

SEMESTER-IV

Semester IV				
Paper Code	Subject Title	Credits	Marks	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum – Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	50 marks
Paper EPC IV	Physical Education And Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				

COURSE VI: GENDER SCHOOL AND SOCIETY

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- *State the key concepts related to the gender issues.*
- *Identifies key gender issues in school, curriculum, textbooks and pedagogical process.*
- *Understands the ways to address gender issues in and out of school context.*

Detailed Course Content

Unit I. Gender Related Concepts

- Key concepts: sex and gender, masculinity vs feminism, patriarchy, gender bias, gender parity, gender asymmetry
- Gender identity construction – Influence of home, society, culture

Unit II: Forms of Gender Inequality and Issues

- Forms and issues: Mortality inequality, Natality inequality, Special opportunity inequality, Professional inequality, Basic facility inequality, Ownership inequality, Household inequality
- Gender inequality in school context: access and participation, gender stereotype role assignments, curriculum and textbooks, inadequate gender sensitive facilities, teachers' preferential treatment, sexual abuse in school

Unit III. Addressing Gender Issues: Intervention and strategies

- Role of family, school, community and media in addressing the issues
- Policy provisions – NPE (1986/92), NCF (2005), RTE (2009), State Women's Policy (2014)

Tasks and Assignments

Each student-teacher is required to submit **any one** assignment from the following:

- Surveys of five families on role distribution among family members and preparation report
- Preparation of a report on gender-based roles and practices of the students and staff
- Analysis of a secondary level textbook from gender perspective

Suggested Readings

1. Chakravarti, Uma. (2003). *Gendering cast through a feminist lens*. Calcutta, Bhatkal and Sen.

2. Govt. of India (1992). *National policy on education 1986/92*. New Delhi: MHRD, Govt. of India,
3. Govt. of India (1992). *Programme of action*. New Delhi: MHRD, Govt. of India.
4. Jone, Mary E. (Ed.) (2008). *Women's studies in India: A reader*. New Delhi : Penguin Books.
5. Nayar, U. & Duggal, J. (1997). *Women's equality and empowerment through curriculum: A hand book for teachers at primary stage*. New Delhi: NCERT
6. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
7. Srivastava, Gouri (1997). *Women who created history: Exemplar materials for textbook writes and teachers*. New Delhi : NCERT

COURSE VIII (B) KNOWLEDGE AND CURRICULUM

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Unit IV:Curriculum planning and development

- Determinants of curriculum development
- Principles of curriculum development
- Approaches to curriculum planning
- Processes / stages of curriculum development (preparation, tryout and finalization)

Unit V: Curriculum transaction

- Classroom Transaction: Planning (time, space, manpower, material and scheme and plan of lessons),
- Preparation of curricular materials and activities(text and support materials, learning activities),
- mode of transaction and learners' involvement- resource management (use of TLMS, activity and question banks etc), use of assessment mechanism for learning

Unit VI: Evaluation and Renewal

- Evaluation: Mode (internal and external), periodicity (continuous, periodic), Mechanism (research studies, on-site observation, FGD, on-line feedback)
- Renewal: Use of evaluation feedback / inputs for
 - Immediate / long-term revision
 - Specific / comprehensive improvement
- Current provisions and practices for curriculum development, transaction, evaluation and renewal in School Education and Teacher Education in the State

Tasks and Assignments:

Each student-teacher is required to submit assignments selecting **any one** of the following:

- Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.

Suggested Readings

1. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
2. Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
3. Dewey, John (1997). *Experience and Education*. New York: Touchstone.
4. Dewey, John(1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan &Paul.
5. Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass.
6. Erickson, H.L.(2002). Concept-based curriculum and instruction. California: Corwin Press.
7. Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT,
8. Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
9. NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
10. NCTE (1990). *Policy perspective in teacher education*. New Delhi : NCTE
11. Olivia, Peter F. (1988). Developing the curriculum. London: Scott and Foresman.
12. Sharma, S. (2006). *Constructivist approaches to teaching and learning*. New Delhi: NCERT.
13. Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.
14. von Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
15. Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

COURSE X : CREATING AN INCLUSIVE SCHOOL

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student – teacher shall

- Explain the changing concepts related to inclusive education.
- Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- State the barriers of inclusion in the existing schools.
- State the characteristics and dimensions of an inclusive school

- Describe the process of developing an inclusive school.

