

Semester-III

B-301-A: Pre-internship and School Observation

Maximum Marks: 25

Mode of Examination/Assessment: Internal

Internal Marks-25

External Marks-00

Course Objectives: The present course is aimed to attain following objectives:

1. To provide student-teachers an opportunity to observe ongoing curricular and co-curricular activities in a school.
2. To give student-teachers opportunity to reflect over the quality and needed improvements in prevalent processes of classroom and school.
3. To provide student-teachers an opportunity to observe various records maintained in school.
4. To provide student-teachers an opportunity to participate and organize different activities in the school.
5. To provide student-teachers an opportunity to internalize different occupational roles expected of them as a teacher.
6. To prepare student-teachers to join Internship with full understanding of school and awareness for their different roles.

Learning outcomes:

1. The students will attain an understanding of different roles performed by teachers in school settings.
2. The learners will attain proficiency in handling and/or maintaining different records maintained in school.
3. The learners will attain a reflective attitude for improvement in different practice adopted in school.

Course Content: This is a practical course in which student-teachers will visit an ongoing school setting for specified one week duration, make observations and take notes with respect to:

- (a) Curricular aspects, including:
 - a. Teacher behaviour towards: Learners, Colleagues, Principal/ Management, Methods of teaching, Techniques of teaching, teaching aids, Classroom interaction.
 - b. Learner behaviour towards Teachers, Colleagues/ Peer group, Principal/ Management, Use of library and laboratory
- (b) Co-Curricular aspects, including plan for organizing co-curricular activities School assembly and time-table, Different types of co-curricular activities carried out in schools, Common problems of teachers/ students/ management.
- (c) School Records, including attendance register, Fees register, MDM ledger, Scholarship, Result preparation.

A preparatory orientation program will be organized by the department to guide student-teachers to taking their role as intern-teachers

Following suggestive activities shall be done by student-teacher in real school situation, with due permission of school authorities:

- Maintenance of a Reflective Journal and School Report.
- Observation of registers and records.
- Observation and participation in School assembly.
- Observation of cumulative records.
- Observation of school time-table.
- Organization of quiz programme/ debate/ PT meeting.
- Observation of classroom management strategies.

Note: Student-teachers shall make a record of above activities, which along with their performance and involvement shall be assessed by designated teacher(s).

B-301-B: Internship

Maximum Marks: 325

Mode of Examination/Assessment: Internal and External

Internal Marks-75

External Marks-250

Course Objectives: The present course is practical in nature. It is aimed to attain following objectives:

1. To provide student-teachers opportunity to perform the role of real teachers in real school settings.
2. To provide student-teachers opportunity to understand the workings of school- organization.
3. To develop among student-teachers skill of dealing with students in real classroom.
4. To provide student-teachers opportunity to refine and adapt their teaching skill acquired through supervised practice-teaching.
5. To provide student-teachers opportunity to perform different responsibilities inherent in the role of teacher.
6. To provide student-teacher a hands on acquaintance and skill of handling different school records.
7. To provide student-teachers opportunity to understand students form a social and psychological perspective.

Learning outcomes: The student-teachers will:

1. Internalize different role expectations associated with teacher.
2. Acquire different skills required for performance of their role as a subject-teacher.

Course Content: This is a practical course for specified duration, in which student-teacher will be allocated to a selected school, wherein he/she shall remain involved in following activities under the supervision of the Principal/Class-teacher and designated teacher(s) of the department.

1. Classroom teaching in opted two school subjects: minimum of forty classes; twenty per subject with lesson plan, and teaching school subjects as directed by Principal/ subject teacher.
2. Undertaking a Case Study /Action Research on a selected aspect of school life.
3. Participation in organizing different activities of the school under the direction of school Principal.
4. Performance and deliverance of duties as directed by the principal from time to time.
5. Development of teaching aids for teaching in classroom.
6. Administration, scoring and interpretation of psychological test(s) to understand the nature of student characteristics.
7. Construction, administration and analysis of a subject based achievement test
8. Administration of Intelligence/ personality/ aptitude tests on students.
9. Construction, administration and analysis of a subject based achievement test

Note: Student-teacher shall make a record of above activities, which along with their performance and involvement shall be assessed by designated teacher(s). The weightage given to each of the above activities will be decided in consultation with HOD. External assessment of such records will be done by the board of examiner constituted for the purpose of accessing teaching effectiveness at the end of semester.

