4 **Trends in Geography Education**

  2.5 **Importance and Organization of Field trips, Visits**

  2.6 **Geography based hobby clubs / societies (National geography specials)**

Unit 3: Instructional Design in Geography

    3.1   Meaning, importance and format of lesson plan

    3.2   Principles of lesson planning

    3.3   Characteristics of a lesson plan
    3.4   Prepare Lesson Plan according to Active Learning Strategies

    3.4   Unit plan

    3.5   Resource Unit

Unit 4 : Methods of Teaching Geography

    4.1 Meaning and importance of methods of teaching Geography

    4.2 Different Methods of teaching Geography

        4.2.1   Lecture Method

        4.2.2   Laboratory Method

        4.2.3   Observation Method

        4.2.4   Excursion Method

        4.2.5   Project Method

        4.2.6   Discussion Method

        4.2.7   Active Learning Strategies

Practicum

1. **Preparation of charts, globe and models of Geography.**
2. **Preparation of transparencies about- section of volcanoes, seabed, plains etc.**

3. **Interpretation of weather maps**
4. **Drawing of geographical maps**
5. **Preparation of resource unit in Geography**

Scheme of Assessment

Item	Marks
a. Wirting a report 5 to 6 pages	5
b. Collection and preservation of specimen's	5
Total	10

1. **Submission of report after doing any one of the above practical work**

2. **Each practical work carries 10 marks**
3. **one internal test carries 10 marks**

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Civics(C)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Understand meaning, scope and importance of Civics in the school curriculum.**
- **Acquire content knowledge of methods of Civics.**
- **Acquire knowledge of aims and instructional objectives of teaching Civics**
- **Acquire skills in planning lessons in Civics**
- **Understand and apply the principles of organizing content in the teaching Civics .**
- **Acquire knowledge about Local, Regional National, and World Civics.**
- **Acquire the knowledge of Instructional Material and resources in teaching Civics**
- **Preparing suitable teaching devices & using them & organizing field trips.**
- **Proficiency in correlating Civics with other school subjects.**
- **Cultivate the qualities of a good Civics teacher**
- **Evaluate Civics text books and prescribed courses**
- **Develop necessary skills in the application of methods and techniques in the classroom**

COURSE CONTENT:

Unit 1: Nature and Scope of Civics

1.1 Meaning, Nature, and scope of Civics

1.1.1 Civics - an art or Science

1.1.2 Modern Concept of Civics, exploration, criticism synthesis and exposition.

1.1.3 Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching Civics

2.1 Meaning and Importance of teaching Civics and civics in Secondary Schools

2.2 Aims of teaching Civics
2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
2.2.2 Functional awareness of Rights and Duties of citizens.

2.3   Instructional objectives and values of Teaching Civics

2.3.1   Knowledge, understanding, critical thinking, skills, Attitude,

Interests, Application

- Analysis of these objectives in terms of specific behaviours of learners.

2.3.1 Spelling out Instructional objectives and learning outcomes
2.3.2 Civics   based hobby clubs, societies
2.4   Correlation of Civics   with other School Subject
2.4.1 Meaning and Importance of correlation
2.4.2 Types of correlation.
2.4.3 Correlation of Civics with Geography, Economics, Literature
2.4.4 Co curricular /Activities in Civics
2.4.5 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching Civics

3.1   Format of lesson plan: Its stages, Selection of relevant

content, selection of appropriate teaching devices and

assignments, and plan according to active learning strategies.

3.2   Resource Unit
3.3   Unit Plan

Unit 4: Methods, Techniques, and Instructional Materials of teaching Civics

4.1 Meaning and need of methods
4.2 Methods and techniques of teaching Civics –discussion, project, problem solving,   source,   dramatization   and   biographical,   Active   Learning Strategies.

4.3Methods of teaching civics – survey observation, comparative and demonstration,

   Active Learning Strategies.

4.4 Instructional Materials in Civics   :

4.4.1 Auto biographic, Magazines, News papers Drams, Journals

Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance,

4.4.2 Types, procedure of using maps, pictures, charts, models, film

   strips, diagrams ,

4.4.3 Audio-Visual Aids-Films, TV

4.4.4 Civics Room-Meaning and Importance, planning equipping

4.4.5 Computers, multimedia packages and Internet as an Instructional aid.

Practical

1. **Critical evaluate Civics content of 8th 9th 10th Standard.**
2. **Conducting quiz Competition in Civics.**
3. **Organizing short field trip to a place of historical / political interests**
4. **Preparing resource unit on a topic of your choice in Civics .**
5. **Student is also allowed to do his own interested practical work pertaining to the syllabus.**

Note:-

1. **One assignment carries 10 marks**
2. **One internal test carries 10 marks**

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Economics(D)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- Acquire knowledge about basic facts, concepts, laws principles and trends in Economics

- Acquire knowledge and understanding of the aims and objectives of Economics
- Realize the values of learning Economics
- Make use of Audio-visual aids about Economics and Economics
- Develop skills in equipping the Economics (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Economics Curriculum

COURSE CONTENT:

Unit 1: Meaning, Nature and Scope of Economics

1.1 Meaning, Nature, Scope and importance of Economics
1.2 Branches of Economics and their importance- physical,

economic, human and political.