Detailed Course Content

Unit I Inclusive Education

- Changing concept of inclusion (Shifting from Separation to Integration to Inclusion); Inclusion as 'Education for all'
- Inclusion in Education- a human right (Right to Access, Equality and Quality Education
- Inclusive Education: Definition, rationale, characteristics and principles

Unit II Children With Special Needs

- Types of marginalized /disabled children (physical, social and/or emotional) and their needs
- Problems in schooling the CWSN: Physical, Cognitive, Emotional
- Strategies for addressing their educational needs in inclusive set up: Specific attention to their needs in classroom management - seating arrangement, aids and appliances, light and ventilation, access to TLMs, mobility inside the class, interpersonal relation and support etc, Flexible curriculum, Flexible teaching-learning strategies - Child-centered, interactive, individual, group, collaborative and participatory classroom transaction

Unit III: Inclusive School

- Barriers for inclusion in school: Psycho-social, Infrastructural, Resource, Whole class-based instruction, Lack of participation
- Concept, dimensions and features of an inclusive school
- Developing an inclusive school: Creating inclusive cultures (building communities, establishing inclusive values), Producing inclusive policies (Developing the school for all, organizing support for diversity), and Evolving inclusive practices (Orchestrating learning, mobilizing resources)

Tasks and Assignments

Each student-teacher is required to submit assignment on any **one** of the following: .

- Observation of an inclusive classroom set up and reporting.
- Preparation of a report on classroom problems faced by any category of CWSN and the strategies adopted by the teacher.
- Preparation of a report on various types of interventions provided for any category of CWSN in school.

Suggested Readings

1. Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer.

2. Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.
3. Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.
4. Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.
5. Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.
6. Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts*. London: Fulton.
7. Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd Edn.). Maidenhead: Open University Press.
8. Tomasevski, K. (2004). *Manual on rights based education*. Bangkok: UNESCO.
9. UNESCO (1985). *Helping handicapped pupils in ordinary schools: Strategies for teacher training*. Paris: UNESCO.
10. UNESCO (1990). *World declaration on education for all and framework for action to meet basic learning needs*. International Consultative Forum on Education for All. Paris: UNESCO.
11. UNESCO (1994). *The Salamanca world conference on special needs education: Access and quality*. UNESCO and the Ministry of Education, Spain. Paris: UNESCO
12. UNESCO (1996). *Learning: the treasure within. report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
13. UNESCO (1998). *Wasted opportunities: When schools fail. Education for all. Status and trends*. Paris: UNESCO.
14. UNESCO (1999). *From special needs education to education for all: A discussion document*. Tenth Steering Committee Meeting UNESCO, Paris 30 September - 1 October 1998.
15. UNESCO (1999) *Welcoming schools: Students with disabilities in regular schools*. Paris: UNESCO
16. UNESCO (2005). *Guidelines for inclusion: Ensuring access to education for all*. Paris: UNESCO.
17. United Nations (1989). *Convention on the rights of the child*. New York: United Nations.

COURSE XI: OPTIONAL COURSES

Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course VII (A&B) at the secondary level, or the same school subject at the higher secondary level).

SPINNING AND WEAVING (A)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of course, the student-teachers shall :

- Develop a sense of appreciation towards Khadi
- Know the processing of cotton for Khadi
- Master the skill of spinning and weaving
- Develop proficiency in spinning yarn of counts (10-25)
- Organize exhibitions of different spinning and weaving materials

Detailed Course Content

1. Khadi

Preparation of Khadi and weave Khadi

2. Picking and Processing of cotton

Knowledge and practice in picking cotton and its processing: - such as learning, spinning, processing, carding and silver making.

3. Spinning yarn of counts

Proficiency in spinning yarn of counts.

4. Twisting preparing 'Toni'

Practice in twisting preparing 'Toni' realign simple designing and all the processes of weaving on handloom.

5. Estimating yarn and price

Ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn. Ability to estimate the price of a 'Than' prepared.

Practicals as appropriate to the topics detailed above shall be conducted simultaneously along with the discussion of the theoretical aspects.