B-302-A: Gender, School and Society

Examination Hours: Two

Maximum Marks: 50

Mode of Examination/Assessment: Internal and External

Internal Marks-15

External Marks-35

Course Objectives: The present course is aimed to attain following objectives:

1. To develop basic understanding and familiarity with key concepts related to gender bias and parity.
2. To develop understanding of gradual paradigm shift in gender issues at national and international level.
3. To develop understanding of how gender & sexuality relate to education.
4. To develop appreciation of the significant role of women in society.

Learning outcomes: The student teacher will be able to:

1. Develop a gender perspective in the field of education.
2. Engage with his/her own position in society vis-a-vis gender roles.
3. Observe and analyse field realities.
4. Undertake curriculum and text analysis from gender lens.

Course Content:

Unit-1: Gender Issues: Key Concepts

- Gender & Sex.
- Sexuality, Patriarchy, Masculinity & Feminism.
- Gender bias, Gender stereotyping.
- Gender empowerment.

Unit-2: Gender Issues: Paradigm Shift

- Historical landmarks: social reform movements in India and International Conferences.
- Constitutional safeguards for women.
- Contemporary developments: Recommendation of various Commissions in India, Five Year plans: Programmes related to women development.

Unit-3: Gender and Education

- Literacy Status & Non-formal education
- Primary & Secondary education
- Higher, Technical and vocational education.
- Issues, Challenges and Remedies

Unit-4: Gender and Social Development

- Gender and Social mobility
- Women as a Human Resource
- Women and Economic empowerment.
- Teacher as an Agent of Change in gender perceptions.

Practicum: Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Analysis of text materials from the perspective of gender bias.
- Organizing debates on gender issues: equity and equality.
- Creative expressions with respect to gender issues.
- Field visit to schools for observing schooling process from a gender perspective.

Books Recommended:

Sharma, Nirmala: Women and Education: Issues and Approaches.

Agrawal, J.C.- Bharat Mein Nari Shiksha

Jha, A.K. -Gender Inequality and Women Empowerment

Kalia, N.N. - Sexism in Indian Education

Chapariya, Manoj - Stri Shiksha-Samajik Gatisheelata

B-302-B.1: Teacher and Environmental Education

Examination Hours: Two

Maximum Marks: 50

Mode of Examination/Assessment: Internal and External

Internal Marks-15

External Marks-35

Course Objectives: The present course is aimed to attain following objectives:

1. To develop understanding with respect to environmental issues surrounding us.
2. To make student-teachers aware of ecosystem, disaster/natural calamities and their management.
3. To make student-teachers understand the role of teachers, students and community in protection and conservation of environment

Learning outcomes: The pupil-teacher will:

1. Develop understanding of his/her role in environmental conservation.
2. Acquire global understanding of issues related to climate change.
3. Develop sensitivity towards his responsibility for environmental conservation.
4. Be able to organize various activities for conservation of environment.
5. Be able to analyze various factors responsible for environmental degradation.
6. Know about various organizations/agencies contributing in environmental conservation.
7. Be able to discuss techniques for reducing adverse effects of climate change.

Course Content:

Unit- 1: Teacher as an educator and conservator of Environment.

- Meaning of Environment, Objectives of Environmental sensitization, Teacher as an Educator of Environmental Education.
- Role of Teacher and students in conservation of Environment.
- Analysis of Environmental Pollution with reference to Causes, Effects and Remedies: Water Pollution, Land Pollution, Air Pollution, Noise Pollution
- Learning motivational techniques to sensitize students towards environment: Formation of Environment club, Cleanliness campaign, Poster competition, Quizzes, Awareness Rallies, Nukkad Nataks, Project based on Environmental Problems, Creative Activities, Celebration of Environment Day, Celebration of cultural festivals related to Environment, Plantation Programme, Environmental Protection Movements.
- Environmental Hazards: Natural calamity and types of disasters.

Unit- 2: Climate Change: Causes, Consequences and Remedies.

- Concept of climate change: Meaning and Definition, Causes of climate change.
- Consequences of climate change on Biodiversity, Oceans, Glaciers, Forests, Human Life, Weather and Agriculture.
- Techniques for reducing adverse effects of climate change.
- Environmental protection and conservation: Role of National and International agencies, Role of school and community, Disaster management.

Practicum: Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Awareness activities: Quiz/ Cleanliness campaign/ poster competition/ Rallies etc.
- Preparing project report related to eco system, sustainable development.
- Unit test/ Assignment/ case studies etc.
- Survey of village/community for assessing environment related issues and learning motivational techniques.
- Plantation, Identification & conservation of local water resources.
- Poster competition, Quiz, *Nukkad Natak*.
- Case study of disaster areas.
- Workshop, Seminars, Group Discussion etc.

