

Arunachal University of Studies

Established by Govt. of Arunachal Pradesh vide Act 9 of 2012, the Arunachal University of Studies Act, 2012
Recognized as per u/s 2(f) of University Grants Commission Act, 1956
NH-52, Namsai, Arunachal Pradesh -792103

Approval of Ordinance Governing Bachelor of Education Degree Programme

1. Title of the Programme : Bachelor of Education
2. Minimum Duration of the Programme : 2 Years {4 Semester}
3. Maximum Duration of the Programme : 4 Years
4. Weather Listed in Section (22) of UGC Act : Yes
5. Level of the Programme : UG-IV to UG-V
6. Eligibility : 10+2+3 or eq.
7. Optional Early Exit Certification : Not Applicable
8. Credit Transfer : Applicable

8.1 To the Second Year of Programme: - For the Candidates who has successfully completed First Year of Programme from a recognized University/ Institution or any other Institution recognized by the Arunachal University of Studies. A student admitted under this system requires submitting fees for Second Year of the Programme along with Credit Transfer fees as prescribed by the University from time to time.

8.2 The cases where exact title of Programme is different from the aforementioned Programme Title and more than 75% credits earned in previous qualification matches with the Programme Credits then such Credit Transfers are permitted by the Arunachal University of Studies as per 8.1 and 8.2.

9. Skill Based Credit Transfer : Applicable

9.1 A Candidate who has successfully completed minimum two years of work experience in relevant field or have completed minimum of two-year professional certification from an institution after prescribed qualification for the admission into programme are eligible for Skill Based Credit Transfer. The Skill Based Credit Transfer candidates have to appear in all theory examinations in order to earn minimum Two Years credits of the Programme.

9.2 To the Second Year of Programme: - Such Candidates are required to earn mismatched theory, practical and industrial credits of First Year along with Second Year Examinations. A student admitted under this system requires submitting fees for First and Second Year of the Programme along with Skill Based Credit Transfer fees as prescribed by the Arunachal University of Studies from time to time.

10. Lateral Entry : Not Applicable

11. Division:

The University will award the Divisions to successful candidates in accordance with Section 22 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

12. Grading Scale:

The Grading Scale of the University will be in accordance with Section 23 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

13. Programme Credit Distribution:

The Credit System and Programme Credit Distribution of the University will be in accordance with Section 45 and Section 46 of the First Statutes made under the Arunachal University of Studies Act (No. 9 of 2012).

14. Abbreviations and Formulae for Performance Acknowledgement:

Abbreviations and Formulae for Performance Acknowledgement of the University will be in accordance with Section 25 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

15. Admission Procedure:

15.1 Admission in Bachelor of Education Annual/ Semester programme of study shall be made on Merit.

15.2 Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the University which may refuse to admit any student without assigning any reason there for.

15.3 On selection for admission to the programme, the candidate shall, within the time fixed by the Dean/ Director deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, the selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection and extension of date for payment of fees is issued.

15.4 The candidates other than the domicile of Arunachal Pradesh are required to fulfill the entry criteria as prescribed by the Government of Arunachal Pradesh time to time.

15.5 The Foreign Nationals are eligible for the Programme. Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. The Foreign Nationals are required to obtain Restricted Permit from the Government of Arunachal Pradesh in addition to other papers required by Govt. of India before coming to Arunachal Pradesh.

16. Attendance:

16.1 Attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes whichever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However, in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.

16.2 There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean/ Director.

16.3 The Condonation upto 25% can be considered for the following specific cogent reasons:

- Participation in NCC/NSC/NSS Camps duly supported by certificate.
- Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate.

- Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean/ Director.
- University Deputation for Youth Festival duly certified by the Dean/ Director.
- Prolonged illness duly certified by the Medical Officer or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean/ Director.

16.4 Minimum attendance criteria will be decided by Dean/ Director of Concerned Faculty from time to time.

16.5 There shall be no attendance criteria for External Candidates.

17. Programme Fee:

Programme Fee will be displayed on official website of the University from time to time.

18. Examination and Result:

18.1 The Distribution of Continuous Internal Assessment and Term End Examination of the programme will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

18.2 Result will be displayed on the official website of the University. The Statement of Grades will be issued by the Controller of Examination.

18.3 Students can apply for Re-Totalling/ Re-Evaluation on demand as per the procedure in practice from time to time.

18.4 Students designated in Grade F or the students desirous of improving their grades can apply for the same through Backlog/ Improvement examination as per the procedure in practice from time to time.

19. Programme Contents: -

The Total Marks includes Continuous Internal Assessment and End Term Examination. The bifurcation of Continuous Internal Assessment and End Term Examination marks will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act, 2012 (9 of 2012).

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Childhood and Growing Up	4	100
2	Language across the Curriculum	4	100
3	Pedagogy of School Subject-1 (any one) 1. Teaching of Hindi 2. Teaching of English	4	100
4	Contemporary India and Education	4	100
5	Understanding Disciplines and Subjects	4	100
6	Reading and Reflecting on Texts	2	100
Total		22	

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Learning and Teaching	4	100
2	Pedagogy of School Subject-2 (anyone other than taken in Semester-I) 1. Teaching of Hindi 2. Teaching of English 3. Teaching of Mathematics 4. Teaching of Social Studies 5. Teaching of Biological Science 6. Teaching of Physical Science	4	100
3	Knowledge and Curriculum	4	100
4	Assessment for Learning	4	100
5	Drama and Art in Education(T+P)	2	100
6	School Organisation and Management	4	100
Total		22	

Note: The above list may be modified as per the facilities available with the University.

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Internship - I	11	100
2	Internship - II	11	100
Total		22	

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Gender, School and Society	5	100
2	Creating an Inclusive School	5	100
3	Critical Understanding of ICT(T+P)	2	100
4	Understanding the Self(T+P)	2	100
5	Health, Yoga and Physical Education	4	100
6	Teacher as a Counsellor	4	100
Total		22	

(Total Marks calculation out of 100, 40% will be internal & 60 % will be External)

20. **Detailed syllabus: -**

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Childhood and Growing Up	4	100
2	Language across the Curriculum	4	100
3	Pedagogy of School Subject-1 (any one) 1. Teaching of Hindi 2. Teaching of English	4	100
4	Contemporary India and Education	4	100
5	Understanding Disciplines and Subjects	4	100
6	Reading and Reflecting on Texts	2	100
Total		22	

Subject Name: CHILDHOOD AND GROWING UP

Unit 1: Learner as a Developing Individual

- Growth and Development

- **Developmental Influences:** Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation.

(The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

Unit 2: Development and Learning

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence.
- Meaning of 'cognition' and its role in learning.
- Socio-cultural factors influencing cognition and learning.
- Facilitating holistic development (for self and society).

(The focus is on understanding the key concepts of development and cognition, different stages and dimensions of development and their applications in teaching–learning contexts).

Unit 3: Understanding Childhood in Socio Cultural Perspectives

- Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).
- Childhood across cultures and societies (examining children perspectives, experiences and actions in which they construct and re constructs their lives).
- Impact of diversity, differences, marginalisation on childhood.
- Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in dalit /tribal households etc.

Unit 4: Understanding Adolescence: Issues and Concerns

- Realistic and contextual frames of growing up in Adolescence
 - Cultural differences and Adolescence
 - Impact of economic changes and urbanisation
 - Impact of Media
 - Adolescence in difficult circumstances
- Issues and Concerns
 - Problems of adjustment
 - Understanding of emotional disturbance and risk behaviour
 - Identity Crisis
 - Parent child conflict
 - Drug addiction and Abuse
 - Bullying
 - Juvenile delinquency
 - Health awareness –personal hygiene, nutrition, disease prevention and control.

Unit 5: Understanding Stages of Child Development Implications for Teachers

- Need of understanding Human development in the classroom.
- Problems resulting from lack of understanding of Human development.
- Promoting development of all children in the classroom (Positive classroom environment; social and emotional wellbeing of all children; addressing diversity and equality).

The student teacher will read about childhood from diverse contexts through biographies, stories, narrations of growing up in different cultures, children's diaries and the media. They will be used as a resource themselves and their own experiences will be utilized in classroom discussions.

The student teachers will observe children in their natural settings, especially at play or in a community setting and to interact with children through activities.

Practicum

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their characteristics and problems.
4. View any two movies out of the following
 1. Smile Pinky (2008)
 2. Born into Brothels (2014)
 3. Salaam Bombay (1988)
 4. Slumdog Millionaire (2009)
 5. Gippie (2013)Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence
5. Collect five stories that children are told by elders from nearby community.