TAILORING (B)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of course, the student-teachers:

- Know different parts of the sewing machine and its maintenance
- Develop skills in stitching, mending and cutting the garments
- Develop aesthetic and creative abilities through tailoring
- Design different garments
- Organize exhibition in various type of designed garments

There will be no separate theoretical instruction. Such theory as is needed for practical work may be given during practical work.

Detailed Course Content

1. Machine Parts and Their Maintenance

Study of the various parts of the sewing machine. Process of oiling and cleaning the parts.

2. Different kinds of stitches

Use of the different kinds of stitches, such as hem, back stitch, French seam, button-hole stitch.

3. Cutting and Finishing

Cutting and finishing on machine of the following garments: Jumpers, Kamis, Junghiyas, banyans, Kurtas, shirts, half pants, blouses, frocks. different stitches, such as hem, back stitch, French seam, button holes.

4. Mending of clothes

Mending of clothes as round holes, rectangular holes, torn slits.

5. Measurement for various garments

Measurement for various garments and calculation of the quantity of materials of different width.

WOODWORK (C)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives:

On completion of course, the student-teachers shall :

- Know different types of tools and their safe uses
- Develop skills in preparing wooden products like pointer, duster, blackboard, chair, table stool etc.
- Know different types of timbers for preparing various finished products and process of protecting wooden materials

Detailed Course Content

1. Concept of woodwork

Need, importance and scope of woodwork.

2. Workshop Activities

Workshop discipline, safety, precaution, safe handling of tools, first aid; definition of push and pull saw, fret saw and saw sharpening.

3. Tools for Woodwork

Types of timber and its structure, selection of the size of wood to be planed first, face side marks: setting of marking gauges. Martice gauge and testing with try square. Different types of chisels, mallets and hammers. Hardware uses in the wood section

4. Timber and its protection

Timbers- their sources and uses, structure of trunk properties, Insects and wood protection. Natural and artificial seasoning, commercial firm of timber, plywood, particle boards, glues.

5. Quantifying timber and wood finishes

Calculation of measures of timber, Preparing, cutting . Wood finishing: Polish, varnish and paints.

In course of discussion of the above theoretical aspects and related practical work, the following articles (at least three by each student-teacher) need to be prepared as a part of practical work:

Hangers, wall-brackets, book-shelves, tools, bench, desk, chair, black-board, pointer, duster, stationery rack, round table, pet table. Wood turning work such as cups, plates, roller, table lamp and other ornamental designs.

PEACE EDUCATION (D)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Aim of the Course

This course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

Course Outline

UNIT I: 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. Awareness of choices in response to crises in personal, social and professional life, Peace contexts; underlying assumptions, processes and imperatives, Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society, Peace values vis-à-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 ensure peace in society

Foundations of peace: Pre-requisites to peace in the society are 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, Approaches to peace education, Highlights of various philosophies of peace, Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, The Dalai Lama, initiatives at National and International levels.

UNIT II: Understanding Conflicts, Underlying Personal-Social Processes And Mediation, And Transformation Of Conflict

Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, 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

(i) Skills and strategies needed for conflict resolution, (ii) Listening to the conflicting parties, (iii) Awareness of own identity, cultural underpinning, and communication skills, (iv) Awareness of context of the conflict, (v) Commitment to mediate (vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.

UNIT III: Empowerment Of Self Through Critical Self Reflection

Awareness of the influence of social milieu on self (i) 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

(ii) Negative experiences generate stress, anger aggression

(iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes

Nurturing capabilities for critical self reflection; transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting Increasing awareness of role of self in

(i) discipline, self management; (ii) reducing prejudices, biases and stereotypes and building multicultural orientation; (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and (iv) habitual self reflection by using daily journal on experiences.

UNIT IV: Orienting Education For Peace Building

Critical reflection on the curricular processes Awareness of opportunities inherent in curriculum for introducing

(i) healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive; (ii) symbols, activities and other structures in the school that reflect a multi-cultural ambience; and (iii) experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc.

