

Course-5
GENDER, SCHOOL AND SOCIETY

Max. Marks: 50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER
i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short-answer type Questions of 4 & 3 marks to be selected from the entire syllabus.
iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Rationale

The course on “Gender, School and Society” will focus on the gendered roles in society, through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the basic terms, concepts used in gender studies.
- To describe equity and equality in relation with different aspects of society.
- To understand psychological and sociological perspectives of sex and gender.
- To understand paradigm shift under gender studies.
- To become aware about gender inequalities in school.
- To explain the issues related to gender.

Existing	Corrected
Unit – I 1. Gender Studies: Paradigm Shift • Meaning of gender equality, need & importance • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st studies 2. Gender Issues • Concept of gender: Issue of muscularity and familiarity • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective	Unit – I 1. Gender Studies: Paradigm Shift • Concept of gender: Issue of masculinity and femininity • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st century 2. Social construction of gender • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence

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Unit – II 3. Gender Inequalities and strategies for change • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school 4. Social construction of gender • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence	Unit – II 3. Gender Issues • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective • Need and Importance of Gender Equality 4. Gender Inequalities and strategies for change • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school
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Practicum/Sessionals

Any one of the following

- i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested readings:

- Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329
- Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing
- Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications
- Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME
- Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). *Women and Development planning* (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

Course 7

Group-III: Pedagogy of Languages

PEDAGOGY OF ENGLISH

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short -answer type Questions of 4, 4, 3& 3 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

LEARNING OUTCOMES

After transaction of the course, student teachers will be able to:

- Familiarize with the elements of English language.
- develop linguistic skills among their pupils.
- conduct pedagogical analysis of the content in English language and develop teaching skills.
- make effective use of introduction aids in teaching of English.
- evaluate the performance of the students.
- explain various teaching methods of English.

Course Content

Unit-1

1. Nature, Scope and Concept of Language

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India
- Aims and objectives of teaching English
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.

Unit-II

2. Development of Linguistic Skills, Methods and Approaches of Teaching

- Strategies for developing language skills: Listening and Speaking.
- Developing Reading Skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills: Characteristics and Techniques for improvement.
- Teaching grammar – Deductive and Inductive Approach.
- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.

Unit-III

3. Teaching Learning Resources & Processes

- Features of English Pronunciation: Stress, juncture and intonation.
- Co-curricular activities in English classroom: Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use: 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

UNIV-IV

4. Development of Professional Efficiency & Evaluation Techniques

- Qualities of a good teacher of English
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type)

Practicum/Sessional

Any one of the following:

- i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- ii. Preparation of Instructional Material:
 - a. Preparing PPT's
 - b. Preparation of Charts and Models
- iii. Prepare a Remedial programme for a child having English Spelling errors.

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested Readings

B.ED II YEAR SYLLABI /DIRECTORATE OF DISTANCE EDUCATION/KUK

- Bansal, R.K. and Harrison,J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.
- Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.
- Brumfit,C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: C.U.P.
- Chadha, S.C. (2004). *Arts and Science of Teaching English* (2nd ed.). Meerut : Surya Publication .
- Freeman D.L. (2000). *Techniques and Principles in Language Teaching* ,Oxford: CUP.
- Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.
- Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP
- Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: Nav Publications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal,A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut : Vinay Rakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi : Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London : Edward Arnold ELBS Edition.

Group-III: Pedagogy of Languages

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Maximum Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

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Note:- Practicum/Sessionals are assignment for internal assessment

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Course 6 / 7

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 14 marks. There will be four short-answer type questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv. All questions will carry equal marks.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

COURSE CONTENT

Unit-I

1. Nature & Scope of Teaching of Mathematics

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

2. Pedagogical Analysis and Lesson Planning

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
 - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
 - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
 - Geometry (Congruent and Similar triangles, Constructions and Circles),
 - Trigonometry (t-ratios, Heights and Distances)
 - Statistics (Measures of Central Tendency and Graphical Representation of Data)
 - Menstruation (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-III

3. Teaching Learning Resources and Processes

- Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-IV

4. Approaches and Evaluation in Teaching of Mathematics

- **Methods of teaching Mathematics**
 - Lecture cum demonstration method

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- Analytic-Synthetic
- Laboratory
- Inductive-Deductive
- Problem Solving
- Project Method
- **Techniques of teaching Mathematics**
 - Oral work
 - Written work
 - Drill work,
 - Brain Storming,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Praticum/Sessional

Any one of the following

- i. Critical study of mathematics text book of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- iii. Prepare an achievement test of mathematics
- iv. Prepare a diagnostic tests of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested Readings:

Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.

Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon

CFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

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

Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.

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- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.
- Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.
- Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.
- Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication
- Kapur, J. N. (2002). *Suggested experiments in school mathematics*. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Naliker, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.
- Ploker, Kim (2009), *Mathematics in India: 500 BCE–1800 CE*, Princeton, NJ: Princeton University Press,
- Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot. Publications.
- Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.
- Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications
- Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 8
KNOWLEDGE AND CURRICULUM

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale:

The course “Knowledge and Curriculum” addresses the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning to shape the educational and pedagogic practice with greater awareness.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- To understand and explore the concept of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of
- Education as a discipline and interdisciplinary in nature
- Realize the need and importance of equity and equality in education
- Examine the concerns and issues related to curriculum.

Course Contents

Unit-I

1. Knowledge Basis of Education

- Basic concepts of Education: Teaching, Training, Learning, Skill, Beliefs and Education.

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- Contribution of Gandhi & Tagore in relation to child-centered education (activity, Discovery, Dialogue)
- Concept, sources & types of Knowledge

Unit-II

2. Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
- The role of culture, economy and historical forces in shaping the aims of education.
- Individual opportunity, social justice and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

Unit-III

3. Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.

Unit-IV

4. Curriculum Practices

- Teachers' experiences and concerns: Laboratory work, Library and References, Field Survey, Group Discussion.
- Nature of learner and learning process and subject matter.
- Knowledge and ideology in relation to curriculum and text books.
- National curriculum framework: Concept need and process of development.

Practicum/ Sessionals

Any two of the following:

- i. Socio-economic educational survey of near by village/ urban settings.
- ii. Role of education in empowerment of weaker sections of society.
- iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.
- iv. Filed survey on impact of present system of education on:
 - a) Socialization of child
 - b) Modernization with reference to industrialization and individual autonomy.

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- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested Readings

Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.

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

Cole Luella (1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.

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

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

Dewey, J (1997) *Experience and Education*, Touchstone, New York

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

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

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

Lakshmi, T.K.S. & Yadav M.S.(1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.

Margaret, K.T.(1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.

Peters, R.S.(1967) *The Concept of Education*, UK: Routledge.

Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.

Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication.

Course -9
ASSESSMENT FOR LEARNING

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale:

The course “Assessment for Learning” aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner’s competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

Course Contents

Unit I

1. Introduction to Assessment & Evaluation

- Concept of Assessment & Evaluation and their inter relationships.

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- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative

Unit II

2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- 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
- Kinds of tasks: projects, assignments, performances

Unit III

3. Assessment Process & tools

- 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; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV

4. Construction Interpretation and Reporting of student's performance

- Interpreting student's performance :
 - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - b) Graphical representation (Histogram, Frequency Curves)
 - c) NPC – percentile.
 - d) 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.

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- Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Practicum/ Sessionals

Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- iii. Analysis of question papers (teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested Readings

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

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

Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.

Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

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., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.

Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.

Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.

NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT

Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

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Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.

Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).

Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).

Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.

Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

Course 10

CREATING AN INCLUSIVE SCHOOL

Max. Marks: 50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 & 3 marks to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale

The course “Creating an inclusive school” aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

Course Contents

Unit I

1. Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
 - a) Models of inclusion,
 - b) Barriers to learning and participation.
 - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:
 - a) National Policy of Persons with Disabilities Act 2006,

b) Sarva Shiksha Abhiyan in terms of Inclusive Education.

- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

Unit-II

2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counseling in inclusive education.
- Teaching learning strategies in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

Practicum/ Sessionals

Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

Note:- Practicum/Sessionals are assignment for internal assessment

Suggested Readings

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge

Dettmer, p., Dyck, N. and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heights, M.A. Allyn & Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M. and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensen, C.M. ed (1998). *R restructuring High Schools for all Students: Taking inclusion to the next level*, Baltimore: Paul H. brookes.