Suggested Readings

- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
- Huslok, E.B. (2003). *Child Growth and Development*, Tata Mc Graw Hill
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.O. *Childhood in South Asia*. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF
- Parry, J. (2005). Changing Childhoods in Industrial Chattisgarh. In R. Chopra and P. Jeffery (Eds), *Educational regimes in Contemporary India*. Sage
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the development of children*. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, research and applications in India*. New Delhi. Sage
- Sharma, N (2011). *Understanding Adolescence*, MBT India
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi

Subject Name: LANGUAGE ACROSS THE CURRICULUM

Unit 1: Language Background of Students

Understanding multilingualism in the classroom; home language and school language; power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory (Eller, 1989); Discontinuity theory).

(The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject.)

Practicum

- Discussion on role and importance of home language and school language
- Discussion on role and importance of dialect and standard language.

Project

- Interview some technical people and find out which language do they prefer to use? And why?
- What are the gaps in learning in a particular language and using local language for work.
- As a student you must have felt that sometimes the language of instruction did not help in understanding of the text. Keeping that in view how will you facilitate your students to understand the content.

Unit 2: Nature of Classroom Discourse

Classroom Discourse — oral language; discussion as a tool for learning; the nature of questioning in the classroom — types of questions and teacher's role.

(The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.)

Practicum

- Comprehending and analysing the texts.
- Re-telling the text - in one's own language from different points of view.
- Narrating / describing a related account from one's life experience.
- Discussion of related topics and issues - sharing interpretations and points of view.
- Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Preparing questions that develop critical thinking and problem solving leading to discussion.

Project

- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.

Unit 3: Informational Reading and Writing

Reading in the content areas — social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies — note-making, summarizing; making reading-writing connections; process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose — writing to learn and understand.

(The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.)

Practicum

- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- 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)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)

- Researching and writing articles/reports on topics related to content areas and current issues.

Project

- Take different types of texts from content areas. Analyse the language and develop a thematic lesson design.

Subject Name: PEDAGOGY OF SCHOOL SUBJECT-1 (any one)

1. Teaching of Hindi

उद्देश्य :

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा- कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1 हिन्दी भाषा- शिक्षण: सैद्धान्तिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य
- विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ
- प्रथम भाषा, अन्य भाषा, संपर्क भाषा एवं राज भाषा के रूप में हिन्दी , प्रथम भाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण उद्देश्यों में अंतर
- हिंदी भाषा के तत्त्व, हिन्दी शिक्षक के लिए इन तत्त्वों के ज्ञान की उपयोगिता, भाषा के तत्वों का शिक्षण

इकाई 2 भाषा कौशल एवं व्याकरण शिक्षण

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- सुनने तथा बोलने के कौशल का शिक्षण – महत्त्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, श्रवण एवं उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण

2. Teaching of English

Unit 1: Nature and Role of Language

Language and Society — Language and Power; Language and Class (society); Language and Identity; Language and Gender.

Language in School — Home language and school language — Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in curriculum — Different school subjects as registers of language.

Practicum

Discussion on

- Position paper on 'Teaching of English'
- Position paper on 'Teaching of Indian Languages'
- 'Multilingualism as a resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.

Unit- 2: Role and Position of Languages - Constitutional provisions and policies of language education

Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Role of English language in the Indian context - English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Practicum

- Discuss in groups how the role of English language has changed in the 21st c.
- Topic for Debate — Globalisation & English
- Discussion on the topic 'War begins When Words Fail'
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.

Unit-3: Language Teaching - An Overview

1. Different approaches/theories to language learning & teaching -

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Western and Indian overview of language learning (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), (Gandhi Ji, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, Radhakrishnan, Giju Bhai Bhadeka)

2. A critical analysis of the evaluation of language teaching methodologies-

Grammar translation method, Structural method, Direct method, Audiolingual method, Natural method; Communicative approach, Whole language approaches — Task based approach, Thematic Approach etc.

Practicum

- Discussion on the topic 'Mother Tongue and Other Tongue'

Unit-4: Linguistic Behaviour and System

1. **Linguistic Behaviour**— language as a rule governed behaviour and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
2. **Linguistic system**— the organisation of sounds; the structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Phonetics, Syntax and semantics; etc.

Practicum

Have a discussion on the topic 'Difference Between Spoken and Written Language'

Unit-5: Developing Language Skills

Grammar in context; vocabulary in context.

Language skills - listening, speaking, reading and writing.

- Listening and Speaking — Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.

- Reading— Sub skills of reading; Importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc
- Writing— Stages of writing; Process of writing; Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; Higher order skills.

Practicum

- Collect 10 examples of Grammar in context from English textbooks of VI to VIII and have a group discussion.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare 3 activities to develop the reading skills of class VI students.

Unit-6: Language, Literature and Aesthetics –I

Different creative forms of English Language - Literature, media and translation; Understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum; Translation: importance and need, Translation as a creative activity.

Practicum

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation.
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
- Take any creative writing related to history eg. *Discovery of India* and prepare a flow chart on the main events.
- Review any story and have a discussion in groups.
- Take any piece on Geography and prepare a teaching strategy for teaching strategy for teaching any Geographical phenomena eg. Climate change, water.

Unit-7: Language, Literature and Aesthetics–II

Teaching different texts: Poetry, Prose, Drama – Teaching of prose, poetry and drama; the study of contemporary English and Indian literature; Developing tasks, activities and materials for lesson design.

Practicum

- Review any two stories of your choice.
- Interview any local artist/poet/writer.
- Collect Indian folktales in English (translated) for your portfolio.
- Prepare a newsletter on the basis of your school experience programme (hand written).

Unit-8: Development and Analysis of Syllabus and Textual Materials

1. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials and developing activities and tasks as per the differentiated needs of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism) Teacher as a researcher and facilitator — keeping in view the inclusive classroom.

Practicum

- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states.
- Prepare an outline for the development of the textbook for the same class for your state.

Unit-9: Teaching-Learning Materials

Print media; Other reading materials such as learner chosen texts, Magazines, News Papers, Class libraries etc., ICT - audio-visual materials, internet including CALL programmes; Radio, T.V., Films; Planning activities such as discussion, debates, workshops, seminar etc.; Language labs etc.

Practicum

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary.
- Identify and prepare different types of teaching aids for children with special needs (speech impaired).
- Organize a workshop/seminar/conference on the topic — 'Language of Children' or any other related topic.

Unit-10: Assessment - Its Role and Importance

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; activities and tasks (open ended questions, MCQ, true and false etc.) reflecting— Problem solving, creative and critical, thinking, Enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers;

Suggested Readings

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
10. Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009
11. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
12. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
13. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
14. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
15. Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.

16. Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
17. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
18. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
19. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
20. Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.

Subject Name: CONTEMPORARY INDIA AND EDUCATION

UNIT 1 - CONTEMPORARY INDIA

- Meaning of Contemporary India.
- Social Stratification-forms and function; caste and class; pollution and purity ;
- Types of Society-tribal, Agrarian; industrial, post industrial society; Urbanisation; Industrialisation; , Globalization, modernization, economic liberalization and digitalization etc
- Population size; composition and distribution in India; consequences of population growth; educational scenario of India;
- Concept of diversity in terms of educational opportunities-religion, caste, class, gender, language, region and tribes;
- Challenges of diversity in achieving universal education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity;

UNIT 2 - Constitutional Provisions and Education

Normative orientation of Indian education: A historical enquiry

- Constitutional provisions on education that reflect National ideals: Democracy, and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system
- Aims and purposes of education drawn from the normative vision Σ Fundamental Rights & Duties of Citizens
- Constitutional interventions for universalization of education and promoting the achievement of freedom, justice, equality and fraternity
- Decentralization of Education and Panchayati Raj (specifically though 73rd and 74th amendment)
- Role of Central and State governments in the development of education

UNIT3 - Policy Framework for Development of Education in India

- Overview of educational reformation in the Pre-independence period- Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education, Naye Talim;
- Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version 1992; Right to Education Act- 2009; Knowledge Commission;
- Emerging trends in the interface between
 - ✓ Political process and education;
 - ✓ Economic developments and education; and
 - ✓ Socio-cultural changes and education.
 - ✓ Idea of Common School System
 - ✓ National System of Education

- Language Policy
- Learning Without Burden-1993
- Justice Verma Commission-2012
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

UNIT 4 – Initiatives of the Government of India

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalised Group
- ICT In School Education- National Repository of Open Educational Resources (NROER)

Unit5 - Contemporary Indian Education: Concerns and Issues

- Universalisation of School Education
- Right to Education and Universal Access:
 - ✓ Issues of a) Universal enrolment b) Universal retention c) Universal success
 - ✓ Issues of quality and equity.
(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children)
 - ✓ School safety
- Equality of Educational Opportunity:
 - ✓ Meaning of equality and constitutional provisions
 - ✓ Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools and international schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- Differential quality in schooling: Variations in school quality
- Issues in contemporary India like Industrialization, Urbanization, Globalization, Modernization and Economic liberalization etc and their effect on education.