1.3 Meaning, Nature, Scope and importance of Economics.
1.4 International relations and study of Economics

Unit 2: Aims and Objectives of teaching Economics

   2.1 Aims/Values of teaching Economics

   2.1.1 Intellectual aims
   2.1.2 Cultural aims
   2.1.3 Environmental aims
   2.1.4 Utilitarian aims
   2.1.5 Aesthetic aims

   2.2 Taxonomy and objectives of teaching Economics

   2.2.1 Knowledge
   2.2.2 Understanding
   2.2.3 Application
   2.2.4 Attitude and interest
   2.2.5 National Integration International Understanding.

   2.3   Co-relation of Economics   with History, Science, Mathematics and languages

   2.3.1 Trends in Economics Education
   2.3.2 Importance and Organization of Field trips, Visits
   2.3.3 Economics based hobby clubs / societies (National Economics specials)

Unit 3: Instructional Design in Economics

   3.1 Meaning, importance and format of lesson plan
   3.2 Principles of lesson planning
   3.3 Characteristics of a lesson plan
   3.4 Prepare Lesson Plan according to Active Learning Strategies

3.5 Unit plan
3.6 Resource Unit

Unit 4 : Methods of Teaching Economics

4.1 Meaning and importance of methods of teaching Economics
4.2 Different Methods of teaching Economics
    4.2.1 Lecture Method
    4.2.2 Laboratory Method
    4.2.3 Observation Method
    4.2.4 Excursion Method
    4.2.5 Project Method
    4.2.6 Discussion Method
    4.2.7 Active Learning Strategies

Practicum

1. **Preparation of charts, Diagrams and models of Economics.**
2. **Preparation of field trips of economics.**
3. **Draw Flow chart-audio visual aids in the teaching of economics.**
4. **Preparation of transparencies about- section of volcanoes, seabed, plains etc.**
5. **Preparation of resource unit in Economics**

References:
- **Gurusharma Das Tyagi (2014) : Teaching of Economics Vinod Pustak Mandir Agra-2**
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COMMERCE(E)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Use the methodology of teaching for commerce in schools.**

- **Aware of the values of Commerce and the relationship of Commerce with other subjects.**

- **Use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.**
- **Acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.**

- **Equip student teachers with the curriculum.**

COURSE CONTENT:

UNIT – I

1. **Meaning, nature , scope and concept of Commerce.**
2. **Place of commerce in secondary school curriculum and its critical appraisal.**
3. **Commerce and its relationship with other Social Sciences.**

UNIT II

1. **Different methods of teaching commerce, uses and critical analysis.**
   a. **Lecture Method**
   b. **Discussion Method**

         c. Problem-Solving Method
         d. Project Method
         e. Survey Method
         f. Demonstration Method

2. **Commerce Text-books and Supplementary Materials.**
Techniques of teaching commerce subject: Questioning – Answering, Assignment,

UNIT – III

1. **Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).**

    a. Skill of introducing the lesson

    b. Skill of questioning

    c. Skill of explanation

    d. Skill of stimulus variation

    e. Skill of black board writing

2. **Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.**
3. **Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.**
4.

UNIT – IV

1. **Qualification, Qualities and Professional growth of Commerce Teacher.**
2. **Role of Co-curricular activities in commerce.**
3. **Types and Techniques of evaluation.**
4.

PRACTICALS:

1. **Evaluation of a commerce text-book at Secondary level.**

2. **Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.**

Reference

➢ **Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.**

➢ **Nataraj S. (2006) Learning to teach, V.V. Nagar CVM**

➢ **Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication**

➢ **Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir**

➢ **Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House.**

Chemistry(F)

Total Credit – 5
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)
Course learning outcomes
Upon completion of the course, the students-teacher will be able to:

- **Understand the nature, scope and importance of Chemistry with special reference to secondary school content.**
- **Understand the aims and objectives of teaching Chemistry.**
- **State the specific behavioral changes under each objective.**
- **Understand and make use of different approaches & methods of teaching Chemistry.**
- **Prepare objective based lesson plans and use them in their internship.**
- **Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.**
- **Plan, use and maintain the Chemistry laboratory systematically.**
- **Understand the principles of text-book construction.**

- **Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Chemistry and use them by preparing/selecting them in their practice teaching.**
- **Understand the importance of principles of curriculum construction in the organisation of Chemistry contact.**
- **Get mastery in Chemistry content and imbibe the special qualities of Physical Science teacher.**
- **Prepare and use different tools of evaluation to assess the achievements of students in Chemistry.**
- **Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.**
- **Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.**
- **Apply the knowledge of Chemistry to develop scientific thinking and scientific out look.**
- **Develop skills in analyzing the content in terms of concepts and in learning experiences.**
- **Construct and administer unit test, conduct experiments improves teaching aids.**
-

Unit 1: Meaning, Nature and Impact of Chemistry

- **Concept of science - Science as process and science as a product;**
- **Nature and Scope of Chemistry**
- **Impact of Science and Technology on modern living.**
- **Scientific Attitude - Meaning definition and importance.**
- **Qualities of a person who possesses scientific**

   attitude.

