

**Agrawal
Publications**
Igniting Minds!



**मौलाना मजहूरुल हक अरबी व
फारसी विश्वविद्यालय, पटना**
बी.एड. पाठ्यक्रम-द्वितीय वर्ष



AGRAWAL PUBLICATIONS®

विषय-सूची

इस पुस्तिका में आपके विश्वविद्यालय का पाठ्यक्रम, पाठ्यक्रमानुसार हिन्दी व अंग्रेजी पुस्तकों की सूची तथा आपके निकटतम पुस्तक विक्रेता की जानकारी संलग्न है।

विशेष सूचना

कृपया उपरोक्त लोगो की पुस्तकें ही खरीदें। बाजार में इससे मिलती-जुलती अन्य पुस्तकों से सावधान रहें। इस पाठ्यक्रम को प्रकाशित करने में प्रकाशक द्वारा पूर्ण सावधानी बरती गई है। कृपया विश्वविद्यालय के पाठ्यक्रम से मिलान कर लें। किसी भी त्रुटि के लिए प्रकाशक जिम्मेदार नहीं है।

सम्पर्क सूचना

Address: 28/115, Jyoti Block, Sanjay Place, Agra-2

E-mail : sales@agpgroup.in Website : www.agpgroup.in

Whatsapp Helpline: 8937099777

Join Telegram for Books Updates t.me/agplive

SECOND YEAR

Course No.	Course Name	Credit*	Theory	Practicum**	Full Marks
7b	Pedagogy of a School Subject-Part- II	2	40	10	50
8	Knowledge and Curriculum	4	80	20	100
9	Assessment for Learning	4	80	20	100
10	Creating an Inclusive School	2	40	10	50
11	Optional Course***	2	40	10	50
EPC 4	Understanding the Self	2	40	10	50
	School Internship	10	250
	Total Marks	26	0	0	650

*One credit is equal to 16 hours for theory and for practicum 32 hours.

**Engagement with the Field : Task and Assignments for Courses 7b & 8-10.

***Each student-teacher will take one Optional paper from the following- Vocational/ Work Education, Health & Physical Education, Peace Education, Guidance & Counseling etc. and can also be an Additional Pedagogy Course.

COURSE : 8**KNOWLEDGE AND CURRICULUM****Unit 1 : Knowledge and Knowing**

- Concept of Knowledge
 - What is knowledge?
 - What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
 - Differentiation between information, knowledge, skill, 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
 - What are the 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?

Unit 2 : Forms of Knowledge and its Organisation in Schools

- Can we categorize 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, legitimizes, and organizes categories of knowledge in schools? In what form?
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

Unit 3 : Concept of Curriculum

- Understanding the meaning and nature of curriculum: Need for curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education
- Notion of the textbook
- Facets of curriculum: Core curriculum—significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences)
- Difference between curriculum framework, curriculum and syllabus
- Trends in the curriculum of school education at national and state levels (with reference to National curriculum frameworks)

Unit 4 : Curriculum Determinants and Considerations

- Nature of learner and the Forms of knowledge; Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects.
- Determinants of curriculum 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.
- Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities

- Considerations in curriculum development at the level of the school: (i) Forms of knowledge and its characterization 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 5 : Curriculum Development

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centered 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) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) choice of resources (vii) planning assessments.
- Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as —on learning! and ICT, interactive videos, other technological resources.
- Planning and use of curricular materials – teachers hand book, source book, work book, manuals, and other learning materials

पाठ्य-पुस्तकें

ED715 ज्ञान एवं पाठ्यक्रम

—पूतम मदान

EDG82 Knowledge and Curriculum

—Bhavna Shukla

COURSE : 9

ASSESSMENT FOR LEARNING

Unit 1 : Introduction to Assessment & Evaluation

- Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

- Forms of assessment :
 1. Based on purpose: Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced
 2. Based on nature & scope: Teacher made; Standardized
 3. Based on mode of response: Oral, written, performance
 4. Based on context: Internal, External, self, peer, & teacher
 5. Based on nature of information gathered: Quantitative, & Qualitative
- Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- Authentic assessment; school based assessment
- Concept of Cognitive, Affective, Psychomotor domain of learning
- Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation

Unit 3 : Assessment for Learning

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criterials for assessment of social skills in collaborative or cooperative learning situations.
- Quality assurance in tools – Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit 4 : Individual Psychological Assessment

- Measurement of intelligence: Individual- Group, Verbal- non-verbal, power-speed
- Measurement of Aptitude: Aptitudes tests and its uses
- Measurement of Interest: Use of interest inventories
- Measurement of Attitude: Use of Attitude Scales
- Measurement of Personality