Practicum

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
- Presentation on the reports and policies on USE
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of backward locality to find out the causes of low literacy.
- Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
- Study of voluntary agency working in the field of educational and school development of society.

Suggested Readings

1. Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.
2. Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
3. Mohanty Jagannth: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.

4. Naik, J.P.: Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publishers, 1975.
5. Panday Shyam Swaroop : Shiksha Ki Darshnik Ewam Samajik Prushi Bhoomi, VinodPustak Mandir, Agra.
6. UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.
7. Badheka, G. (2006). *Divasvapna*. National Book Trust. Retrieved from <http://www.arvindguptatoys.com/>
8. Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge.
9. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education
10. GOI. (1986). *National policy of education*. GOI.
11. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
13. GOI. (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
14. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
15. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
16. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
17. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
18. Naik, J.P., & Nurullah, S. (1974). *A students' history of education in India (1800-1973)*. Macmillan.
19. NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
20. NCERT. (2006a). *Position paper-National focus group on education with special needs*
21. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
22. NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
23. NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
24. Raina, V. (2010). *FAQs on the right to free and compulsory education act 2009*. BharatGyan Vigyan Samiti, UNICEF.

Subject Name: UNDERSTANDING DISCIPLINES AND SUBJECTS

Unit I: Knowledge and Methods of Enquiry

- Disciplinary Knowledge :Nature and Scope,
- Interdisciplinary Knowledge: Nature ,Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information; Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking, Critical Thinking
- Language, Social Relations, Power, Identity and Thinking (Relationship and Interface with Knowledge).

Unit II: Learner and their Contexts

- Interface between Knowledge, Subjects ,Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children.s Thinking

- Child and Adult Misconceptions :Meaning,Scope in a Classroom,Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

Unit III: Pedagogic Practice and the Process of Learning

- Critical Examination of Terminology and Notions associated with Child-centered Education
- Critical understanding of standardised pedagogic methods: concept-formation; enquirybased learning; project-based learning etc
- Interrogating disciplinary practices and Creating non-threatening learning environments: Relevance, Scope and Process

Unit IV: Critical Study of ICTs and Developing Capacities

- Critical examination of the role of ICT in Effective Curriculum Transaction and Evaluation
- Capacity development of teachers and Students in the use of ICTs
- ICT - based teaching-learning approaches in schools
- Role of Open and Distance Learning in Catering to Diversity in Learners and Learning Styles.

Suggested Readings:

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
- Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

Subject Name: READING AND REFLECTING ON TEXTS

Objectives of the Course:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.

Course Content:

Readings for Discussion, Analysis and Reflection

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Women.s Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517
- Ilich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Wood, D. (2000). Narrating Professional Development: Teacher s stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

Audio-visual Resources :)Any Three of the following to be screened for the student-teachers and discussion to be followed)

- *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)
- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org>
- *Teacher.s Journey: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India.* Director- Deepak Verma,
- Azim Premji Foundation. For copies contact -madhumita@azimpremjifoundation.org
- *Where Knowledge is Free: A documentary film about children branded by Caste and excluded from education.* Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 <http://www.dalitstudies.org.in>.

Second Semester

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Learning and Teaching	4	100
2	Pedagogy of School Subject-2 (anyone other than taken in Semester-I) 1. Teaching of Hindi 2. Teaching of English 3. Teaching of Mathematics 4. Teaching of Social Studies 5. Teaching of Biological Science 6. Teaching of Physical Science	4	100
3	Knowledge and Curriculum	4	100
4	Assessment for Learning	4	100
5	Drama and Art in Education(T+P)	2	100
6	School Organisation and Management	4	100
Total		22	

Subject Name: LEARNING AND TEACHING

Unit I: Understanding the Learner

- Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem.
- Understanding learners from the perspective of multiple intelligences 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.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home language of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on 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.

Unit II: Understanding 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, Vygotsky).
 - I. Concepts and principles of each perspective and their applicability in different learning situations.
 - II. Relevance and applicability of various theories of learning for different kinds of learning situations.
 - III. Role of learner in various learning situations, as seen in different theoretical perspectives.
 - IV. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner.

Unit III: Learning in 'Constructivist' Perspective

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- 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.
- Utilizing learners experiences (in and outside school) in classroom process.

Unit IV: Understanding Teaching

- What is meant by teaching (teaching as a practice, activity and performance).
- Teaching as a complex activity,
 - how not to conceive teaching as a skill
 - teaching, personality and character
 - Reflective Teaching
 - teaching in a diverse classroom (addressing the diversity of student in classroom.

Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk.

 - teacher as a critical pedagogue.

Unit V: Teaching as a Profession

- Is teaching a profession (Basic characteristics of teaching qualifying it as a profession.
- Professional development of teachers.
 - Need (link between professional development of teacher and substantial school improvement and student learning).
 - Phases of Professional Development (Pre-service and In-service).
 - Strategies
 - (i) Conventional face to face (through various institutions).
 - (ii) School based INSET.
 - (iii) Action Research
 - (iv) Collaborative problem solving.
 - (v) Self initiated learning.
 - (vi) Facilitating professional development
- Teacher Autonomy and Accountability.

Suggested Readings

1. Bhutt, H. The dairy of a school teacher: An Azim Prenji university publications, www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf
2. Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
3. Carr, D (2005), *Making sense of education: An introduction to the philosophy and theory of education and teaching*, Rontledge.
4. Delpit, L (2006). *Other people's children, cultural conflict in the classroom*. The New press.
5. Dhar, T.N. (Ed). 1996. *Professional status of Teachers*, NCTE, New Delhi.
6. Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching,; Research based methods*, Boston: Allyn and Bocan
7. Ladsen – Billings, G (1995). *Toward a theory of culturally relevant pedagogy*. *American Educational Research Journal*, 32 (3), 465-491.
8. Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University press.
9. NCERT (2005). *National Curriculum Framework*, New Delhi
10. Olson, D.R. & Bruner, J.S. (1996). "Folk Psychology and Folk Pedagogy". In D.R. Olson & N. Torrance (Eds.). *The Handbook of Education and Human Development* (PP.9-27). Blackwell.
11. Piaget, J. (1997). "Development and Learning", In M. Gauvain & M. Cole (Eds.), *Reading on the Development of Children*. New York: WH Freeman & Company.
12. Rogeff, B; Baker-Sennatt, T., Lacasa, P. and Goldsmith, D. (1995). *Development through participation in socio-cultural activity*, *New Directions for child and adolescent development*, 1995 (67), 45-65.
13. Shulman, L.S. (1986). *Those who understand: Knowledge growth in teaching*. *Educational Researcher*, 4-14.
14. Vygotsky, L. (1997). "Interaction between Learning and Development", In M. Gauvain & M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company.

Subject Name: PEDAGOGY OF SCHOOL SUBJECT-2 (anyone other than taken in Semester-I)

1. Teaching of Hindi

(Details in Semester-I)

2. Teaching of English

(Details in Semester-I)

3. Teaching of Mathematics

Unit 1: Nature and Scope of Mathematics

Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications - necessary and sufficient conditions, a mathematical statement and its variants—converse, inverse and contrapositive , compound propositions; Venn diagram; proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians; Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

Unit 2: Exploring Learners

Cultivating learner's sensitivity like intuition; encouraging learner for- probing, raising queries and relating mathematics to real life situations; appreciating dialogue and cooperative learning among

peer group; promoting the student's confidence (carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

Unit 3: Aims and Objectives of Teaching School Mathematics

Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing learning objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

Unit 4: School Mathematics Curriculum

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various levels of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

Unit 5: Approaches and Strategies in Teaching and Learning of Mathematical Concepts

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason, comparing and contrasting; giving counter examples; Non-examples; Planning and implementation of strategies for teaching a mathematical concept like Activity based method, Inductive-deductive method etc.; Problem posing and solving, discovering or exploring various options for solving the problems; formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

Unit 6: Planning for Teaching-Learning of Mathematics

Selecting the content for instruction; Identifying concepts to be transacted at various levels with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.); organisation of concepts for teaching-learning of mathematics, stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

Unit 7: Learning Resources in Mathematics

Textbooks ,audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

Unit 8: Assessment and Evaluation

- Informal Creative Evaluation

Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess understanding of mathematical concepts, processes and communication, creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

- Formal Ways of Evaluation

Variety of assessment techniques and practices, assessing Product Vs Process, Knowing Vs Doing, practise of conducting midterm/terminal examination, practising continuous and comprehensive evaluation to test regular programmes/achievements of learner.