- **Scientific Method-Meaning, importance and steps involved (with an illustration).**

Unit 2: Aims and Objectives of Teaching Chemistry

-
   Aims of teaching Chemistry in Secondary school:

1 **Personal development aim,**

2 **Learner's academic and process skills development aim,**

3 **Disciplinary aim and**

4 **Cultural aim.**

- **Objectives of teaching Chemistry :**

    1 **Bases for formulation of objectives**

    2 **Objectives of teaching Chemistry at Secondary level; (To be Discussed keeping in view of the objectives of teaching Chemistry enunciated in the Chemistry syllabi of secondary school of M.P.); Instructional objectives of teaching Chemistry and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.**

Unit 3: Approaches and Methods of Teaching Chemistry

- **Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.**
- **Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.**
- **Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.**
- **Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.**
- **Demonstration Method- Meaning, uses, Advantages and disadvantages**
- **Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages**
- **Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.**
- **Guided Discovery Method - Meaning, uses with Illustration, Advantages and dis-advantages.**
- **Individual Instruction Techniques and Active Learning Strategies.**

- **Concept Mapping: Its use for summarizing a unit and evaluating students understanding.**

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Chemistry:

1. **Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.**
2. **Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan**
3. **Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan**

     Audio-Visual Aids (Preparation and Use)

     I   **Charts;**
     ii   **Models;**
     iii **OHP transparencies;**
     iv   **Filmstrips;**
     v   **slides;**
     vi   **Video tapes;**
     vii **Films;**
     viii **Educational C.D.'s**

     Mass Media –

     i **Television (T.V.);**
     ii **Radio - Meaning and importance.**
     iii **Community Resources and Self learning materials –**
                 i.   **Meaning and importance.**

- **Chemistry Library;**

- **Importance & organizing of Chemistry library; Sections of science library;**

Choice of book for science library.

Practicum:

1. **Writing of Instructional objectives & behavioral specifications on a selected Unit.**
2. **Preparing improvised apparatus in Chemistry**
3. **Preparing a lesson Plan on any topic in Chemistry using any innovative Method / Model of Teaching**
4. **Developing an Achievement test / Diagnostic test**

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Bhandula & Chand (1986) *Teaching of Science*, **Prakash Brothers, Ludhina**

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☐ **Waiter A Thurkar and Alferd T. Collette (1964)** *Teaching Science in Todays Secondary Schools,* **New Delhi, Prentice Hall**

Physics(E)

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

<u>**Course learning outcomes**</u>

Upon completion of the course, the students-teacher will be able to

- **Understand the nature, scope and importance of Physics   with special reference to secondary school content.**
- **Understand the aims and objectives of teaching Physics.**
- **State the specific behavioral changes under each objective.**

- **Understand and make use of different approaches & methods of teaching Physics.**
- **Prepare objective based lesson plans and use them in their internship.**
- **Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.**
- **Plan, use and maintain the physics laboratory systematically.**
- **Understand the principles of text-book construction.**
- **Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physics and use them by preparing/selecting them in their practice teaching.**
- **Understand the importance of principles of curriculum construction in the organisation of Physics contact.**
- **Get mastery in Physics content and imbibe the special qualities of Physical Science teacher.**
- **Prepare and use different tools of evaluation to assess the achievements of students in Physics.**
- **Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.**
- **Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.**
- **Apply the knowledge of physics to develop scientific thinking and scientific out look.**
- **Develop skills in analyzing the content in terms of concepts and in learning experiences.**
- **Construct and administer unit test, conduct experiments improves teaching aids**.

Unit 1: Meaning, Nature and Impact of Physics

Concept of science - Science as process and science as a product;

1. **Nature and Scope of Physics**
2. **Impact of Science and Technology on modern living. Scientific Attitude - Meaning definition and importance. Qualities of a person who possesses scientific attitude.**

3.   Scientific Method-Meaning, importance and steps involved (with an illustration)

Unit 2: Aims and Objectives of Teaching Physics

Aims of teaching Physics in Secondary school:

1   Personal development aim,

2   Learner's academic and process skills development aim,

3   Disciplinary aim and

4   Cultural aim.

Objectives of teaching physics :

1   Bases for formulation of objective

2   Objectives of teaching Physics at Secondary level; (To be Discussed   keeping in view of the objectives of teaching Physics enunciated in the   Physics syllabi of secondary school of M.P.); Instructional objectives of   teaching   Physics   and stating them in observable behavioral changes ;

 i) Knowledge ii) Understanding,iii) Application, iv) Skill,

 v) Attitude,   vi) Interest, vii) Appreciation.

Unit 3: Approaches and Methods of Teaching Physics

1. Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
2. Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
3. Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
4. Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
5. Demonstration Method- Meaning, uses, Advantages and disadvantages.
6. Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages
7. Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.

8. **Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.**
9. **Individual Instruction Techniques and Active Learning Strategies.10.**
10. **Concept Mapping: Its use for summarizing a unit and evaluating students understanding**

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physics:

1. **Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.**
2. **Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan**
3. **Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan**

Audio-Visual Aids (Preparation and Use)

i Charts;

ii   Models;

iii OHP transparencies;

iv Filmstrips;

v Slides;

vi Video tapes;

vii Films;

viii Educational C.D.'s

Mass Media –

i   Television (T.V.);

ii   Radio - Meaning and importance.