Critical pedagogy of peace education

(i) Challenging the traditional models of learning to constructivist approaches in teaching, (ii) Rethinking authority relations from democratic perspective:

promoting dialoging, and, developing capabilities for decision making,(iii) Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels

(iv) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level, (v) Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems (vi) Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; Skills of questioning, paraphrasing and providing feedback that is, non judgemental, sensitivity to socioeconomic, cultural, gender, caste differences; Skills of giving emotional support for encouraging, genuine appreciation and cooperation; Understanding importance of confidentiality of students' personal issues and problems that invite embarrassment or ridicule

Pedagogical skills for orientation of subject content and teaching learning experience in classroom for promoting peace

(i) Awareness of the epistemic connection of 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 warlinks with challenges to regional and local conflicts), Maths (precision)(ii) Using textbook contents for highlighting values of peace, particularly anti- peace messages indirect or hidden

Humanistic approach to evaluation

(i) Belief in worth of all pupils irrespective of academic talents(ii) Adopt broad-based assessment taking in multiple talents, emphasise success rather than failure, enable enemy pupil to experience success in some area

Becoming agency for peace in the school organisation and surrounding local community

(i) Awareness of cultural characteristics of the local community around school and quality of its linkages–parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.

(ii) Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school,(iii) Awareness and orientation of students' attitudes towards balanced media exposure.

UNIT V: 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 sustenance of efforts, sharing experiences towards peace building, reviewing strategies.

Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment

Developing commitment and willingness for receiving feedback, and review of strategies Visible and objection indicators of peace process inherent in the cultural ethos of organisations, individuals, and ambience, Identification of visible indicators inherent in the cultural ethos of the organisation could be non-authoritarian work culture marked by meetings, frequent discussions, analogue and reconciliation/

non-exclusion of any group of students or teachers on the basis of opinions, caste, gender, education, socio-economic-cultural background etc. indicators, conflicts reconciled, divergent groups

GUIDANCE AND COUNSELLING (E)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall:

- State the concept, need and principles of guidance.
- Explain the role of school in organizing different guidance programmes.
- Use various tools and techniques of guidance in appropriate contexts.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a school counselor

Detailed Course Content

Unit I Understanding School Guidance Programme

- Concept, Need and Importance and Principles of Guidance.
- Types of Guidance: Educational, Vocational and Personal (Nature and Objectives at Elementary and Secondary levels)
- Guidance Services in Schools – Counselling, Occupational Information Service, Placement, Pupil Inventory Services, etc.
- Organizing guidance programmes in schools
- Addressing Issues of Guidance programme in school

Unit II: Understanding School Counseling Programme

- Meaning, principles and purposes of counseling
- Types of Counseling: Directive, Non-directive and Eclectic counseling
- Processes involved in counseling
- Qualities and role of a school counselor

Unit III: Tools and techniques of Guidance and Counseling

- Guidance and counseling for Individual and Group
- Tools in guidance and Counseling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires, Psychological Tests and Inventories
- Techniques of Guidance (Observation, Interview and Sociometry) and Counseling (Lecture, Discussion and Dramatics); Group Guidance –concepts and techniques

Task and Assignment

Each student-teacher is required to submit **one assignment** from the following:

- Preparation of a comprehensive guidance programme for a school on the basis of need survey.
- Preparation of a vocational / educational counseling programme for class-X students
- Preparation of a questionnaire for socio-economic survey of secondary school students for providing career counseling

Suggested Readings

1. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A theoretical perspective*(Vol.I). New Delhi: Vikas.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A practical approach*(Vol.II). New Delhi: Vikas.
3. Dave, Indu (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd.
4. Gazda George R.M.(1989). *Group counseling: A development approach*. London: Allyn and Bacon.
5. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
6. Nugent, Frank A. (1990). *An Introduction to the profession of counseling*. Columbus: Merrill publishing Co.
7. Pietrofesa, J.J., Bernstein, B.,and Stanford,S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.
8. Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
9. Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors*. New Delhi: NCERT.

COURSE EPC 4 : PHYSICAL EDUCATION AND YOGA

Total Marks: 50

Objectives

On completion of the course, the student-teacher shall

- Understand the importance of Physical Education in Human life
- List the different programmes of Physical Education
- Practice Yoga for peaceful and harmonious living
- Enumerate the relationship between Yoga and goals of life

Detailed Course Contents

Unit I: Understanding Physical Education

- Concept, need, scope, objectives
- Organization of various Physical Education Activities
- Role of Physical Education Teacher
- Preliminary idea of some common Games.