- **Assessment Framework**

Identifying and organising components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.

Unit 9: Mathematics for All

Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning, ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

Unit 10: Professional Development of Mathematics Teachers

Types of in-service programmes for mathematics teachers; role of mathematics teachers association; Journals and other resource materials in mathematics education; Professional growth—participation in Conferences/seminars/workshops.

Suggested Readings

1. NCERT (2006) , Position Paper-National Focus Group On Teaching of Mathematics , New Delhi.
2. Novak,J.D. & Gowin ,D.B.,(1984) , Learning How To Learn ,New York, NY, Cambridge University Press
3. Balkrishna Shetty (2013), What Is Mathematics? , National Book Trust, India
4. Kilpatrick J, Hoyles C and Skovsmose,O (EDS.);(2005),Meaning in Mathematics Education, Springer, New York, NY
5. Polya ,George (1965),Mathematical Discovery, John Wiley and sons, INC., Vol.II
6. Skemp,R.R., (1971), The Psychology of Learning mathematics, Penguin Books
7. Anice James,(2005),Teaching of Mathematics, Neelkamal Publications Pvt. Ltd. , Hyderabad,India
8. Davis D.R.,(1951),The Teaching of Mathematics, Addison Wesley Press, London
9. Roy Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London
10. Schonnel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic , Lever and Boyd , London
11. Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge , London and New York
12. Beckmann C.E ,Thompson D.R and Rubenstein,R.N(2010), Teaching and Learning High School Mathematics , John Wiley and Sons Inc., New Jersey
13. Britton E, Huntley M.A., Jacobs G and Weinberg A.S.(1999),Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials, Corwin Press Inc., California
14. Chambers P,(2010),Teaching Mathematics: Developing as a Reflective Secondary Teacher, SAGE, New Delhi
15. Katz, V.J. (ED.)(2007), The Mathematics of Egypt, Mesopotamia, China, India and Islam – A Sourcebook, Princeton University Press, Princeton
16. NCERT (2012), Pedagogy of Mathematics Textbook for Two-Year B. Ed Course.

17. William D.(1998) 'A Framework for Thinking About Research in Mathematics and Science Education' .In Malone J.A., Atweh B. and Northfield J.R. (EDS.) Research and Supervision in Mathematics and Science Education, Lawrence Erlbaum Associates Inc. Publishers, New Jersey
18. Noss R.(19988) , 'The Computer as a Cultural Influence in Mathematical Learning.' In Bishop A.J. (EDS.) Mathematics Education and Culture, London : Kluwer Academic Publishers
19. NCERT (2009),Source book on Assessment of Mathematics - Primary Classes, New Delhi
20. NCERT (2013),Source book on Assessment of Mathematics –Classes VI-VIII, New Delhi
21. NCERT (2011), Laboratory Manual in Mathematics-Elementary Stage, New Delhi
22. NCERT, Laboratory Manual in Mathematics-Secondary Stage, New Delhi
23. Eugene P. Northrop (1944), Riddles in Mathematics, D. Van Nostrand Co. Inc., Princeton, New Jersey
24. Sidhu K.S.(1967) , The Teaching of Mathematics, Sterling Publishers , Delhi
25. Clements M.A. and Ellerton N.F.(1996), Mathematics Education Research :Past, Present and Future, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok
26. Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London

4. Teaching of Social Studies

Unit 1: Social Sciences as an Integrating Area of Study: Context and Concerns

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?
- Uniqueness of disciplines vis-a-vis interdisciplinarity
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

Unit 2: Teaching-Learning Resources in Social Sciences

- People as resource: The significance of oral data.
- Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD-Rom, multimedia, internet.

Unit 3: Social Sciences Curriculum for Schools in India

- Curriculum development process: National and State levels.
- Studying the Social Sciences syllabus - aims and objectives, content organisation and presentation of any State Board and CBSE for different stages of school education.

Unit 4: Teaching-Learning of Geography—Space, Resources and Development

Meaning, Nature and Scope of Geography: Current Trends Teaching and Learning Major Themes and Key Concepts in Geography

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).

PLACE: Distinct physical and human characteristic of places that distinguish one from the other.

HUMAN-ENVIRONMENT INTERACTIONS: Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities (one case study each of primary, secondary, tertiary/quaternary activities may be taken up). Environmental degradation and its preservation; disasters and preparedness.

MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands.

REGIONS: Formation and change.

The above content may be used to understand teaching, learning strategies and skill development in Geography.

Developing Skills in Geography

Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analysing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

Teaching Strategies in Geography

Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making.

METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.

TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit 5: Teaching-Learning of Economics: State, Market, and Development

As a branch of social science, economics is concerned with people. It studies how to provide them with means to realise their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavours to introduce the learners to key economic concepts and issues that affect their everyday lives.

Meaning, Nature and Scope of Economics: Current Trends

Key Concepts in Economics

Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.

Classification of Economic System

Capitalism, Socialism, mixed economy (case study: India)

Developmental Issues in Economics

Sustainable Development—economic growth and economic development - indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary; Economic Reforms and Globalisation (discuss these developmental issues with reference to India). The above content may be used to understand the teaching, learning strategies and skill development in economics.

Teaching-Learning Methods in Economics

In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.

Teaching-Learning Materials

Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

Unit 6: Teaching-Learning of History

Continuity and Change over Time and Historical Construction

This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History.

Historical Methods

- Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History
- Thinking in terms of problems for analysis in History.

Social Formations in History

- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies
- State-formation and different types of states in History
- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)
- Fascism and dictatorships (Case Study: Germany or Italy of the inter-war period).

Select Issues of Social Change in Indian History

- Culture, social stratification and social change in India; Caste and class in Indian society
- Shared religious cultures and conflicts between religious communities in India
- Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India) The above content may be used to understand the teaching, learning strategies and skill development in History.

Pedagogical Concerns Regarding School History

- Interactive, constructivist and critical pedagogies in History
- Going beyond the textbook; Getting children to craft little nuggets of History from primary sources

- Encouraging children to think from first principle in History.

The Lateral Development of Different Skills

- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal
- Learning to analyse critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences
- Helping children to develop oral and written expression.

Unit 7: Teaching-Learning of Political Science Democracy, Development, and Diversity

The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines.

- What is Politics?
Political Science: Nature and scope, key concepts, current trends
Elements of State: Population, Territory, Government, and Sovereignty
Forms of Government: Democratic (Liberal and Social), non-democratic
Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers
Organs of Government: Legislature, Executive, and Judiciary.
- Constitutional Vision for a Democratic India
The making of the Constitution of India
Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
Secularism (Relationship between State and Religion): Western and Indian Versions
Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
Directive Principles of State Policy (with special reference to welfare of the people)
Fundamental Duties.
- The Working of the Government
Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities)
Relationship among the three organs of the Government
Relationship between the three levels of the Government
Democratic decentralisation, citizen participation.
- Society and Political Processes
Elections, political parties, pressure groups
Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
The above content may be used to understand the teaching-learning strategies and skill development in Political Science.
- Teaching-learning Strategies

The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.

Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts.

- Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

Unit 8: Assessment for Learning in Social Sciences

- Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions
- Open-book tests: Strengths and limitations
- Evaluating answers: What to look for? Assessing projects: What to look for?
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Unit 9: Analysis of Social Sciences Textbooks and Question Papers

- Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)
- Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

5. Teaching of Biological Science

Unit 1: Nature and Scope of Science and Biology

- Science as a domain of inquiry and exploration; A continuously evolving discipline with focus on processes for understanding of concepts leading to knowledge and application with reference to living organisms, their surroundings, processes and phenomena.
- Scope of Biological Science for understanding the diversity of the living world, origin of life and its evolution, environment, health, sustenance of the ecosystem vis-à-vis values and ethics.
- Significance of inquiry, observation and experiments in biological science, its interdisciplinary linkages and societal concerns.
- History of biological sciences

Unit 2: Aims and objectives

- Development of scientific attitude and temper and nurturance of curiosity, creativity and value.
- Curricular concerns and its development with reference to biological sciences; Content selection and its organization; Understanding of facts, principles and its application biological principles with cognitive abilities and development of learners.
- Acquiring skills to understand processes of studying biology e.g. observation, exploration, experiments etc. Generalisation of observations and validation of knowledge.