Books Recommended:

Archana Tomar-Environmental Education.

K.Nagarajan-Environmental Education.

C.Periannan- Environmental Education.

Rajeshwar Garg and K.C.Jain-Environmental Education.

R.A.Sharma,Premlata Maisnam,Samir kumar-Environmental Education.

Ratan Joshi- i ,kkbj .k v/ ,k,ku

Anubhav Sharma- i ,kkbj .k f' k{kk , oa vki nk lkcdku

B-302-B.2: Guidance and Counseling

Maximum Marks: 50

Mode of Examination/Assessment: Internal and External

Internal Marks-15

External Marks-35

Course Objectives: The present course is aimed to attain following objectives:

1. To develop an understanding about the fundamentals of guidance and counselling.
2. To explain the nature, purpose and scope of guidance and counselling.
3. To describe the need of guidance and counselling.
4. To develop understanding with respect to individual's self and his/her educational/vocational needs.
5. To provide knowledge about services available for guidance and counselling.
6. To develop understanding with respect to process of guidance and counselling.
7. To develop understanding with respect to role of students, teachers, school authorities and guidance/counselling personnel.

Learning outcomes: On successful completion of this course, student(s) will be able to:

1. Understand the concept of guidance/counselling and its significance for personality development of students.
2. Provide primary guidance service to needy students.
3. Analyze factors creating hindrance in student's developmental process.
4. Understand process & techniques of guidance & counselling.

Course Content:

Unit- 1: Guidance

- Meaning, Nature and Scope, Objectives and Principles
- Bases of guidance: Philosophical, Sociological & Psychological.
- Types of Guidance: Educational, Vocational, Personal and special groups.
- Placement and follow-up services.

Unit-2: Concept and Process of Counseling

- Meaning, definition, characteristics and types of counselling.
- Counsellor: Role, Characteristics; Counseee: Counseee as a person, Identification of problems (individual and group counselling), Types of counselling (directive, non – directive and elective).
- Counselling therapies: client centred, rational emotive therapy, behaviour therapy, psycho analytical.
- Guidance and counselling in India: its problems.

Practicum: Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Survey: present status of guidance and counselling services in secondary schools.
- Identification of adolescent student's need of guidance in educational/ vocational and personal areas.
- Case studies with respect to guidance and counselling needs.

Books Recommended:

- Arbuckle, D. (1958). *Counselling: Philosophy, Theory and Practice*. Boston : Allyn and Bacon Inc.
- Crow and Crow (1962). *Introduction to Guidance*, Eurasia publishing house (P) Ltd, New Delhi.
- Dunsmoor, C.C. and Miller, L.M. (1949). *Principles and Methods of Guidance for Teachers*, Scranton PG. International Test book.
- Fletcher, F.M. and Riddle, W. (1962). *The Guidance Movement in India*. *Personal and Guidance Journal*.
- Kochhar, S.K. (1984). *Guidance and Universities*. Sterling Pub. Pvt Ltd, New Delhi.
- Krumboltz, J.D. and Thoresen, C.E. (1976) *Counselling Method*. New York, Holt, Rinehart and Winston.
- Mehdi, B. & Stone (1978) *Guidance in school*, NCERT, 1978.
- Miller, P.W. (1961). *Guidance, principles and services*. Ohio, Charles E. Merrill Books, 1961.
- Nayak, A. K.(1997). *Guidance and Counselling*, APH Pub. Delhi.

Sharma, A.R. (2006). Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.
Sharma, R. A. and Sikha Chaturvedi(2006-07). Educational, Vocational, Guidance and Councelling.
R Lall Book Depot. Meerut.
Sharma, R. A. and Sikha Chaturvedi(2012), R Lall Book Depot. Meerut.

B-302-B.3: Value and Peace Education

Examination Hours: Two

Maximum Marks: 50

Mode of Examination/Assessment: Internal and External

Internal Marks-15

External Marks-35

Course Objectives: The present course is aimed to attain following objectives:

1. To develop understanding with respect to concept of human values and their types.
2. To explain value education and role of formal and informal agencies in development of values.
3. To describe value conflict and facilitate development of positive values.
4. To enable students to understand significance of peace in human life.

Learning outcomes: The learners will:

- Understand the concept of value education and peace education.
- Move towards development of positive attitudes to make peaceful and value oriented society.
- Understand positive and negative determinants related to value and peace.
- Understand role of formal and informal agencies in development of value oriented and peaceful society

Course Content:

Unit-1: Value Education

- Concept and nature of human values.
- Types of values: Personal, social, moral, spiritual etc.
- Value education: Objectives and need, Role of family, school and society in development of values.
- Value conflict, Building positive attitude and interpersonal skills, positive habit formation, goal setting practices.