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Hallahan, D & Kauffman, J.M. (1991). Exceptional Children: Introduction to special Education, Englewood, NJ: Prentice Hall.

COURSE 11 (Optional)

HEALTH, PHYSICAL AND YOGA EDUCATION

Max. Marks: 50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER

- iv. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- v. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 & 3 marks to be selected from the entire syllabus.
- vi. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Learning Outcomes:-

After the transaction of the course, student teachers will be able to:

- explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- under stands the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture
- understand and apply various ways and means for the safety and security of the child.

Course Contents

Unit-I

1. Health ,Yoga and Physical Education:

- Concept of Health and factors affecting Health
- Concept and types of Yoga.
- Physical Education and its objectives.
- Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.

2. Food and Nutrition:

- Diet, Food, nutrition
- Balanced diet, its functions and components.
- Types of food according to Yogis and Yogic Diet

- Malnutrition –causes and prevention

Unit-II

3. Safety and Security

- Communicable diseases- modes, Prevention and control.
- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
- Health Hazards
- Pollution: Types, causes and prevention
- Water conservation, management and recycling
- Global warming
- Personal and Environmental Hygiene

4. posture and Physical Fitness:

- Postural deformities and their Management through Yogic and other exercises
- Physical Fitness –Elements, importance.

Practicum/Sessionals

Any one of the following:

1. A) Prepare a Medical report of a school student.
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.

References:

Note:- Practicum/Sessionals are assignment for internal assessment

Anderson, C.R. *Your guide to health*.

Bucher, C.A. (1964) *Foundations of Physical Education*, New York: Mosby and company.

Catharine Ross Benjamin Caralleso, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases*.

Holmes, A.C. *Health in developing countries*.

Kang Gurpreet singh & Deol NishanSingh.(2013). *An Introduction to Health and Physical Education*, 21st century publications, India.

Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners*.

Course 12
EPC-2
Drama and Art in Education

Time: 3 Hours

Max. Marks: 50
(External: 25, Internal: 25)

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- develop aesthetic sensibilities in students to learn the use of art in teaching- learning.
- shape student consciousness through introspection and imagined collective experiences

1. Drawing and Painting

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

2. Creative Art /Drama

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut-out from old magazines, news paper etc.
- Collecting and arranging rare photographs, photo print on various theme.

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- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.
- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.

Course 12
EPC-4
Understanding the self

Time: 3 Hours

Max. Marks: 50
(External: 25, Internal: 25)

Existing	Approved & Included
NIL	Objectives • To enable the student teacher to discover oneself. • To orient the student teacher the significance of knowing oneself. • To understand the process of identity formation. • To examine the effects of stereotyping and prejudice. • To equip student teachers with skills for empathetic listening and self expression. • To evolve as a progressive and flexible teacher. Course Content General Orientation • Concept of self and self identity • Exploring oneself: Self identity; Potential of self; fear; aspiration • Factors affecting self identity: Social, Cultural, Gender, Religion & Language. • Role of teacher as a facilitator in self exploration of pupil teacher. Suggested Activities:- (i) Self expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making) (ii) Critically evaluate oneself as a 'Prospective teacher' (Self

	Appraisal Report) (iii) Write a self reflective accounts of significant experiences concerning gender, stereotypes and prejudices. (iv) Role play and Paired activity for empathetic listening. (v) Critically reflects on one's teaching-learning practices. (vi) Yoga sessions (vii) Conducting workshop on following issues: - Self Awareness - Self Identity - Sharing life turning incidents - Meditation workshop - Gender biasness - Stereotyping and prejudice - Marginalization - Role of media in dealing with above issues. Suggested Readings: Brooksfield, S.d.(1995). Becoming a critically refelective teacher. San Francisco. CA:Johm Wiley & Sons. Duval. T.S., & Silvia, P. J (2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic. Phillips, A.g., & Silvia. P .J. (2002). Self-awareness, self evaluation and creativity. Personality and social psychology Bulletin, 30. 1009-1017. Gurol.A (2010). Determing the relective thinking skills of pre-service teachers in learning and teaching process. Firat University. Turkey.
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