Unit II: Programmes of Physical Education

- Preliminary idea of some common programmes of physical education
- Recreation and work-values of play
- Need for recreation, different types recreational activities and their organization
- Provisional play and recreation in school time table
- Physical education in the context of NCF 2005

Unit III: Yoga and Life goals

- Concept, need and objectives of Yoga
- Asthanga Yoga
- Benefits of Yogic practices
- Different postures / asanas
- Relation between Yogic practices and life goals

Tasks and Assignments

Each student-teacher is required to submit assignment on **any one** of the following

- Preparation of a report on different Physical Education programmes organized in school.
- Preparing a report on different Yogic practices
- Developing a set of recreation activities for secondary school students

SCHOOL INTERNSHIP

Objectives

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.
- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools
- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning
- Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses

- Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counselor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.

Duration

- Four (04) weeks in first year
- Sixteen (16) weeks in the 2nd / final year

Levels

- Upper Primary Level (Classes VI – VIII)
- Secondary Level (Classes IX – X) or Higher Secondary Level (Classes XI – XII)

Organization

a. Pre-internship Activities

- Orientation of the student-teachers
- Observation of school site and activities by the student-teachers (timetable, work allocation among teaching and non-teaching staff, regular classroom with regular teacher, day-to-day other school activities etc.)
- Sharing meeting with the teachers and Headmasters of the cooperating schools in the institution and working out the programme details for the internship
- Demonstration lessons by the faculty members followed by post-demonstration discussion
- Criticism lessons by the student-teachers one lesson by each student-teacher under the supervisory support of the method teachers, attended by all student-teachers of the method concerned.
- Placement of student-teachers in cooperating schools for internship activities.

b. During Internship Activities

- Preparation of lesson plans by the student-teachers in their concerned method subjects
- Delivery of practice lessons with supervisory support and feedback from faculty members. Each student-teacher shall deliver 40 lessons excluding the criticism lesson. Out of the 40 lessons, 30% (12nos.) shall be delivered in the upper primary classes (Classes VI to VIII) and the remaining 70 % (28 nos.) lessons in the secondary classes (Classes IX and X).
- Observation of five peer-lessons and recording of the performance of the peer student-teachers with authentication by concerned supervisors.
- Feedback session in the Teacher Education Institution after each spell of ten-day practice teaching to be attended by all student-teachers for sharing their experiences.

- Administration of diagnostic tests on the students and identifying their learning difficulties by the student-teachers
- Attendance in school assembly
- Participation in campus cleaning and beautification activities
- Taking arrangement classes when required
- Organization and participation in literary and recreational activities of the school
- Participation in school games and sports activities
- Organization and participation of science exhibition, science fair, science club/nature study club/eco club activities
- Organization of awareness campaign on HIV/AIDS, blood donation, conservation and protection of environment etc.
- Organization of blood donation camps
- Preparation of report on Annual sports and celebration of important occasions and events
- Preparation of report on maintenance of registers and records by the school
- Preparation of scheme of lessons in any subject for any class
- Dialoguing with SMC / SMDC members and preparation of reports on their meetings in the school
- Conducting case studies / action research
- Liaison with parents community and authorities
- Sharing learner perceptions, teacher perceptions and parental / community perceptions

c. Post-Internship Activities

- Overall sharing of student-teachers' internship experiences in the institution.
- Suggestions and feedback from the teachers and Heads of the practicing schools for further improvement of the internship activities
- Exhibition / demonstration of innovative and creative work done by the student-teachers during internship.
- Student-teachers' feedback on overall organization of internship programme by the institution for future action.

Assessment of Internship Performance

- Assessment by supervisors, cooperating teachers and headmasters, and peer assessment on the basis of observation and records

Attendance

- The minimum attendance of student-teachers for school internship programme shall be 90%

Assessment of Internship Performance

- Internal assessment of internship activities and records : 250 marks (50 marks in first year, 200 marks in second year)

Each Teacher Education Institution has to prepare a detailed plan on school internship programme for each academic year in consideration of the activities indicated above under pre-internship, during internship and post internship activities.