- Problem solving relating to biological sciences. Relationship of biology education with environment and its sustenance.
- Understanding learning objectives of different areas of Biology; Anderson and Krathwohl's taxonomy with illustrations; learning objectives in constructivist perspective.

Unit 3: Exploring Learners

- Linkage of learner's previous understanding (classroom, environment, society and peer group) and knowledge in the area of biology.
- Cultivating habit of listening ideas of learners and involving them in the process of teaching-learning, setting dialogue and discussion among peer groups, involving them in activities in individual and group set-up.
- Important discoveries and inventions in the area of Biology and its impact on the curriculum
- Learning is a lifelong process: Nurturance of natural curiosity of observation, facilitation of learning depending on needs and requirement of biological sciences,
- Stimulation of creativity and inventiveness in the area of biological science among learners
- Organisation of activities in the area of biological sciences like discussion, debate, drama and various other curricular experiences (poster making, essays, slogans, etc.), observing specific days involving learners
- Nurturance of creative talents among learners through activities in various club activities in the area of Science, preparing learners for Science Exhibitions, Fairs and other gatherings at local/districts/state and national level

Unit 4: Pedagogical shift in Biological Science

- Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning
- teaching -learning experiences (taking examples from science/ Biology, such as Photosynthesis, Life Processes, Diversity in Living Organisms, Biotechnology, etc.)
- Democratising Science learning: Critical pedagogy
- Need of inclusion in all aspects of teaching-learning of biological science –science curriculum, approaches, ICT and professional development of teachers.

Unit 5: Approaches and Strategies of learning Biology

- Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation and generalization (taking suitable example from living world and related areas in an age as well as stage appropriate manner).
- Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning, concept mapping and self-learning, etc., designing learning experiences with all these approaches.

Unit 6: Curriculum of Biology at School stage

- Recent trends of Science and Biology Curriculum; Gradual evolution of Biology as a discipline; Environment oriented approach of Biology curriculum
- Selection and organization of contents in Biology
- Analysis of various syllabi (NCERT and other states) and text-books pertaining to subject areas of Biology at various stages of school education (Upper Primary, Secondary and Higher Secondary)
- Analysis of other print and electronic materials in the area of Biology.

Unit 2: Learning Resources

- Need and significance of learning resources in Biology
- Identifying and analyzing age and stage specific learning resources and using them in teaching-learning process of Biology e.g., for classification and systematic studies of organisms, morphology and anatomy of organisms, and their parts, life processes, understanding about environment and relationships of organisms among themselves and with their environment, etc.
- Biology Laboratory as a learning resource; Design and components of Biology laboratory
- Use of Science and Biology experiment kits in teaching-learning of Biology
- Field visits and excursion as learning resource in Biology: Planning, its organization and observation
- Use of ICT tools and online resources at various stages of school education; ICT based virtual experiments and simulations as learning resource in Biology ;Role of the teacher
- Limitations and hurdles in the use of various learning resources in Biology.

Unit 3: Planning of Teaching-Learning of Biological Science

- Identification of concepts related to teaching-learning of Biology
- Planning for transaction of concepts and identification of teaching-learning materials; Involvement of learners in the process of design and development of teaching-learning materials.
- Identification of students learning with different pace and styles and students with special educational needs; Continuous and comprehensive
- assessment of learning gaps and learning needs of students and address of the issues
- Planning for exposure to various learning resources through projects (both in schools and outside), debates, discussions, field visits (Botanical and Zoological Gardens, Science Centres, Science Museums, Sea shores, etc.)
- Planning and organising activities, experiments, project work and other practical experiences.

Unit 4: Tools and techniques for assessment of learning in Biological Science

- Development of assessment framework
- Learning Indicators in biological sciences: its development and assessment of learning evidences/ outcome
- Learners' record in biological sciences: laboratory investigations, reports of field visits and excursion;Project work and its report;Oral presentation of learners' work in Biology; Portfolio
- Assessment through participation in collaborative learning: peer interaction; group discussions, seminars and presentations by learners on various topics related to biological processes, environment and recent advancements in the area of biological sciences
- Development of test-items (open-ended and structured) in biological sciences, its administration, assessment and evaluation
- Assessment of experimental work in biological sciences (formal experiments in laboratories, activities and projects)
- Exploring areas of biological sciences not usually assessed in formal examination systems
- Critical examination of various methods of assessment in biological system
- Recording and reporting of learning evidences/outcome: Measurement of students' achievement – marks and grading; Assessment as reflected process and as a reflecting process.

Unit 5: Professional Development of Biology Teachers

- Various professional developmental programmes for teachers such as in-service teachers' training, seminars and conferences, membership of professional organizations, etc.
- Field visits of teachers to botanical gardens, zoo, National Parks, National level institutes and laboratories in the area of biological sciences
- Exploration on ICT based on-line platforms for sharing of teaching-learning practices,
- Reflective practices and its role in professional development of teachers
- Collaborations of schools with colleges, universities and institutes of Higher Education
- Teacher as a researcher: learning to understand how children learn science including biological sciences, Action research in teaching-learning of Biology.

6. Teaching of Physical Science

Unit 1: Nature of Science

- Science as a domain of inquiry, as a dynamic and expanding body of knowledge, science as interdisciplinary area of learning (e.g. Thermodynamics, Biomolecules Surface Chemistry, etc.), Science is an international enterprise, tentative nature of science, science promotes skepticism and perseverance.
- Science as a process of constructing knowledge; Scientific methods: a critical view, How science works; Role of science teacher.
- Science and society- Physical science and society; physical science for environment, health, peace and equity.
- Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein Niels Bohr, C.V. Raman, De Bogle, Bimla Buti, V.Ramakrishan, etc.

Unit 2: Aims and Learning objectives of Physical Science

- Knowledge and understanding through science ;Nurturing process skills of science , developing scientific attitude and scientific temper.
- Nurturing curiosity, creativity and aesthetic sense in science (Secondary Stage)/ Physics and Chemistry (Higher Secondary stage).
- Relating Science (Physics/ Chemistry) education to environment (natural environment, artifacts and people), technology and society and appreciating the issues at the interface of science, technology and society; Imbibing various values through teaching – learning of Science; Developing problem solving skills.
- Learning objectives- Meaning; features of a well defined learning objective; Anderson and Krathwohl's taxonomy.
- Identifying and writing learning objectives for different content areas in Science/ Physics/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc.); Learning objectives in constructivist perspective.

Unit 3: Exploring Learners

- Each learner is unique; Motivating them to bring his/her previous knowledge gained in Science/ Physics and Chemistry into classroom; Naive concepts, Involving learners in teaching- learning process through dialogue, discussion, argumentation.
- Negotiating and mediating learning in Physical Science ; Encouraging learners to raise and ask questions, creating the habit of listening to learners; Encouraging learners to collect materials from local resources(soil, water, etc.) and to develop/fabricate activities in Science/Physics/Chemistry.

Unit 4: School Science Curriculum

- History of development of Curriculum Framework, Curriculum Framework, curriculum and syllabus.

- From subject-centered to behaviorist to constructivist approach to curriculum development; Review of NCERT and a state syllabus; recommendations of NCFs on science curriculum.
- Trends of NCERT syllabi; Moving from textbooks to teaching-learning materials; Teacher as a curriculum developer.

Unit 5: Pedagogical shift and Approached and strategies of learning Physical Science

- Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching-learning experiences (taking examples from science/ Physics/Chemistry, such as Solutions, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.)
- Democratising Science learning: Critical pedagogy
- Need of inclusion in all aspects of teaching-learning of physical sciences – science curriculum, approaches, ICT and professional development of teachers.
- Approaches and Strategies -- Historical background of learning Physical Science; Essential components of all approached and strategies, selecting appropriate approach and strategy.
- Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning; Cognitive conflict; Inquiry approach, Analogy strategy.
- Facilitating self-study; Communication in Science -- qualities of an effective science communicator, developing communication skills in learners.