Unit 5 : Interpretation and Reporting of Student's Performance

- Interpreting students performance
 1. Descriptive statistics (measures of central tendency & measures of variability, percentages)
 2. Graphical representation (Histogram, Frequency Curves)
 3. NPC – percentile.
- Grading -- Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting students performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

पाठ्य-पुस्तकें

ED722	अधिगम के लिए आंकलन	—बिपिन अस्थाना
EDG80	Measurement Evaluation and Assessment in Education	—Bipin Asthana

COURSE : 10**CREATING AN INCLUSIVE SCHOOL****Unit 1 : Introduction to Inclusive Education**

- Concept meaning scope and challenges of inclusive education
- Distinction between special education, integrated education and inclusive education and their merits and demerits
- Creating inclusive environment – physical, social and emotional (barrier free environment)
- Role of parents, head masters and teachers in ensuring equal educational opportunities for these students
- Facts and myths of inclusive education with particular reference to Indian context
- Factors influencing inclusive education

Unit 2 : Nature and needs of Students with Diverse Needs (SWDN)

- Definition, types and classification of SWDN (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, special health problems, gifted, creative, SC, ST, girl students, rural students, students from linguistic minority, street children, migrant workers children and orphans)
- Characteristics and educational needs of SWDN based on research evidence

- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach, Community-based education.
- Supportive resources and services for children with SWDN in inclusive education

Unit 3 : Educational Strategies, Management and Assessment Techniques for SWDN

- Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level
- Educational measures for effective implementation of inclusive education.
- Teachers role in implementing reforms in assessment and evaluation in inclusive education; Type of adaptations/adjustment in assessment and evaluation strategies used for students with diverse needs; Importance of continuous and comprehensive evaluation
- Programmes & procedures used for Placement, grading, promotion, certification to bring uniformity in assessment

पाठ्य-पुस्तकें

ED754	समावेशी विद्यालय का सृजन	—ज्योत्सना/यतीन्द्र ठाकुर
EDG86	Inclusive Education	—Hena Siddiqui

COURSE : 7A**PSS-01 : METHOD OF TEACHING ENGLISH (PART-II)****Unit 1 : Planning for Teaching**

- Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model
- Skills of teaching: Core skills and planning Micro-lessons
- Teaching of Prose. Major steps in the planning of a prose lesson
- Teaching of Poetry. Objectives of poetry lessons. Major steps in the planning of a poetry lesson.
- Teaching of Grammar. Place of Teaching Grammar in the teaching of English. Methods of teaching Grammar and its planning

Unit 2 : Aids of Teaching

- Meaning and importance of teaching aids.
- Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on.

- Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc.
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of English
- Innovations in Teaching Aids in English.
- English library, English classroom

Unit 3 : Evaluation Techniques

- Concept and types of evaluation
- Characteristics of a good test
- Construction of achievement test in English
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an English Teacher- an evaluative approach

पाठ्य-पुस्तकें**EDG90 New Trends in Teaching of English –Hena Siddiqui****PSS-02 : METHOD OF TEACHING HINDI (PART-II)****Unit 1 : Planning for teaching**

- General principles of language teaching with special reference to Hindi as mother-tongue and national language
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Methods of teaching Hindi to a multilingual class

Unit 2 : Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Hindi language learning.
- Language laboratory and its importance in the teaching of Hindi Language.
- Salient features of a good text-book in Hindi

Unit 3 : Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Hindi with Essay type, Short-answer type and Objective type items.

- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Urdu Teacher- an evaluative approach

पाठ्य-पुस्तकें**ED004 हिन्दी शिक्षण****—रामशकल पाण्डेय****PSS-03 : METHOD OF TEACHING SANSKRIT (PART-II)****Unit 1 : Planning for Teaching**

- Translation method for teaching Sanskrit, Its advantages and limitations.
- Direct method for teaching Sanskrit, its main principles and techniques.
- Other methods-: Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.

Unit 2 : Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.
- Computer Assisted Language learning.
- Language laboratory and its importance in the teaching of Sanskrit language.