Unit-2: Peace Education

- Peace education: Concept and its applications in enhancing quality of life.
- Conflicts, stress, anxiety: analysis and reflections.
- Political, Religious and Social determinants affecting peace and value system at national and global platforms.
- Components of peace education for future, Role of UNESCO in peace education.

Practicum: Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments
- Unit test
- Role playing
- Survey of violence against children/ women / awareness program etc.
- Involving student-teachers in disseminating or providing value and peace related concepts among students of practice- schools.

Books Recommended:

Balvinder, K. (2006). Peace education: New trends and innovations, Deep and Deep Publication, New Delhi.

UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation and peace.

Cremin, P. (1993). Education for peace, Educational Studies Association of Ireland and the Irish peace institute.

Natthulal Gupta. Mulyaparak shiksha aur Samaaj.

R.A. Sharma. Manav mulya evam shiksha.

R.A. Sharma. Human Values and Education.

R.S. Pandey. Mulya shiksha ke Pariprekshya.

Yogesh kr.Singh and Ruchika Nath. Value Education.

B-302-B.3: Basic Statistics

Examination Hours: Two

Maximum Marks: 50

Mode of Examination/Assessment: Internal and External

Internal Marks-15

External Marks-35

Course Objectives: The present course is aimed to attain following objectives:

1. To develop an understanding of the role of Statistics in Education.
2. To explain the meaning, characteristics and uses of N.P.C.
3. To facilitate understanding of basic methods of statistics.

Learning outcomes: Through undergoing the course the learner will:

1. Understand the concept and use of statistics in Education.
2. Understand the nature and application of basic statistical methods.

Course Content:

Unit-1: Statistics in Education.

- Meaning, Definition and nature of statistics.
- Statistics in Education: Aims, Need and Functions,
- Important-terms and symbols used in statistics.
- Organizing data for understanding : Frequency tables, Cross-tabulations
- Representing data through graphs

Unit-2: Descriptive statistical methods

- Measurement of central tendencies, limitations of central tendencies.
- Types of central tendency (Mean, Median, Mode), calculation of central tendencies.
- Measure of variability: Utility and importance of measures of variance/Deviation (Quartile deviation, mean deviation, standard deviation).
- Correlation: meaning, nature and types of correlation
- Measurement of correlation, meaning definition of coefficient of correlation, Analysis of correlation.
- Calculation of coefficient correlation (Spearman's Rank difference and Pearson's product moment method).
- Normal probability curve: Meaning, Characteristics and uses.

Practicum: Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Practical exercises on computation of basic statistical indices.
- Solving problems based on normal probability curve
- Unit test

Books Recommended:

Asthana, B and Agrawal (1986), Measurement and evaluation in Psychology and Education.

Bhatnagar, R.P and M.Bhatnagar (2007). Educational Research.

Lal, RamanBehari and S.Palod (2017-18) Assessment and Learning.

Kaul, Lokesh (2010), Methodology of Educational Research.

Lal, R.B and S.C.Joshi (2010), Educational Psychology and Elementary Statistics.

EPC-303: Community Work

Maximum Marks: 25

Mode of Examination/Assessment: Internal

Internal Marks-25

External Marks-00

Course Objectives: The present course is aimed to attain following objectives:

- To facilitate and motivate learner's engagement in community work.
- To develop understandings with respect to socio-cultural context of learners.
- To develop ability to assess needs of learner in his/her socio-cultural context.
- To create awareness among student-teachers for development of self and community.

Learning outcomes: The learners will attain:

- An understanding of the socio-cultural context and existing needs of students
- Feel motivated to participate and organize specific community programmes to facilitate positive changes in community.
- Be able to involve community members in awareness and educational development programs.

Course Content: This is a practical course, involving following suggestive list of activities to be organized by student-teachers with active involvement peers/ community members/ school children:

- Organization of rallies or campaigns on any social issue: Polio, HIV, electoral rights, gender sensitization etc.
- Gardening/ cleaning drive in the campus & beautification.
- Organization of Assembly.
- Cultural programmes.
- S.U.P.W.
- Scouts & Guides.
- Celebration of national festivals, teachers day etc
- Decoration of classrooms etc.
- Organizing exhibitions & educational competitions.
- Educational gallery.
- Any other relevant activity, to be selected in consultation with HOD.

Note: The student-teacher shall maintain a written record of activities in which he/she has participated, which along with her motivation and involvement shall be assessed by teacher(s) designated by HOD..