1.   Community Resources and Self learning materials

i   Meaning and importance.

Physics Library;

Importance & organizing of Physics library

Sections of science library;

Choice of book for science library.

Practicum:

1. **Writing of Instructional objectives & behavioral specifications on a selected Unit.**
2. **Preparing improvised apparatus in Physics**
3. **Preparing a lesson Plan on any topic in Physics using any innovative Method / Model of Teaching**
4. **Developing an Achievement test / Diagnostic test**

References

1. **Ahmed, Shaikti R. (1983)** *Management of Laboratory Science Programme*: *Report of Orientation Programme in Educational Planning and Administration*, **New Delhi; NIEPA Mimeo.**

2. **Bhandula & Chand (1986)** *Teaching of Science*, **Prakash Brothers, Ludhina**
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CC 4. Skills and Strategies of Teaching

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Responds to a variety of Maxims of Teaching.**
- **Develop the teaching skills of Students.**
- **Understand the content of application of different strategies of teaching and also implement them.**
- **Understand the various features of models of teaching effectiveness.**

Course Content:

Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching

Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

Unit II- TEACHING SKILLS

1) **Introduction Skill**
2) **Fluency in Questioning**
3) **Probing Question**
4) **Explaining**
5) **Illustrating and use of Examples**
6) **Teacher's silences and Non Verbal Cues**
7) **Lecturing**
8) **Reinforcement**
9) **Stimulus variation**
10) **Black board**
11) **Effective Communication**
12) **Recognizing and Attending Behaviours**
13) **Self Induction**
14) **Classroom Management**
15) **Planned repetition**
16) **Achieving Closure**

Unit III- STRATEGIES OF TEACHING

i)   **Strategy – Meaning, Type of Strategy-Autocratic Style and styles**

ii)   **Autocratic styles/teacher centered: a) lectures, b) Lesson Demonstration C) Tutorials d) Programmed Instruction, Exposition method – Meaning, context of use features of exposition method**

iii)   **Permissive styles/Learner centered: a) Question Answer b) Heuristic c) Project Strategy d) Review, e) Group Discussion, f) Role Playing, g) Assignment h) Discovery, i) Computer Assisted Instruction j) Brain**

Storming, k) Independent Study, l) Leaderless group of T Group, m) Sensitivity Training

Unit IV- MODELS OF TEACHING
  i)   Meaning, distinction between methods and models.
  ii)   General features in terms of objectives, syntax, social system, principles of reaction, support system and effects.
  iii)   Families of models of teaching.
  iv)   Concept attainment model and Role Playing model.
  v)   General Devices of Teaching a) Telling b) Description c) Narration, d) Explanation, e) Exposition, f) Comparison, g) Story Telling, h) Dramatization, i) Illustration, j) Observation, k) Demonstration, l) Home Work
  vi)   Higher Devices of Teaching – a) Discussion b) Seminar c) Conference d) Workshop.

SUGGESTED ACTIVITIES : Conduct any one of the following activities and present a report.
  1. Organizing small group discussion-brain storming.
  2. Organizing small group discussions-buzz.
  3. Organizing small group discussions-panel discussion.
  4. Seminar on families of models of teaching.
  5. Writing lesson plan using concept attainment model of teaching.
  6. Writing lesson plan using role playing model of teaching.
  7. Discussion on barriers to communication.
  8. Seminar on effective classroom communication.

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AESD 2: DRAMA AND ART IN EDUCATION

Total Credit – 4
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)
 <u>**Course learning outcomes**</u>
Upon completion of the course, the students-teacher will be able to:

- **Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.**

- **Practice collaborative skills in various theatrical contexts.**

- **Develop and apply process skills in rehearsal, production and classroom settings.**

- **Demonstrate problem-solving skills in the creation of artistic work.**

- **Apply discipline-specific skills to the creation of performance.**

- **Understanding basics of different Art forms – impact of Art forms on the human mind**
- **Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression**
- **Enhance skills for integrating different Art forms across school curriculum at secondary level**
- **Enhance awareness of the rich cultural heritage, artists and artisans.**

Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National

Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

• **Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.**
 • **Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.**
• **Paper framing and display of Art works.**

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY

(PRACTICAL)

• **Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.**
 • **Viewing/listening to live and recorded performances of Classical and Regional Art forms**
 • **Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach**
• **Planning a stage-setting for a performance/presentation by the student-teacher.**

UNIT 3: APPRECIATION OF ARTS

• **Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education**

• What is the difference between Education in Arts and Arts in Education
• Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
• Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
• Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
• Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms.

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

PRACTICAL PART

1. **BODY MOVEMENT-** Different theatre games, Exercises, Martial Arts, Folk Dances.

2. **MEDITATION-** Focus, Concentration.

3. **SCRIPT WRITING-** characterization, dialogue, time and space, beginning, middle, end.

4. **POETRY RECITATION-** Rigved Mantras, Vaachik Abhinay.