Unit 3 : Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Sanskrit Teacher- an evaluative approach

पाठ्य-पुस्तकें**ED365 संस्कृत शिक्षण****—शिखा शर्मा**

PSS-04 : METHOD OF TEACHING URDU (PART-II)**Unit 1 : Planning for Teaching**

- General principles of language teaching with special reference to Urdu as mother-tongue..
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Methods of teaching Urdu for Non-Urdu speaking people

Unit 2 : Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Urdu language learning.
- Language laboratory and its importance in the teaching of Urdu Language.
- Salient features of a good text-book in Urdu.
- Co-Curricular activities in Urdu: KhushNawesi, Mushairah, Baitbazi, Bazm-e-Adab, Mobahisa, Adbi- Numaish, Adbi Maqale, Mojallah wa Moraqqa

Unit 3 : Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Urdu with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Urdu Teacher- an evaluative approach

पाठ्य-पुस्तकें

ED418 उर्दू शिक्षण

—एम. ए. मक्की

PSS-05 : METHOD OF TEACHING ARABIC (PART-II)**Unit 1 : Lesson Planning and Methods of Teaching**

- General principles of language learning with special reference to Arabic
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

- Basis skills of languages.
- Translation method for teaching Arabic, its advantages and limitations.
- Direct method for teaching Arabic, its main principles and techniques.
- Comparison between translation method and direct method. □

Unit 2 : Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted language learning
- Language laboratory and its importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic. Comparative Analysis of prescribed text-books of different Boards.
- Co-curricular activities in Arabic: Elegant writing, Musabiqah-al-Abyat, Mutahiratun She"riah.

Unit 3 : Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Arabic Teacher- an evaluative approach

PSS-06 : METHOD OF TEACHING PERSIAN (PART-II)**Unit 1 : Lesson Planning and Methods of Teaching**

- General principles of language learning with special reference to Persian
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of language learning.
- Translation method for teaching Persian, its advantages and limitations.

- Direct method for teaching Persian, its main principles and techniques.
- Comparison between translation method and direct method.

Unit 2 : Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, and Video, Overhead projector, LCD projector, and Gramophone and lingua phone.
- Computer Assisted language learning.
- Language laboratory and its importance in the teaching of Persian Language.
- Salient features of a good text-book in Persian.
- Co-curricular activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

Unit 3 : Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Ideal Persian Teacher- an evaluative approach.

PSS-07 : METHOD OF TEACHING HISTORY (PART-II)**Unit 1 : Aids and Activities in History Teaching**

- Teaching learning materials, Reference material- Archives, archeological survey report, newspaper and periodicals etc.
- Selecting and using teaching aids & audio visual aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources.
- Organizing co-curricular activities- history club, study circles, debate, exhibition, seminars and discussion, preparation of scrap book, history museum
- Role of tour and excursion in history teaching

Unit 2 : Instructional Planning

- Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Planning for effective instruction in History

- Unit Planning : Need and steps
- Lesson Planning- procedure for effective planning

Unit 3 : Evaluation in History

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
- Tools of Evaluation
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitation.
- Construction of Achievement Test in History

पाठ्य-पुस्तकें

ED041 इतिहास शिक्षण

-गुरुसरनदास त्यागी

PSS-08 : METHOD OF TEACHING CIVICS (PART-II)**Unit 1 : Aids and Activities in Civics Teaching**

- Importance of teaching Aids, different types of teaching aids
- Role of civics teacher in the effective use of teaching aids
- Role of Co-curricular activities in Civics teaching
- Organising co-curricular activity-Debate, Seminar, conference, panel discussion and symposium, civics club
- Using community resources in developing low cost aids

Unit 2 : Instructional Planning

- Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Planning for effective instruction in civics
- Unit Planning : Need and steps
- Lesson Planning- procedure for effective planning

Unit 3 : Evaluation in Civics

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
- Tools of Evaluation
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitation.
- Construction of Achievement Test in Civics

पाठ्य-पुस्तकें

ED485 नागरिकशास्त्र शिक्षण का प्रणाली विज्ञान

-गुरुसरनदास त्यागी

PSS-09 : METHOD OF TEACHING GEOGRAPHY (PART-II)**Unit 1 : Teaching Aids and Co-curricular Activities**

- Geography teacher- requirements, qualities of Geography teacher.
- Teaching aids.
- Mass media
- Geography room, lab, Geography museum- importance, designing, equipping, maintaining.
- Importance and organization of field trips, visits, excursion.
- Geography based hobby, clubs, etc.

Unit 2 : Instructional Planning

- Unit plan: meaning, need, and steps
- Preparing the programme of work for the year.
- Micro teaching
- Lesson planning- meaning, importance, format, characteristics of a good lesson plan.
- Planning of practical work in Geography.