Unit 1: Learning Resources in Physical Science

- Identification and use of learning resources from immediate environment (e.g Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Propagation of Waves in solid, liquid and gas, etc.); Using community resources -bringing community to the class and taking class to the community; Pooling of learning resources in school complex/ block /district level.
- Improvisation of apparatus, identifying some inexpensive sources of chemicals, Science kits.
- Using laboratory as a learning resource, approaches to laboratory work, planning and organizing laboratory work, safety in laboratories, Physics laboratory, Chemistry laboratory, handling hurdles in utilisation of resources.
- Print and ICT resources -- Textbooks, Journal and Magazines; Dale's cone of experiences ; Different forms of ICT and its applications in science education-- audio-aids, video-aids, audio-video aids, educational T.V.; Use of computer for simulation, internet and open learning resources.
- Factors affecting media selection ICT for inclusive education, skills to be developed in students for meaningful use of ICT.
- Social networking sites and their use in Science education; Integrating ICT in teaching-learning process taking examples (e.g. Acid, Base, Salt, Dual Nature of Radiation, Radioactivity, etc.)

Unit 2: Tools and Techniques Assessment for Learning Physical Science

- Using the terms test, examination measurement, assessment and evaluation in proper context; Continuous and Comprehensive Evaluation (CCE) and its features; Assessment and evaluation as intertwined process of classroom experiences.
- Performance based assessment; Planning assessment framework, learning Indicators (LIs) and its types, developing LIs for activity, presentation, group work, assignments, etc.
- Tools and technique of assessment-- assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs.
- Recording and reporting of learning evidences – Measurement of students' achievement – marks and grading, Measurement of process skills and aptitude of learners; Portfolio – its role

in evaluating students' performance; Assessment as reflected process and as a reflecting process.

Unit 3: Planning for teaching- learning of Physical Science

- Need of planning teaching-learning experiences; Identification and organization of concepts – basic principles and factors need to be considered for it; Basic elements of a Physical Science lesson with examples from Science/Physics/Chemistry.
- Facilitating formation of groups; Planning and organizing activities in Physical Science, planning laboratory work and ICT application in learning Science/ Physics/ Chemistry.
- Reflective planning; Unit plan; Developing lesson designs on different topics and through various approaches taking examples form Upper Primary, Secondary and Higher Secondary stage (Physical and Chemical Changes, Redox Reaction, Light, Magnetic Effect of Electric Current, etc.)

Unit 4: Physical Science: Lifelong Learning

- Meaning and rationale of lifelong learning; Attributes of a lifelong learner and developing these attributed in students by exposing them to a variety of teaching-learning activities in Science/ Physics/ Chemistry.
- Appreciating every child's natural curiosity of observation and drawing conclusion, facilitating lifelong learning in students with special educational needs.
- Preparing learners for lifelong learning by stimulating creativity and inventiveness in Science – debate, discussion, drama, poster making, visit to various places, science club, celebrating specific days, field visits, science exhibitions: benefits and objectives, evaluation of exhibits, exploring linkages with district/ state/ central agencies; Teacher as a lifelong learner.

Unit 5: Professional Development of Science/ Physics/ Chemistry Teachers

- Professional development – Teaching as a profession, need for pre- service and in- service professional development programme, major shift in teacher education programme.
- Various opportunities for in-service professional development – interaction with peer teachers, reading, attending training programme, membership of professional organisation, sharing through conferences, seminars and Journals, travel, cultivating science hobbies ,mentoring, teacher's exchange programme, acquiring higher qualification, collaborating with universities and other schools,etc.
- Role of reflective practices in professional development–questionnaires, research and portfolio.
- Teacher as a researcher – learning to understand how students learn science : Action research – meaning, selecting problems for action research, developing various format for action research, area of action research.
- Steps in action research with examples of physical science; helping students to develop attitude of research.

Suggested Readings

1. Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.

Subject Name: KNOWLEDGE AND CURRICULUM

Unit 1: Knowledge and Knowing

Knowledge Meaning

- What is knowledge?
- What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
- Differentiate between information, knowledge, belief and truth.

Knowing Process

- What are different ways of knowing?

- How knowledge can be constructed? What is involved in construction of knowledge?
- What are the relative roles of knower and the known in knowledge transmission and construction?

Facets of Knowledge

Different facets of knowledge and relationship, such as:

- local and universal
- concrete and abstract
- theoretical and practical
- contextual and textual?
- school and out of school

(With an emphasis on understanding special attributes of 'school knowledge.)

- What is the role of culture in knowing?
- How is knowledge rendered into action? How to reflect on knowledge?

Views of Gandhi, Tagore, Krishnamurti and Aurobindo on knowledge and education

Unit 2: Forms of Knowledge and its Organisation in Schools

- Can we categorise knowledge? On what basis?
- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimises, and organises categories of knowledge in Schools? In what form?
- How does school knowledge get reflected in the form of curriculum, Syllabus and textbooks?
- Understanding the meaning and nature of curriculum: Need for Curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education
- Facets of curriculum: Core curriculum—significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues(Connections, relations and differences)

Unit 3: Curriculum Determinants and Considerations

- Broad determinants of curriculum making:(At the nation or state-wide level)
 - (i) social-political-cultural-geographical-economic diversity;
 - (ii) socio-political aspirations, including ideologies and educational vision; (iii) Economic necessities;
 - (iv) Technological possibilities; (v) Cultural orientations;
 - (vi) National priorities;
 - (vii) System of governance and power relations; and
 - (viii) International contexts.
- Considerations in curriculum development:(At the level of the school)
 - (i) Forms of knowledge and its characterisation in different school subjects
 - (ii) Relevance and specificity of educational objectives for concerned level
 - (iii) Socio-cultural context of students – multi-cultural, multilingual aspects

- (iv) Learner characteristics
- (v) Teachers' experiences and concerns
- (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit 4: Curriculum Development (at School Level)

- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.
- Process of curriculum making
 - (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
 - (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
 - (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects
 - (iv) Selection and organisation of learning situations.
- Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood, ICT etc.)
- School culture, climate and environment as the context for teachers 'work
- Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

Unit 5: Curriculum Implementation and Renewal

- Operationalising curriculum into learning situations
- Teachers' role in generating dynamic curricular experiences through
 - (i) flexible interpretation of curricular aims;
 - (ii) contextualisation of learning;
 - (iii) varied learning experiences.
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- Evolving assessment modes
- Appropriate reviewing and renewal of aims and processes.
- Process of curriculum evaluation and revision
 - (i) Need for a model of continual evaluation
 - (ii) Feedback from learners, teachers, community, and Administrators
 - (iii) Observable incongruencies and correspondence between expectations and actual achievements

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14. Sternberg, R.J. (2013). *Intelligence, competence, and expertise*. In A. J. Elliot & C. S.
15. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30). Guilford Publications.
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17. Sykes, M. (1987). *The story of Nai Talim*. Wardha: Nai Talim Samiti.
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19. The PROBE Team. (1999). *Public report on basic education in India*. Delhi: Oxford
20. NCERT (2014). *Basics in Education-Textbook for B. Ed. Course*. New Delhi: NCERT

Subject Name: ASSESSMENT FOR LEARNING

Unit 1: Assessment and Evaluation-An Overview

- Perspective on assessment and evaluation for learning in a constructivist paradigm
- Distinction between ‘Assessment of Learning’ and ‘Assessment for Learning’
- Purpose of assessment in a ‘constructivist’ paradigm:
 - engaging with learners’ minds in order to further learning in various dimensions
 - promoting holistic development of students taking care of cognitive, social and emotional aspects in balanced and integrated way.
- Purposes and approaches of assesment in behaviouristic and cognitivistic paradigms.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
 - test, measurement, examinationa, assessment and evaluation
 - formative and summative evaluation
 - continuous and comprehensive assessment
 - grading

Unit 2: Object Context of Assessment

- Dimensions and levels of learning
 - Retention/recall of facts and concepts; application of specific skills
 - manipulating tools and symbols; problem-solving; applying learning to diverse situations

- Meaning-making propensity; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection
- originality and initiative; collaborative participation; creativity; flexibility
- Contexts of assessment
 - subject-specific
 - learner-centred

Unit 3: Assessment of subject based learning

- Enlarging notions of 'subject-based learning' in a constructivist perspective
- Assessment tools
 - different kinds of tasks: projects, assignments, performances
 - different kinds of tests and their construction
 - observation of learning processes by self, by peers, by teacher
 - self-assessment and peer-assessment
 - constructing Portfolios
- Quantitative and qualitative aspects of assessment: appropriate tools for each
- Teacher competencies in evolving appropriate assessment tools:
 - visualizing appropriate assessment tools for specific contexts, content, and learner
 - formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses
 - evolving suitable criteria for assessment
 - organizing and planning for student portfolios and developing rubrics for portfolio assessment
 - using assessment feedback for furthering learning

Unit 4: Data Analysis, Feedback and Reporting

- Statistical tools- percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Feedback as an essential component of formative assessment
 - use of assessment for feedback; for taking pedagogic decisions such as for selecting teaching methodology, providing additional inputs or giving more time for the understand of some concepts.
 - Types of teacher feedback (oral, written, comments); peer feedback
 - Place of marks, grades(absolute and relative) and qualitative descriptions
 - Feedback for strengthening self-esteem, motivation and identity of all the learners including Children with Special Needs.
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: to communicate to students, parents and placement
 - progress on learning and profile of learner
 - certification,
- Reporting a consolidated learner profile
- Issues and challenges involved in reporting on assessment.