5. **SELECTION OF PLAY FOR CHILDREN.**

6. **CASTING.**

7. **BUILDING OF A CHARACTER.**

8. **PARTS OF SPEECH-** Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

9. **DESIGN OF A PRODUCTION.**

10. **PRODUCTION-** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching–learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

Third Semester

AESD 3. Educational Psychology Practical

Total Credit – 4

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.**
- **Identify how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence behaviour,**
- **Identify and critically evaluate psychological research methods.**
- **Acquire and analyze empirical data.**
- **Assess the significance and impotance of research reports.**
- **Communicate clearly and effectively in a written format.**

PSYCHOLOGY TEST (ANY FIVE)

1.Intelligence Test- Verbal

2.Intelligence Test- Non Verbal

3.Interest Test

4.Attitude Test

5.Learning by Whole and Part Method

6.Personality test -Introvert and Extrovert

7.Value Test

8.Adjustment Test

9.Anxiety Test

10.Achievement Test

Fourth Semester

CC 1 Gender, School and Society

Total Credit – 5
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)
Course learning outcomes
Upon completion of the course, the students-teacher will be able to:

- **Acquaint the student teachers with the concept of gendered roles in society and their challenges.**

- **Develop an understanding of the inequality and disparities in equal opportunities in education in societal context.**

- **Enable the student teachers to critically examine the stereotypes and rethink their beliefs.**

- **Student teachers to develop abilities to handle notion of gender and sexuality.**

Course Contents:

UNIT I Gender Issues: Key Concepts

1. **The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.**

2. **Unequal access of education to girls; access to schools; gender identity construction at home and in society.**

3. **Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.**

UNIT II Gender Challenges and Education

1. **Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.**

2. **Representation of gendered roles, relationships and ideas in textbooks and curricula.**

3. **Schools nurture or challenge creation of young people as masculine and feminine selves.**

UNIT III Gender Issues and Role of Teacher

1. **Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)**

2. **Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).**

3. **Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)**

UNIT IV Role of the Media and Life Skills Education

1. **Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.**

2. **Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive   notions of body and self.**

3. **Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).**
   Suggested Activities-

1. **Group Discussion:**

   B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. **Group work& activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in**

discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

3. **Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.**

CC 2. Educational Technology & ICT

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Explain meaning, components, functions of computer and its historical backgrounds.**
- **Understand the computer peripherals and its Organization in computer system.**
- **Develop skill in handling computer and using word documents.**
- **Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.**
- **Understand the Educational implications of Power Point Presentation and its use in classroom context.**
- **Understand the applications of Information Technology in the field of teacher education programme and training.**

Unit 1 : Fundamentals of Computer

1.1 History and Generations of Computer
1.2 Meaning, Definition and Characteristics of Computer
1.3 Basic Functions of Computer - Input-Process-Output Concepts
1.4 Anatomy of Computer
1.5 Classification of Computers:
   1.5.1 Based on size and capacity (Micro, Mini, Mainframe and

   Super Computers.)

1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization: Hardware and Software

2.1 **Input Devices:**
   2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
2.2 **Central Processing Unit:**
   Arithmetic and Logic Unit, Control Unit and Memory Units.

2.3 **Memory Devices (Storage devices):**
   2.3.1 Primary memory Devices : RAM, ROM, PROM, EPROM and EEPROM.

   2.3.2 Secondary memory Devices: Hard Disk, CD-Rom , DVD, Optical Disk, Pen drive.

2.4 **Output Devices: Monitor, Printer, Plotter, Speaker**
2.5 **Operating System:**
   2.5.1 Needs and Functions of Operating System
   2.5.2 Types of Operating System – single user and multi user
2.6 **Programming Languages: Types of Languages – LLL and HLL**
2.7 **Computer Software:**
   System Software, Application Software and Operating System

2.8 **Computer Virus and its prevention.**

Unit 3: Microsoft Windows (System Software)

3.1 **Introduction to MS-Windows**
   Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer

3.2 **Application Programme: MS-OFFICE (Application Software) MS-WORD, MS-EXCEL AND MS-POWERPOINT.**

3.3 **Microsoft Word :**
   3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.

3.3.2 Starting Ms-Word, Opening a new document. Opening old document, Naming the new document, Saving the document using save and save as commands.

3.3.3 Formatting the Document
Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified

3.3.4 Editing the Document -
Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear.

3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time

3.3.6 Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula

3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape

3.3.8 Page setting and printing the document and Mail merge
3.3.9 Educational based applications : Preparation of lesson plans using Ms Word

3.4 Microsoft Excel :
3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.

3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.

3.4.3 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.

3.4.4 Preparation of School Time Table, Marks list, Salary Bill etc.

3.5 **Microsoft Power Point :**

3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.