Unit 3 : Evaluation in Geography

- Purpose and importance of evaluation in Geography.
- Formative and summative evaluation.
- Unit test-meaning, importance.
- Preparation of achievement test in geography
- Well balanced question paper in Geography

पाठ्य-पुस्तकें

ED046 भूगोल शिक्षण

—एच. एन. सिंह

PSS-10 : METHOD OF TEACHING ECONOMICS (PART-II)**Unit 1 : Teaching Aids And Co-Curricular Activities**

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.
- Role of Co-curricular activities in economics teaching
- Organizing Co-curricular activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium, economic club, Wall magazine, magazine, quiz
- Role of economic teacher for use and development of these teaching aids
- Using community resources

Unit 2 : Instructional Planning

- Unit Planning: meaning need and steps
- Core teaching skills
- Development of micro plan
- Lesson planning- Procedure of preparing lesson plan

Unit 3 : Evaluation in Economics

- Nature of educational evaluation, its need, role in educational process.
- Evaluation procedure for appraising learner's performance, uses of evaluation.
- Behavioural approach to testing instructional objectives in Economics.
- Planning & Preparation of unit test and achievement test.
- Open book examination, evaluating project work, question bank.
- Diagnostic test and Remedial Teaching

पाठ्य-पुस्तकें

ED484 अर्थशास्त्र शिक्षण का प्रणाली विज्ञान

—गुरुसन्दास त्यागी

EDG46 Teaching of Economics

—J. C. Agarwal

PSS-11 : METHOD OF TEACHING HOME SCIENCE (PART-II)**Unit 1 : Instructional Strategies for Home Science Teaching**

- Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method, Team Teaching, Assignment, Home experience (activity) method
- Teaching skills & their development- Development of core teaching skills through micro teaching, simulation
- Lesson planning- Procedure of making an effective lesson plan
- Balance of theoretical and practical aspect in lesson plan

Unit 2 : Problems of Home Science Teaching

- Problems of Teaching Home Sc. in Schools
- Teaching with gender discrimination
- Teaching as an optional subject
- Teaching without Practical approach
- Teaching in later stage

Unit 3 : Evaluation in Home Science

- Concept and purpose of Evaluation
- Types of evaluation - Formative-Summative, External- Internal,
- Tools of evaluation

- Qualities of a good Evaluating Tool
- Essay and objectives type tests
- Planning and construction of Achievement Test
- Selection of a good evaluating tool for evaluate the practical knowledge of the learner

पाठ्य-पुस्तकें

ED078 गृहविज्ञान शिक्षण

-डी. एन. श्रीवास्तव/जी. पी. शैरी

PSS-12 : METHOD OF TEACHING COMMERCE (PART-II)**Unit 1 : Instructional Material- Teaching Aids and Co-curricular Activities**

- Meaning, Importance and use of teaching aids in teaching of Commerce
- Criteria for selection of Instructional material and equipment
- Different audio visual equipment and material used in Commerce Education
- Different types of co-curricular activities for strengthening Commerce education
- Use of Software and Hardware in teaching of Commerce
- Practical work in Commerce

Unit 2 : Planning for Teaching Commerce

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure- Selection and organization of content. Planning instruction in Commerce, Stating instructional and behavioral objective, Preparation and use of Teaching Aids in Commerce, manage the students response
- Planning Year's work in Commerce: Accountancy and budget

Unit 3 : Evaluation in Commerce

- Concepts of Evaluation
- Measurement and tests
- Types of tests
- Developing different types of tests in Commerce including Diagnostic Tests
- Remedial Teaching
- Preparing an Achievement Test and types of test items

पाठ्य-पुस्तकें

ED193 वाणिज्य शिक्षण

-रामपाल सिंह

PSS-13 : METHOD OF TEACHING PHYSICAL SCIENCES (PART-II)**Unit 1 : Teaching Aids and Activities in Physical Science**

- Teaching aids in Physical science- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids.
- Physical Science Laboratory: setting materials required and importance
- Use of community resources in teaching Physical Science
- Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes

Unit 2 : Instructional Strategies in Physical Science

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure-Selection and organization of content. Planning instruction in physical science, Stating instructional and behavioral objective, Preparation and use of Teaching Aids in physical science, manage the students response

Unit 3 : Evaluation in Physical Science

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced
- Tools of evaluation
- Qualities of a good measuring tool
- Essay & objective type tests,
- Teacher made and Standardized test
- Planning and construction of an achievement test

पाठ्य-पुस्तकें

ED546 भौतिक विज्ञान शिक्षण

-जे. के. सूद

PSS-14 : METHOD OF TEACHING BIOLOGICAL SCIENCES (PART-II)**Unit 1 : Transactional Strategies in Biological Science Teaching**

- Unit Planning: importance and preparation
- Lesson-planning: Need and importance
- Selection and organization of content. Planning instruction in biological science, Stating instructional and behavioral objective,

Preparation and use of Teaching Aids in biological science, manage the students response

- Core teaching skills and planning of micro lessons for their development
- Content analysis and identification of major concepts in a given topic.

