...e Distribution of Courses

Second Year

	Title of the Course	Marks			Credits	Contact Hours
		External	Internal	Total		
...CTIVES IN EDUCATION						
	Knowledge and Curriculum	80	20	100	04	64(5)
	Education Management	80	20	100	04	64(5)
	Creating an Inclusive School	40	10	50	02	32(2.5)
	Gander, School and Society	40	10	50	02	32(2.5)
	Action Research	40	10	50	02	32(2.5)
	Guidance and Counseling	40	10	50	02	32(2.5)
	Total	**320**	**80**	**400**	**16**	
...ULUM AND PEDAGOGIC STUDIES						
	Language across the Curriculum	40	10	50	02	32(2.5)
	Pedagogy of a School Subject	80	20	100	04	64(5)
	Total	**120**	**30**	**150**	**06**	
...SES ENHANCING PROFESSIONAL CAPACITIES						
	Critical Understanding of ICT		50	50	02	64(4.5)
	Understanding Self		50	50	02	64(3)
	Total		**100**	**100**	**04**	
	...HOOL INTERNSHIP PART-II		**150**	**150**	**06**	12 Week
	...MUNITY ACTIVITES		**50**	**50**	**02**	
	...tal (Second Year)	**440**	**410**	**850**	**34**	
	GRAND TOTAL ...t Year + Second Year)	**920**	**780**	**1700**	**68**	

Note : Figures Within parentheses indicate hours per week

e Distribution of Courses

Second Year

	Title of the Course	Marks			Credits	Contact Hours
		External	Internal	Total		
	CTIVES IN EDUCATION					
	Knowledge and **C**urriculum	80	20	100	04	64(5)
	Education **M**anagement	80	20	100	04	64(5)
	Creating an **I**nclusive School	40	10	50	02	32(2.5)
	Gander, School and **S**ociety	40	10	50	02	32(2.5)
	Action Research	40	10	50	02	32(2.5)
	Guidance and **C**ounseling	40	10	50	02	32(2.5)
	Total	**320**	**80**	**400**	**16**	
	ULUM AND PEDAGOGIC STUDIES					
	Language across the Curriculum	40	10	50	02	32(2.5)
	Pedagogy of a School Subject	80	20	100	04	64(5)
	Total	**120**	**30**	**150**	**06**	
	SES ENHANCING PROFESSIONAL CAPACITIES					
	Critical Understanding of ICT		50	50	02	64(4.5)
	Understanding Self		50	50	02	64(3)
	Total		**100**	**100**	**04**	
	HOOL INTERNSHIP PART-II		**150**	**150**	**06**	12 Week
	MUNITY ACTIVITES		**50**	**50**	**02**	
	otal (Second Year)	**440**	**410**	**850**	**34**	
	GRAND TOTAL Year + Second Year)	**920**	**780**	**1700**	**68**	

Note : Figures Within parentheses indicate hours per week

PE 5: Knowledge and Curriculum

Year-2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours: 64

Objectives

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

- *State and explain the nature of knowledge*
- *Describe the process of constructing knowledge*
- *Differentiate different types of curriculum*
- *Explain the processes and principles of curriculum planning development*
- *Elaborate the transaction, evaluation and renewal processes of curriculum*

Detailed Course Content

1. **Understanding the Nature of Knowledge**
   - Knowledge: Concept (difference between knowledge and skill, knowledge and information, teaching and training, reason and belief) and Nature
   - Types and theories of knowledge
   - Knowledge Acquisition: source of knowledge and process of acquisition
2. **Construction of Knowledge**
   - Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
   - Process of knowing : activity, discovery and dialogue-views of Dewey, Ausubel and Bruner
   - Construction of knowledge : theories of Piaget and Vygotsky; implications for curriculum
3. **Understanding Curriculum**
   - Concept (difference between curriculum and syllabus), types (subject-centered, teacher-centered, learner-centered, learning-centered, experience-centered, activity-centered, hiddenmanifest) and components (core-elective)
   - Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)
   - Curriculum framework Concept, principles and coverage; NCF 2005, SCF 2009 and NCFTE 2009 objectives, aspects and recommendations.

4. **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)

5. **Curriculum Transaction, evaluation and renewal**

- 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
- 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 two*** of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- 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

Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.