Unit 5: Examination Reform: Issues and directions

Examination system:

- Examination for gradation and certification
- Exit Vs Entrance Examination for social selection and placement
- Impact of the prevailing examination system on learning, self-esteem, motivation of students and other stakeholders.
- Entrance tests and their influence on students and school system.
- Sociological and psychological analysis of the related issues

School-based assessment and evaluation: policies, practices and possibilities

- Impact of examination-driven schooling on the social identity and socialization of children
- Policy initiatives to reduce ill effects of examinations on the students:

- a. Non-detention policy
 - b. Focus on CCE in Right of Children to Free and Compulsory Education Act 2009
- Multiple tools and techniques as alternatives to paper pencil tests.
 - De-linking school-based assessment from examinations: some possibilities and alternate practices

Examination reform efforts in as a follow up of:

- 1 Secondary Education Commission (1952-53)
- 2 Kothari Commission (1964-66)
- 3 National Policy on Education (1986) and Programme of Action (1992)
- 4 National Curriculum Frameworks -1975,1988,2000 1st 2005 developed for school education

(Discussion should cover analysis of recommendations, implementations and the emerging concerns)

Directions for examination reform:

- Introducing flexibility in examination-in view of the needs of the students and other stakeholders
- Improving quality and range of questions in exam papers
- Including school-based credits
- Assessment and Examinations for vocational courses
- Alternative modes of certification
- Examination Management
- Role of ICT in Examination
- On-demand and on-line examinations
- Capacity building of paper setters and evaluators
- Addressing issues and challenges of high stake testing, commercialisation of assessment and competitive ranking and also teacher accountability in assessment

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- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R. (2003). How classroom assessments improve learning. Educational Leadership, 60(5), 7-11.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ:PrenticeHall.

Subject Name: DRAMA AND ART IN EDUCATION(T+P)

Unit I: Visual Arts and Crafts

- 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 II: Performing Arts: Dance, Music, Theatre and Puppetry

- 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 III: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Indian festivals and its Artistic significance.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners
- 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 does 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?

Subject Name: SCHOOL ORGANISATION AND MANAGEMENT

Unit I: Administration of Schools

- Meaning, Concept, Scope and Functions of Educational Administration
- Principles of Educational Administration
- Educational Administration and their Advantages and Disadvantages
- Role of a Head in a School as a Transformative Leader :Analysis of Need and Relevance of any Change before institutionalising the same, Taking the Team On-board
- Organisational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students

Unit II: School as an Organisation

- The School – its functions and relationship with the society
- School building: Design and Components (including Hostels)
 - School Personnel-Roles and Responsibilities : Headmaster, Teachers, Non-Teaching Staff
- School finance – Sources of Income and Items of Expenditure ,School Budget

Unit III Dynamics of Supervision

- Supervision : Concept, Need, Functions and Scope
- Role of the Head and Teachers of the Institution in Supervision
- Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development
- Democratic Decision Making :Concept and Procedure with respect to functioning of a School

Unit IV: Elements of School Management

- School Climate: Meaning and Types
- Timetable - Principles and Techniques of Time -table preparation
- Preparation of a Calendar of Activities of Co-curricular Activities
 - School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School
- Problems Faced in School Management :Issues of Security and Disaster Management
- Juvenile Delinquency: Concept and Steps to Deal Effectively in a School

Practical Assignments/Field Engagement:

- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.(Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

Suggested Readings:

- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,

- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida,B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

Third Semester

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Internship - I	11	100
2	Internship - II	11	100
Total		22	

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

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching
- Lesson observation
- Developing and Using Teaching Learning Resources
- ICT integration

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Assessing effectiveness of remediation through action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Understanding Learner

- Collecting information about a student(Case Study)

V. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

VI. Community and school

- Survey of households
- Interaction with SDMC/SMC members
- Interacting with parents

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

Phase – 1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute.

The following activities shall be organized during pre internship phase:

- Orientation of the cooperating teachers and Heads of the schools regarding the objectives of internship and their roles
- Discussion on unit planning, lesson planning, blueprint and unit tests/diagnostic tests, CCE etc.
- Discussion on records to be maintained by student teachers during internship.
- Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion
- Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Observation of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

Phase – 2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school.

During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc). In the first block of 7 weeks, student teachers shall engage with students' of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order.

Practicum during internship

Student teachers shall perform the following during internship:

- prepare lesson plans in two school subjects and deliver at least 40 lessons in each (80 lessons)
- Integrate student assessment activities with teaching learning process
- Development of learning resources
- Observation of peer teaching: 20 in each school subject
- Observation of teachers' lessons: 10 in each school subject
- Conducting 2 unit tests: one in each school subject; diagnostic tests followed by remedial instruction
- Conducting action research and case study
- preparing portfolios
- preparation of learning resources
- Preparation of time table
- Organize and participate in:

• morning assembly

• literary and cultural activities

- Club activities
- Exhibitions
- Excursions and field trip
- Mock parliament
- Quiz
- Games and sports
- PTA/SMC meetings
 - Maintaining the respective records
 - Conducting guidance and counseling
 - Maintenance of school library and laboratory
 - Maintaining a reflective diary

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Diagnostic testing, remediation and
- Report of action research
- Case study of a student
- Assessment record (CCE)
- School time table
- Reflective Journal

Phase – 3: Post Internship

The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Exhibition of teaching aids.
- Inviting feedback from cooperating schools.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.

Internal Assessment

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

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Gender, School and Society	5	100
2	Creating an Inclusive School	5	100
3	Critical Understanding of ICT(T+P)	2	100

4	Understanding the Self(T+P)	2	100
5	Health, Yoga and Physical Education	4	100
6	Teacher as a Counsellor	4	100
Total		22	

Subject Name: GENDER, SCHOOL AND SOCIETY

Unit 1: Gender Issues: Key Concepts

- 1.1 Gender, Sexuality, Patriarchy, Masculinity and Femininity
- 1.2 Gender Bias, Gender Stereotyping and Empowerment
- 1.3 Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- 1.4 Issues and Concerns of Transgender

Unit 2: Socialization Processes in India: Family, School and Society

- 2.1 Gender Identities and Socialization Practices in different types of families in India.
- 2.2 Gender Concerns related to Access, Enrolment, Retention and Overall achievement.
- 2.3 Gender Issues in Curriculum
 - Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region
 - Construction of Gender in Curriculum Frameworks since Independence: An Analysis
 - Gender and the hidden curriculum
 - Gender in text and classroom processes
 - Teacher as an agent of change
 - Life skills and sexuality.
- 2.4 Sites of Conflict: Social and Emotional
 - Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.
 - Agencies Perpetuating Violence: Family, School, Work place and Media (Print and Electronic).
 - Preventive Measure on Addressing Sexual Harassment and Abuse.
 - Laws and Recent Initiatives of Government of India.

Unit 3: Gender Studies: Historical and Contemporary Perspectives on Education

- 3.1 Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.
- 3.2 Women's Movement in Pre and Post Independent India.
- 3.3 Contemporary Period: Constitutional Commitments, Reports of Commissions and Committees, Policy initiatives, Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Practicum

- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.