Unit 2 : Pedagogical Analysis of following Topics

Structure and function of cell organelles-, nutrition in plants and animals, photosynthesis, respiration in animals and man, transport system in plants and circulatory system in animals, excretory system in man, reproduction of plants and animals, plant hormones and ecological balance. Pedagogical analysis should consist of

- Identification of concepts
- Listing behaviour outcomes
- Listing evaluation procedure
- Listing activities and experiments

Unit 3 : Evaluation in Biology

- Concept and purpose of evaluation.
- Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation.
- Tools of evaluation.
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitations, Measures of their improvement.
- Construction of Achievement test in Biological Science

पाठ्य-पुस्तकें

ED971 जीव विज्ञान का शिक्षणशास्त्र

—डी. एन. श्रीवास्तव

EDG107 Teaching of Biological Science

—Reena Bhati

PSS-15 : METHOD OF TEACHING MATHEMATICS (PART-II)

Unit 1 : Teaching Aids and Activities in Mathematics

- Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids.
- Using mathematics as a game for recreation -Quiz, Fair,, Puzzles, Riddles, magic squares
- Diagnostic and Enrichment Programme in mathematics
- Mathematic Laboratory & Mathematic club

Unit 2 : Planning of Mathematics Teaching

- Unit Plan and lesson plan
- Micro plan
- Lesson planning procedure-Selection and organization of content. Planning instruction in Mathematics, Stating instructional and behavioral objective, Preparation and use of Teaching Aids in Mathematics, manage the students response

Unit 3 : Evaluation in Mathematics

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced
- Tools of evaluation
- Qualities of a good measuring tool
- Essay & objective type tests, Teacher made and
- Standardized test
- Planning and construction of an achievement test

पाठ्य-पुस्तकें

ED844 गणित का शिक्षणशास्त्र

—सुब्रह्मण्यम्

EDG87 Teaching of Mathematics

—Siyaram Yadav

PSS-16 : METHOD OF TEACHING COMPUTER SCIENCE (PART-II)

Unit 1 : Lesson Planning and Instruction in Computer

- Micro plan
- Steps involved in lesson plan
- Textbook in Computer Science
- Effective teacher of Computer Science
- Teaching Aids in Computer Science
- Problems in teaching Computer Science

Unit 2 : Evaluation in Computer Science

- Nature and Need of Evaluation
- Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative
- Evaluation through computer
- Test construction
- Tools of evaluation: characteristics of a good measuring tool

Unit 3 : Computer Science Laboratory

- Need and Importance
- Planning and Designing laboratory

- Equipments and material
- Maintenance and safety measures
- Practical work in Computer Science teaching
- Internet and intranet in education

COURSE : IIA

VOCATIONAL/WORK EDUCATION

VE-1 : TAILORING

Unit 1 : Introduction to Sewing

- Information on Sewing Machines
- Safety precautions to be followed while operating the machines.
- Maintenance of Sewing Machines
- Repairs and corrections in Machine and stitches,
- Useful materials for sewing; Knowledge of needles & threads

Unit 2 : Techniques & Pattern

- Techniques; Information on body structure, Right technique for measurements, Precaution while cutting, Useful tip for perfect sewing;
- Patterns; Stitches pattern in sewing; Whipping stitch, Slip stitch, Button Hook stitch, Over sewing stitch, Plain seam, Over cost seams, Decorative Stitches
- Use of accessories like buttons, Elastic, zips in sewing, Variety of cuffs, Collars, strips, facing and lining, Variety of Sleeves and Pockets

Unit 3 : Different Kinds of Apparels

- Kids Apparels; New born essentials, Cloth Diapers, Simple baby suit, Zabla set, Baba suit, Kids Daily wear, Night Suit, Frocks; Sun – frock, A-Shape Frocks, Plain frock, Umbrella frock, Party frock, School Uniform (Skirt and Blouse)
- Girls and Women Apparels: Petticoat, kali Petticoat, Plated Petticoat, 8/6 kali Petticoat, Tunics and tops, Tops with variety of collars, Short tops, Simple tops, maxis, Salwar – Kurta, Normal salwar, Normal Kurta, Blouse, Simple Blouse, Choli Blouse, Kameez with dart, princess line, with kali, six piece, umbrella with yoke, overlap style.
- Boys and Gents Apparels; Daily Wear, Under Garments, Normal Pyjama, Churidar Pyjama, Kurta - (Bengali & Lucknowi Kalidar designs), Shirts, Trousers, shorts & T- shirts, Gents Night suit

VE-2 : EMBROIDERY

Unit 1 : Introduction of Embroidery

- History of Embroidery – Mahabharat, Ramayan & Indus valley civilization. Give reference to decoration on garments.