3.5.2. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc

3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc

3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

3.5.5 Educational based application, use of the Power Point.

Unit 4 :Applications Information and Communication Technology in Education

4.1 Introduction to ICT : Meaning, Need and importance of ICT.

4.2 Introduction to Multi Media :

4.2.1 Meaning of Multi media
4.2.2 Scope of Multi media
4.2.3 Components of Multi media
4.2.4 Pre-requisites of Multi media PC
4.2.5 Graphic Effects and Techniques
4.2.6 Sound and Music
4.2.7 Uses of Multi media for teaching
4.2.8 Developing a lesson plan using a multimedia package

4.3 Introduction to Internet

4.3.1 Meaning of Internet

4.3.2 Characteristics of Internet

4.3.3 Uses of Internet

4.3.4 Educational based applications of Internet

4.4 Computer Application in Education

4.4.1 Computer Assisted Instruction : Concept, Characteristics, Modes, Merits and demerits.

4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits

4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits

4.5 Introduction to/ website –meaning and importance
4.5.1 Social websites (Blog/Twitter/face book)

Requirements :

1. **Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.**
2. **It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.**
3. **It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practicals.)**
4. **Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA.**

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CC3: CREATING AND INCULSIVE SCHOOL

Total Credit – 5
Total Marks – 100 (Internal -40 Marks, External – 60 Marks)
Course learning outcomes
Upon completion of the course, the students-teacher will be able to:

- **Identify the children of special needs .**

- **Underestand the nature of special needs their psychoeducational characterstics and functional limitation.**

- **Familiarize with assessment and placement procedure for children with special needs.**

- **Develope understanding about accommodating special needs in regular classroom.**

- **Appreciate the education of children with special needs.**

Course Content:

Unit 1- Special needs and education

-**Concept and types of special needs.**

-**education of children with special needs and its implecation for universilisation of elementary education.**

-**understanding and respecting diversity.**

-**trends of education for children with special need in india.**

-**policies schemes and legistations about the education of children with special educational needs.**

Unit 2- Nature ,types and characterstics of children with special needs

-**psycho-social and educational characterstics functional limitations with reference to-+locomoter impairment**

+**hearing impairment**

 +**visual impairment**

- **learning disability**

-**gifted and disadvantaged children**

- **mental retardation and slow learners.**

Unit III- Inclusive Education

-**concept and philosophy of inclusive education**

- teaching competencies required for inclusive education

-Roll of class teachers and Resource teachers in inclusive education.

- School and classroom managmant for implementing inclusive

-education. -guidance and councelling in inclusive education.

-Specific roll of family and community

participation.

-Support services needed for inclusive schools

UNIT IV- Identification and assessment of children with special educatioanl needs
- 1. Concept and techniques of assessment
- 2. identification and functional assessment of children with special needs -implecatin of assessment for instructional planning and curriculum. curriculum ,adaptation, teaching strategies and evaluation in inclusive school.
- 3. Principles and methods of curriculum adapatation and adjustment to address diversity.
- 4. teaching learning strategies for children with special educational needs: comparetive learning ,peer tutoring ,behavior modification, multisensory approach,perceptual strategy and system approach.
- 5. individual educational program (IEP) and use of emerging technology adaptation in evaluation procedures.

Practicum: Any one of the following :

(suggested practicum but more activities can be take up by the teacher based on any topic from above unit)

1. Prparation of a report on importance of education for children with special needs

2. Case study of children with special needs school in school situation.

3. Observation of class room situation and identification of special needs.

4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.

5. **Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.**

6. **List out the resources for effective implementation of integration programme with reference to any one category of special needs.**

   Apart from the above similar activities from the five units will be identified and given.

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CC 4. Optional Course:

(Any One of the Subject mentioned below)

A. Guidance and Counseling

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- **Understand the principles, scope and need of guidance and counselling in schools**
- **Acquaint himself with nature of different problems faced by children in context of learning and development.**
- **Understand the acquisition and process of learning in children with special needs.**
- **Acquaint himself with learning disabilities of children and its remedies**
- **Take up minimum guidance programme at school level.**

Unit 1: Guidance and Counselling

  1.1 Introduction to Guidance and Counselling
  1.2 Nature, Purpose and Scope of Guidance and Counselling
  1.3 Difference between Guidance and Counselling
  1.4 Counselling
     1.4.1 Principles
     1.4.2 Approaches
  1.5 Areas of Guidance
     1.5.1 Educational Guidance
     1.5.2 Vocational Guidance
     1.5.3 Personal Guidance *

Unit-2: Problems of Developments in Children

  2.1 Problems related to physical development
     2.1.1 Common problems faced by children
     2.1.2 Nutrition
  2.2 Problems related with Emotional Development
     2.2.1 Adjustment to Home
     2.2.2 Adjustment to School
     2.2.3 Adjustment to Peer Group
     2.2.4 Problems related to academic achievement
     2.2.5. Problems related to Gender bias and Gender related issues
  2.5 Applications of the whole child concept for parents, teachers and counselors
  2.6 Acquisition and Process of Learning
     2.6.1 Concept of learning
     2.6.2 Factors affecting learning

   2.6.3 Physiological factors
   2.6.4 Psychological factors
   2.6.5 Socio-emotional factors
   2.6.6 Educational factors

Unit 3: Learning Disabilities of Children

3.1 Factors Contributing to Learning Problems
   3.4.1 External factors – Psychological and Educational
   3.4.2 Internal factors – Low general ability, Attention, Specific

    reading, writing etc.

3.2 Assessment of the child
   3.2.1 Case history
   3.2.2 Assessment of general abilities
3.3 Remediation
   3.3.1 Principles of Guidance Services
   3.3.2 Designing remedial strategies.

Unit 4: Guidance for Children with Special Needs

4.1 Meaning, definitions and types of exceptional children
4.2 Gifted and Creative children
4.3 Slow learners and backward children
4.4 Strategies for helping exceptional children to overcome their problems.