- Project on analyzing the growing up of Boys and Girls in different types of family in India,
- Debates and Discussions on Violation of Rights of Girls and Women
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Preparation of Tools to analyze reflection of Gender in Curriculum.
- Preparation of Checklist to Map Classroom Processes in all types of Schools.
- Field visits to Schools, to Observe the Schooling Processes and Transactional Strategies from a Gender Perspective.
- Organize debates on how Children Perceive Role Models in their own lives.
- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Preparation of Projects on Analysis of Recommendations of Commissions and Committees on Education and Empowerment of Girls and Women
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.
- Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
- Organizing Poster Competition on Gender Equality And Empowerment.

Suggested Readings

- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

Subject Name: Creating an Inclusive School

Unit 1: Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion

- Policy perspective: Initiatives to promote inclusive education
 - o International Focus: Salamanca 1994, UNCRPD, EFA (MDG)
 - o National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST
 - o Educational concessions, facilities and provisions.

Unit 2: Understanding physical, psychological and social cultural diversity

- Diversity due to disability (Nature, Characteristic and Needs)
 - o Special needs of children with sensory disabilities,
 - o Special needs of children with cognitive disabilities
 - o Special needs of children with physical disabilities
 - o Girls with disabilities
- Diversity due to socio-cultural and economic factors
 - o Discrimination, language attitudes, violence and abuse.

Unit 3: Addressing Learners' Diversity

- Curricular Issues
 - o Curriculum adaptation/ modifications
 - o Content contextualization
 - o Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning (UDL)

Practicum

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.

Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings

- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, Index of Incusion (2012) NCERT, New Delhi.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools” A manual, NCERT, New Delhi UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2014) Including Children with Special Needs: Primary Stage
- Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage
- Julka, A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study
- NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi
- NCERT(2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

Subject Name: Critical Understanding of ICT(T+P)

Unit-I: ICT: Connecting with World

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.
- Search and Retrieval: Strategies and Techniques
- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.
- Computing in Indian Languages – Fonts and Keyboard
- Using ICT to Create-Text, Data, Media
- Combining text, Graphics and Audiovisuals to create a Communication.
- Web as a space for continuous learning.

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

(a) ICT for Supporting Teaching-Learning and Inclusive Education

- Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
- Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use

- Educational Applications of ICT using appropriate hardware and software:
Hardware:(CD/DVD, Projectors, Interactive boards etc. Software:(Single and multiple media, animations and simulations.
- Gaming Environments for Education – Range and Scope.
- Infusing games into Teaching –Learning and Creating appropriate Classroom environments ,Evaluating Games and Gaming Environments
- Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment
- Assistive Technologies and Devices to foster Inclusion
- Computing in Indian Languages to foster Inclusion

(b) Social ,Ethical and Legal aspects:

- Impact of ICT on Work, Socialising and Other Areas
- Cyber Crimes: Concerns and Implications ,Software Piracy and Legal Remedies, Plagiarism and Fair Use
- Proprietary and Open Source Software;
- Licencing of Software and Content, OER
- Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.
- Indian Initiatives in Open Source Software and Sharing of Digital Content

Unit-III: ICT for Evaluation, Documentation and Communication

(a) ICT for Evaluation:

- ICT :Scope and Techniques for Evaluation
- Exploring and using appropriate Software tools for Evaluation
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.

(b) Documentation and Communication

- Documenting and Communicating events and processes using ICT:Tools and Techniques
- Digital Story Telling and Storyboarding
- Publishing on the Web: Possibilities and Scope ;Evaluating Choices

Unit-IV: ICT for Building Communities, Collectivising and Administration & Management of an Institution:

(a) Building Communities and Collectives:

- Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
- Sharing thoughts and Ideas :Blogs, Social networking Websites, Discussion forums and Mailing lists
- Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools :Collection, Analysis and Interpretation

- UDISE :State and National Level Databases in Education

Practicals (Entailing Hands on Experience Individually)

- Explore different sources of Data, read and make meaning
- Combining text graphic and audio visuals in developing a digital story.
- Analysing a Lesson, Identifying the need for ICT; Selecting Appropriate resources Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it
- Creating a discussion forum around an uploaded content in teaching-learning .
- Creating a Peer Network using Social Networking Platforms
- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations
- Creating a e portfolio based on the above practicals and engaging in peer evaluation of the same before online submission to the faculty mentor.

Suggested Readings:

- Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.unesco.org>
- Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). Teacher's technology handbook: A resource to support effective technology integration. Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.
- Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. New Directions for Teaching and Learning. Number 89. 55-71.
- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). Integrating Computer Technology into the Classroom. United States of America: Merrill (Prentice Hall)
- Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
- Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
- Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

Subject Name: Understanding the Self(T+P)

Unit 1: Understanding of Self

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

Unit 2: Development of Professional Self and Ethics

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

Unit 3: Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

Mode of Transaction:

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

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

Practicum

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected asanas, pranayam, meditation and yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Suggested Readings

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

- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III ‘ Self and Growth Process’ pg. 255-402, NCERT Pub
- Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
- Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub
- Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
- Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT Pub
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

Subject Name: Health, Yoga and Physical Education

Unit 1: Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases–its causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems.
- Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; Food and water; Safety and laws.

Unit 2: Physical Education

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.
- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment
- Pollution—types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and recycling
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

Unit 3: Yoga

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)
- Kriyas and Pranayams, Meditation
- Do's & Don't of yogic practices.
- Role of yogasanas for prevention of common diseases

Practicum

- Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organisation of games and sports tournaments
- Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.
- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organising school health check-ups, referral, practical classes of firstaid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organisation of games and sports and demonstration of yogic activities.

Suggested Readings

Health Education

- K. Park, "Preventive and Social Medicine" Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.
- NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org and www.ncert.nic.in)
- NCERT (2014). Population Education: Source Material, NCERT, New Delhi
- Stephen J. Williams, Paul R. Torrens, "Introduction to Health Service, Delmore Publications Physical Education
- Deborah A. Wuest, Charles A. Bucher, "Foundation of Physical Education Exercise Science and Sports" Tata Mc Graw Hill, Pvt. Ltd., New Delhi
- John E. Mixton, Ann E. Jewett, "An Introduction to Physical Education, W.B. Saunders Company, London
- John Cheffers, Tom Evaul, "Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood" New Jersey
- Bette J., Logdson & Others, "Physical Education for Children", Lea & Febiger, Philadelphia
- Roberts S. Weinberg & Daniel Gould, "Foundation of Sports and Exercise Psychology", Human Kinetics Publication
- A.K. Uppal, Lawrance Gray Kumar, "Biomechanics in Physical Education and Exercise Science" Friends Publication, New Delhi
- Jack H. Wilmore, David L. Costill, W. Larry Kenney, "Physiology of Sports and Exercise" Human Kinetics Publication

Yoga

- Swami Satyanand Saraswati, "Asana Pranayama Mudra Bandh", Bihar School of Yoga, Munger
- M.M. Ghore, "Anatomy and Physiology of Yogic Practices" Lonavala Yoga Institute, Lonavala
- Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala
- "Yogasana" Morarji Desai National Institute of Yoga, New Delhi
- "Pranayama" Morarji Desai National Institute of Yoga, New Delhi
- MDNIY (2010). "Yoga Teachers Manual for School Teachers, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

Subject Name: TEACHER AS A COUNSELLOR

Unit I Concept and Need of Guidance and Counselling

- Introduction to Guidance and Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling
- Guidance for Human Development and Adjustment
- Role of the teacher in Guidance and Counselling

Unit II Counselling: Concept and Types

- Counseling Service- Meaning, Purpose & Approaches (Directive, Non- Directive and Eclectic counselling).
- Counseling: Process and Strategies
- Counselling Services for Students: Options in Face to Face and Online Mode

Unit III Coping with Stress: Emotions and Skills

- Coping Skills: Overview of details of different types of coping skills and integration of the same when need be
- Emotions: Managing emotions interpersonal skills ,feeling good, emotions intelligence
- Skills and Values – Listening Attentively to the concerns of the counselee ,Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc

Unit IV Issues and Concerns in Schools

- Career Information in Guidance and Counseling: Broad outline with respect to the Career Guidance and Counseling options available in India
- Special Concerns in Counseling: Ethics and other related psychological concerns

Practical Assignments:

- Detailed study of the Guidance and Counselling Services available in a given School
- Enrichment lectures, seminars, workshops, demonstrations by experts working as Guidance and Counsellors in Schools or organizations working specially in the area of Adolescent Psychology.
- Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arranged to provide student-teachers with the first- hand experience of the working of guidance institutions and professionals in schools such as Counsellors, Career Counsellors etc
- Student teachers to prepare a list of the online Guidance and Counselling Services available of students and Teachers in India.

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd.
- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.

- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Education and Special Education as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.