- Use of embroidery on state regalia like curtain, cushions, wall hangings, state robes and throne canopies.
- The patronage of Mughals East India Company in the growth & development of embroidery as a craft.
- Sources of and inspirations for motifs and designs nature, jewelry, painting & etc.
- Centers for embroidery & the development of traditional embroidery of each state of country

Unit 2 : Elements & Principal of Art

- Study of live, form, texture, colour, pattern, light and space
- Principal of Art; Study of harmony, balance, repetition, rhythm proportion & emphasis
- Placement of design alive vertical, horizontal, diagonal, half drop, bride placement etc.
- Kind of designs; a. Naturalistic, b. Conservative, c. Decorative, d. abstract
- Understanding and Using colour; Classification like primary, secondary & tertiary colour, Characteristics like hue, value & intensity; a. Type like cool/warm, advancing/recoding b. Colour harmonies/schemes – monochromatic complimentary, analogous etc.
- Factors affecting choice of use of colour

Unit 3 : Embroidery Tools & Techniques

- Study of embroidery, tools and equipment specially kinds of needles & threads
- Basic embroidery stitches likes stem, chain, satin, long & short etc.
- Study of Traditional Embroideries of India; Kantha of Bengal, Sujni of Bihar, Phulkari of Punjab, Kasuti of Karhatalia, Kashida & Zardozi of Kashmir, & Chikankari of Lucknow

VE-3 : LEATHER CRAFT

Unit 1 : Tools and Accessories for Stitching

- Tools & Accessories required for stitching on leather
- Types of sewing machines like Flat, Post & Cylinder Bed, Working mechanism of sewing machine, Identification of the problems in sewing machine and troubleshooting measures, Safety precautionary measures in operating the machine
- Reinforcement materials and their specific applications
- Lining materials and their use for a given purpose
- Fittings & Fasteners for a specific job
- Needle points, sizes (numbers) and parts
- Different types of threads, sizes and quality parameters

Unit 2 : Basic Cutting Practice

- Cutting methods
 - (i) Hand-cutting
 - (ii) Machine-cutting
- Pattern nesting
- Safety precautions to be adopted while handling knife
- Minimize wastage of material while cutting

Unit 3 : Stitching Practice on Leather

- Various type of stitches like lock stitch, chain stitch, zig zag stitch and overlock stitch
- Stitching on Various types of leather
- Grading and assorting of leathers
- Various types of Seams
- Various types of leather products
- Various types of edge treatments
- Causes and Remedies of needle and thread breakage
- Adhesives for leather products

VE-4 : HORTICULTURE & GARDENING**Unit 1 : Garden Design**

- Scope and objectives of gardening
- Style of gardens: Formal, Informal
- Types of gardens: English, Mughal and Japanese.
- Components of garden
- Planning of outdoor gardens: Small, Residential, Larger Home Garden, Roof Garden, Terrace Garden, Children's garden, School and Institutional Garden, Park, Industrial garden, Housing complex, Indoor gardening

Unit 2 : Specialized Gardens

- Herb garden, Rose garden, Bog garden, Sunken garden, Topiary garden, Kitchen garden, Paved garden, Dish garden, Rock garden, Terrace garden, Water garden & Bottle garden (Terrarium), Concept of container / pot garden and designs

Unit 3 : Nursery Production and Management

- Scope, Site, Soil (Types of soil, water holding capacity, field capacity, Electrical Conductivity, pH.), Environment (knowledge of climatic conditions), Layout, Manure, Fertilizers, Maintenance, Garden tools, Culture and Garden calendar, Types, Nursery beds, Pest & Disease management. Hi-tech Nursery.

- Propagation of ornamental flowers/plants by seeds, layering, Vegetative propagation techniques: Cutting and its types, Budding and its types, Grafting and its types & tissue culture.
- Propagation of bulb plants: Scaling, Scooping, Bulbils, Division, Cutting
- Trees and their significance in garden and landscape designing
- Ground cover plants, Ornamental ferns and their propagation, Herbaceous perennials, Annuals & Biennials: Important Genera and Species, their importance in garden designs; Orchids: Environment, propagation, potting & compost, nutrient supply, watering, important species.