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B. Environmental Education

Total Credit – 5

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:

- Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.

- **Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.**
- **Interpret the environmental legislations in conservation and protection of the environment.**
- **Understand the role of governmental and non-governmental agencies in environmental education.**
- **Apply the methods of teaching and evaluation in environmental education.**
-

Unit 1 : Introduction to Environmental Education

1.1   Environmental Education – Concept, Importance and Scope

1.2   Objectives and Principles of Environmental Education.

1.3   Basic Concepts in Environmental Education

1.3.1 Ecology

1.3.2 Eco-System

1.3.3 Ecological Balance

1.3.4 Food Chain

1.3.5 Pollution and Pollutants

1.3.6 Natural Resources

1.3.7 Green House Effect

1.3.8 Bio-degradable and Non-degradable Materials.

1.3.9 Bio-Shere – Bio Diversity

1.4   National Environment Awareness Campaign (NEAC)

1.5   Environmental Orientation for School Education (EOSE)

1.6   Environmental Information System (ENVIS).

Unit 2: Environment and Pollution

2.1   **Meaning of Environment.**

2.2   Types of Environment

2.3   Types of Environmental Pollution

2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.

2.3.2. Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977

2.3.3 Soil Pollution : Meaning, causes, Remedies

2.3.4 Sound Pollution : Meaning, causes, Remedies

2.4   Ecological Imbalances

2.4.1 Deforestation

2.4.2 Soil Erosion

2.4.3 Extinction of Wild life

2.4.4 Depletion of Ozone layer

2.5   Life and Contributions of Environmental Activists.

2.5.1 Mahesh Chandra Mehta

2.5.2. Sunderlal Bahuguna

2.5.3 Vandana Shiva

2.5.4 Maneka Gandhi

2.5.5. Shivaram Karanth

Unit 3: Agencies in Environmental Education

3.1   United Nations Environment Programme (UNEP)

3.2   International Union for Conservation of Nature and Natural Resources (IUCN)

3.3   Union Ministry of Environment and Forests.

3.4   Central Pollution Control Board (CPCB).

3.5   Centre for Environment Education (CEE).

3.6   National Afforestation and Eco-Development Board (NAEB)

3.7   Environment Protection Movements in India.

3.7.1 Chipko Movement

3.7.2 Appiko Movement

3.7.3. Narmada Bachao Andolan (NBA).

3.7.4 Western Ghats Protection Movement

Unit 4: Methods of Teaching Environmental Education

4.1   Direct (Specialized) Approach

4.2   Integrated (Multi-Disciplinary) Approach

4.3   Incident Approach

4.4   Co-curricular and Extra-Curricular activities.

4.4.1 Project Work.

4.4.2 Intellectual Meets – Seminars Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.

4.4.3 Field Outreach and Extension Activities.

4.4.4 Eco-Clubs/Nature Clubs.

4.4.5 Problem Solving Activities related to Burning Ecological Problems.

4.4.6 Quiz, Poster Making, Models Making and Exhibitions.

4.5   Evaluation in Environmental Education

4.5.1 Formative Evaluation

4.5.2 Summative Evaluation

Practicum

Visit any one of the following organization and prepare a report on the history, structure, functions and activities

    1.1   District Environment office

    1.2   Paryavaran Vahini

    1.3   Eco-clubs/Nature clubs

2. **Collect articles published in News Papers/Periodicals concerning environment and write a critical comments on them.**

3. **Prepare a Directory of individuals and institutions working for and protection of the purity of the environment in your district/state and document the activities of any three individuals and three institiutions.**

4. **Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.**

5. **Create a Garden in your college and document your experiences.**

6. **Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing Competitions.**

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- **Dash, M.C. (1993)** *Fundamentals of Ecology,* **Tata McGraw Hill.**

- **Khopkar, S.M. (1995)** *Environmental Pollution Analysis***, New Delhi : New Age International Pvt. Ltd.**

- **Krishamacharyelu, V. and Reddy, G.S. (2000)** *Environmental Education***, Hyderabad: Neelkamal Publications Pvt. Ltd.**

- **Mallik, S.C. and Bhattacharya, D.K. (1986)** *Aspects of Human Ecology,* **New Delhi: Northern Book House.**

- **National Council of Educational Research and Training (1981)** *Environmental Education at the School Level***, New Delhi.**

- **Patro, S.N. and Panda, G.K. (1994)** *Eastern Ghats in Orissa : Environment, Resources and Development*, Bhubaneswar : Orissa Environmental Society.
- **Sharma, R.C. (1981)** *Environmental Education*, New Delhi.
- **Sharma, R.C. (1985)** *Inter Disciplinary Approaches in Environmental Education,* Paris.

Sharma R.K. and. Kaur H (2000) *Air Pollution*, Meerat : Goel Publishing House.