VE-5 : AGRICULTURE**Unit 1 : Concept & Method of Scientific Agriculture**

- Ability to appreciate the importance of scientific agriculture, ability to select land for a crop and crop for a piece of land, ability to grow crop, fruits and vegetables as a subsidiary occupation, Ability to realize the significance of the compost drive and reclamation movement, Ability and practice in the preparation of cropping scheme according to weather

Unit 2 : Storing & Marketing

- Knowledge of storing grains, preparing them for the market
- Practice in preparation of usual budget and profit and loss, knowledge of accounts and appreciate the dignity of labour.

Unit 3 : Vegetable Gardening

- Following practices required; Practice in vegetable gardening (a) lay out of kitchen garden compound (b) practice of raising seedlings in seedbed/sowing seeds (c) transplantation of sapling (required in some vegetables) and (d) regular care of growing plants (d) Practice of growing seasonal grain.

VE-6 : SPINNING**Unit 1 : History & Process of Producing Khadi**

- History of khadi, ability to produce khadi with a view ultimately to attaining the self-sufficiency in cloth, knowledge and practice in picking cotton, and its processing such as cleaning, ginning, paralleling, carding and shiver making, speed of carding in madhyam, Pirjan or middle carding, proficiency in Spinning Yarn, ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn,

Unit 2 : Marketing & Accounting

- Preparing Khadi products for the market.
- Ability to work out the profit and loss, ability to maintain accounts, such as stock register, production register, disposal register, balance-sheet etc.,

Unit 3 : Gandhian Thought

- Gandhian view on: Enlightened citizenship, value of work: Man and machine, knowledge without character, Education without character. Can Internet serve khadi spirit of Khadi? Role of Internet in promoting Gandhian values, Globalization and Buniyadi Siksha of Mahatma Gandhi.

VE-7 : ARTISTIC CRAFT**Unit 1 : Geometrical 3D Object Study at least – 5 works**

- (a) To develop the basis sense of structure – detail drawings In various positions and angles develop & understand basic Shapes and Forms – any twisting form and its detail study. Basic Geometrical Shapes – Square, Rectangle, Cylinder, Cone, Intersecting Triangle, Half rounded 3D Shapes & Circle. Medium – Pencil, Conte – Black & Brown

Unit 2 : Structure & Character Study at least – 2 works

- (b) Operational problems in building up structure – Foliage & Trunk Study for basic understanding of structure, Bending, Twisting, Curving Forms created from nature. Expanding structure through unit etc. Experiments through various types of materials combinations of Known and Unknown Rhythmic 3D Form. Medium – Wire, Plaster of Paris, Clay etc.
- (c) Study from Found Objects – Intricate Drawings, Enlarging images and complete 3D sculpture making to develop the sense and handle true to realism as referred in the found object. Medium – Clay, photographs for document.

Unit 3 : Organic & Inorganic Form – Study & Composition at least – 2 works

- (d) Drawing & exercise – composition – sculpture for Basic understanding of 3D Sculpture – Armature, Machete Positioning, Spacing, Rounding, Found Vitality of the Built images. Medium – Clay, Plaster of Paris, Paper – Mount Board, Wax etc.
- (e) Figurative & Non – Figurative – its high / low Relief works By Clay medium – Terracotta – Preparation of clay, using Clay tools, Line, Texture, Shapes, High & low cut-imposing and Extracting from plates-firing basic understanding of Relief works.

HEALTH AND PHYSICAL EDUCATION**Unit 1 : Conceptual Understanding of Health, Safety and Security**

- 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 (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis)—its causes, prevention and cure, immunization and first aid.
- Reproductive and sexual health – RTI, STI, HIV/AIDS, responsible sexual behaviour
- Safety and security — disasters in and outside schools, Accidents and first aid – cuts, burns, bites, sprain, fracture, drawing and poisoning. Ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit 2 : Food and Nutrition

- Food and nutrition, Balanced diet, food habits, timing of food, nutrients and their functions.
- Diversity of Indian food, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to persevere food,
- Economics of food, shift in food practices and its globalization,
- Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention

Unit 3 : Awareness about Physical Fitness

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices — importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

पाठ्य-पुस्तकें

ED848 शारीरिक स्वास्थ्य एवं योग शिक्षा

—श्रीकृष्ण पटेल

COURSE : II(C)

PEACE EDUCATION**Unit 1 : Understanding Peace as a Dynamic Social Reality**

- Awareness of relevance of peace
- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Peace contexts: underlying assumptions, processes and imperatives
- Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society
- Foundations of peace: compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development
- Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama ; initiatives at national and international levels.

Unit 2 : Understanding Conflicts, Mediation and Transformation of Conflict

- Nature of conflict; Incompatibility of needs and aspirations, Resulting conflicts at different levels in society- intrapersonal, interpersonal, organizational, interstate and global.
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.
- Developing capabilities for mediation and conflict transformation; Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict, Commitment to mediate, Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts

Unit 3 : Orienting Education for Peace Building

- Critical reflection on the curricular processes and pedagogy of peace education
- Challenging the traditional models of learning to constructivist approaches in teaching

- Rethinking authority relations from democratic perspective; promoting dialoguing, and developing capabilities for decision making
- Understanding social justice in local contexts- its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
- Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
- Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills
- Pedagogical knowledge for skill orientation of subject content and teaching-learning experience in classroom for promoting peace
- Awareness of the epistemic connection of the subject content with peace values, e.g. language (effective communication), Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision)
- Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden
- Humanistic approach to evaluation
- Becoming agency for peace in the school organization and surrounding local communities
- Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.
- Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school
- Awareness and orientation of students' attitudes towards balanced media exposure
- Evaluation of the Peace –Building Processes-
- Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level-motivation and sustains of efforts, sharing experiences towards peace building, reviewing strategies

पाठ्य-पुस्तकें

ED849 मूल्य एवं शान्ति शिक्षा

—सौरभ सिंह

COURSE : 11(D)

GUIDANCE AND COUNSELLING**Unit 1 : Needs and Problems of Learners in Schools**

- Helping learners to understand self: one's own self, strengths and weaknesses, self-esteem, self-concept, self-confidence;
- Concept of Guidance and Counselling; Role & need of guidance & Counselling, guidance services, nature, scope and different approaches to guidance and counselling.
- Academic: difficulties in learning, attention, underachievement, stress, indiscipline, drop-outs, school violence
- Socio-personal: behavioral, psychological, attitudinal problems,
- Vocational: career planning, career development and career information
- Differently abled, disadvantaged, creative and talented group of students

Unit 2 : Developing Resources in Schools for Guidance

- Human resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker;
- Physical and Material resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- School community linkages, role of PTAs, guidance committee, referral agencies.

Unit 3 : Minimum Guidance Programme for the School

- Group Guidance activities: orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions
- Counselling: Individual and group counselling
- Testing Programmes: Mental ability, interest, attitude and aptitude
- Development and maintenance of cumulative records

पाठ्य-पुस्तकें

ED823 निर्देशन एवं परामर्श

—सधावल्लभ उपाध्याय

EDG87 Guidance and Counselling

—P. K. Panda

COURSE : EPC3

EPC 4: UNDERSTANDING THE SELF**Unit 1 : Understanding Self**

- (a) Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment

- (b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc., which promote healthy discipline, shunning violence
- (c) Development of professional identity of a teacher
- (d) Awareness of the influence of social milieu on self
- (e) Negative experiences generate stress, anger aggression

Unit 2 : Yoga and its Role in Self-well-being

- (a) Yoga, meditation, anger/stress management as practices that restore positive physical health and attitudes
- (b) Awareness of own identity, social identity, cultural underpinnings
- (c) Developing capabilities for mediation- Listening to the conflicting parties, awareness of context of conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution
- (d) Alternative strategies and creative solutions to overcome/transform conflicts

Unit 3 : Becoming a Humane Teacher

- (a) Nurturing capabilities for critical self-reflection; transcending past negative experiences
- (b) Development of sensitivity, importance of empathy
- (c) Developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting
- (d) Self-discipline, self-management;
- Removal of prejudices, biases and stereotypes and building multicultural orientation;
 - Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
 - Habitual self-reflection by using daily journal on experiences.

पाठ्य-पुस्तकें

ED071 स्वयं की पहचान

—पायल मोला जैन

SCHOOL INTERNSHIP**Course Contents/Activity**

- Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of 16 weeks.
- For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.

- The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.
- Internship should not be reduced to the „delivery“ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakya font with letter size 12 and line spacing 1.5. The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).
- The candidate shall also submit separately the “Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)”, “Record of Preparing Teaching-Learning Materials” (20 for school subject), and the “Records of the Observation of Peer Interns” Lesson (at least 20 lessons of Peer Interns” are to be observed). 50 marks of the Quality of Report shall cover the assessment of quality of these records as well.
- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
- During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.