ASED 4 : Understanding the Self

Total Credit – 4

Total Marks – 100 (Internal -40 Marks, External – 60 Marks)

Course learning outcomes

Upon completion of the course, the students-teacher will be able to:
- **Facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives.**
- **Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.**
- **Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society.**
- **Student teachers discover and develop open-mindeness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.**
- **Student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.**
- **Develop the capacity to facilitate personal growth and social skills in their own students**

Unit 1: Exploring the Aim of Life Objectives

• **To enable students to develop a vision of life for themselves.**
• **To encourage students to give conscious direction to their lives to take responsibility for their actions.**
• **To develop a holistic and integrated understanding of the human self and personality.**

Workshop Themes

• **Vision as a person: Aspiration and purpose of life.**
 • **Giving a conscious direction to life.**
 • **Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.**

Unit 2: Discovering one's True Potential

• **To facilitate the personal growth of the students by helping them to identify their own potential**

 • **To develop the power of positive attitude.**

 • **To encourage students to develop the capacity for self-reflection and personal integration.**

Workshop Themes

• **Understanding one's strengths and weaknesses through self observation exercises.**
• **Taking responsibility for one's own actions.**
 • **Developing positivity, self esteem and emotional integration.**
 • **Exploring fear and trust; competition and cooperation**
• **Developing skills of inner self organization and self reflection**
• **Writing a self-reflective journal**

Unit 3: Developing Sensitivity

• **To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.**
• **To encourage students to develop the capacity for perspective taking and appreciating different points of view.**
• **To develop sensitivity towards needs of children by connecting with one"s own childhood experiences Workshop Themes • Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).**

• **Defining consciously one"s own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.**

• **Developing the capacity for empathic listening and communication skills.**

• **Understanding one"s own childhood and adult-child gaps in society.**

Unit 4: Peace, Progress and Harmony

• **To develop the capacity to establish peace within oneself**

 • **To develop the capacity to establish harmony within a group and methods of conflict resolution**

• **To understand the meaning of leadership and develop attitudes and skills of a catalyst**

• **To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change**

 Workshop Themes

• **Establishing peace within oneself: exercises of concentration and meditation**

• **Understanding group dynamics and communication**

• **Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution**

• **Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change**

Unit 5: Facilitating Personal Growth: Applications in Teaching

• **To explore attitudes and methods needed for facilitating personal growth in students**

• **To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum**

 Workshop Themes

Becoming a self-reflective practitioner: becoming conscious of one"s own attitudes and communication pattern while teaching.

• **Observing children: appreciating social, economic, cultural and individual differences in children and relating with them**

• **Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching**

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator" s personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

Essential Readings

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT. 7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

Readings for Discussion

1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.

2. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.

3. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.

4. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.

5. Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.

6. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.

7. Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.

8. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.

9. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.

10. Seminar, Identity. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com

2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (http://www.arvindguptatoys.com/films.html)

3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation

4. The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com) Advanced Readings 1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins. 2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust. 3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust

Bachelor of Education

Internship Guide

Description of Roles

Interns are students who is a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

Supervisors work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- **Keep supervisor informed about classroom schedules and events**
- **Direct questions or concerns to supervisors or mentor**
  - **Schedule observations and conferences with the mentor and inform supervisor of changes promptly**
  - **Meet regularly with the mentor to discuss planning for instruction**

  - **Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations**
  - **Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them**
  - **Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times**
  - **Engage in reflective diary writing or other communication forums required by mentors and/or supervisors**
- **Provide mentor/supervisor with copies of plans and materials**
  - **Confer regularly with the mentor teacher and supervisor about progress and concerns**

Professional Activities

- **Prepare for and participate in seminars**
- **Participate in orientation activities, faculty meetings and other school events**
- **Initiate introductions to school faculty, staff and administrators**
- **Maintain accurate contact information for mentor teacher(s) and supervisor**
- **In case of absence, inform everyone affected promptly, i.e. prior to the absence**
- **Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence**
- **Comply with the internship attendance policy**
- **Dress professionally**
- **Comply with the Professional Conduct policy**
  - **Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule**

Personal Learning

• Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
• Reflect on teaching and learning through discussions and assignments
• Prepare a professional portfolio (reflective diary)
  • Work with intern as a co-teacher as soon as possible, sharing decisions and observations

• Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
• Provide interns with oral and written feedback about their teaching, including written Feedback Observe teachers and students carefully, taking notes and asking questions
  • Study and participate in the formation and maintenance of a classroom learning community
  • Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses.

Mentor Teacher Responsibilities

Planning and Communication

• Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards
• Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise
• Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
  • Help identify places in the curriculum where the intern can try out ideas learned in
    Seminars

  • Confer regularly with the supervisor about progress and concerns
  • Participate in all school activities from morning assembly to evening assembly

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching
- Guide the intern through daily school-based experiences such as working

with other teachers, dealing with classes on an assembly day, etc.

- Provide appropriate, classroom-based learning opportunities throughout the year.

- Reflect with the intern about teaching, student learning and ideas and strategies studied   in seminars.

Assessment

- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

Supervisor Responsibilities

Meetings, Observation Visits, and Assessments

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference
- Write and submit an Exit Performance Description at the end of the internship programme

Communication

- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems.

- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards
- Keep informed about program developments and pass this information on to interns and mentors promptly
- Know where to direct questions and relay answers as soon as possible

Support of Intern Learning by the supervisor

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson.
- Identify the intern's specific needs and work on them with the intern and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records

- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head.

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their

field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

• After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week .

• Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.

• In the initial internship programme, short periods of increased lead(sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.

• Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.