Dewey, John (1956). *The child and the curriculum.* Chicago, Illinois: University of Chicago Press.

Dewey, John (1997). *Experience and Education*. New York: Touchstone.

Dewey, John(1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan &Paul.

Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass.

Erickson, H.L.(2002). Concept-based curriculum and instruction. California: Corwin Press.

Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT,

Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.

NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.

NCTE (1990). *Policy perspective in teacher education*. New Delhi : NCTE

Olivia, Peter F. (1988). Developing the curriculum. London: Scott and Foresman.

Sharma, S. (2006). *Constructivist approaches to teaching and learning*. New Delhi: NCERT.

Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.

von Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.

Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

PE 6: Educational Management

Year-2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours: 64

Objectives

On completion of this course, the student-teacher shall

- *Spell out the structure of educational management at different levels - from national to institution level*
- *Explain the implications of various policies and provisions in respect of educational management*
- *Identify and utilize various resources for effective school functioning*
- *Actively participate in the preparation of school development plan*
- *Explain the role of monitoring and feedback mechanism for effective school functioning*

Detailed Course Content

1. **Educational Management:**
   - Concept, Scope and Types- centralized and decentralized, democratic and authoritarian, participatory and non-participatory
   - Structure at national, state, district, sub-district and institution levels and their roles
2. **School-based Management:**
   - Concept, importance, scope and processes
   - School Management Committee (SMC) and School Management Development Committee (SMDC)
   - State policies on school management (RCFCE ACT, 2009 and State Rules 2010)
3. **Resource Management : Sources, Utilization and Mobilization**
   - Infrastructural resources : physical space (building, open space, furniture, water and sanitation facilities, etc.), barrier free environment.
   - Material resources : equipment and TLMs
   - Financial resources : Grants, Donations, Fees, Funds Generation, other sources
   - Human resources : Students, Teachers, Parents, Community and local resource persons their interrelationship
   - Role of School and Community in resource mobilization: Local resources and other resources through Corporate Social Responsibility and Public Private Partnership; resource management in school

4. **School Development Plan (SDP)**

- Meaning, Importance and Process
- State Policies in School Development Plan
- Actors and their roles in the Preparation of SDP
- Addressing Issues in the implementation of SDP

5. **Review, Monitoring and Feedback Mechanisms**

- Monitoring: Meaning, importance, scope and objectives
- Monitoring Mechanisms: Structure, personnel and functions, existing monitorin practices and related issues
- Feedback Mechanism: Structured vrs. Unstructured; Use pf feedback for effective schoo functioning

Tasks and Assignments

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

- Case study on school-community collaboration in school improvement
- Observation of SMC/SMDC meeting and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Appraisal of a School Development Plan.
- Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Suggested Readings

Buch, T. et al. (1980). *Approaches to school management.* London: Harper and Row.

Chalam K.S. (2003): Introduction to Educational Planning and Management: New Delhi, Anmol Publications Pvt. Ltd.

Chandrasekharan P. (1997): New Delhi, Educational Planning and Management, Sterling Publishers Pvt. Ltd.

Glasser, William(1990). *The quality school.* New York, NY: Harper Collins Publishers, Inc.

Glasser, William(1990). *The quality school.* New York, NY: Harper Collins Publishers, Inc.

Government of India (1986/92). *National policy on education*. New Delhi: MHRD.

Government of India (1992). *Programme of action*. New Delhi: MHRD.

Gupta, S.K. & Gupta, S.91991). *Educational administration and management.* Indore: Manorama Prakashan.

Hallak, J.(1990).*Investing in the future: Setting educational priorities in the developing world*. Paris: UNESCO.

Kalra, Alka (1977). *Efficient school management and role of principals*: New Delhi: APH Publishing Corporation.

Lockheed, M.E. & Verspoor, A.M. et al. (1991). *Improving primary education in developing countries: A review of policy options*. New York: Oxford University Press.

Shaeffer, S. (1991). *Collaborating for educational change: The role of parents and the community in school improvement*. Paris: UNESCO.

Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa : New Delhi, National Institute of Educational Planning and Administration (NIEPA)

Vashist, Savita(ed.) (1998). *Encyclopaedia of school education and management*. New Delhi: Kamal Publishing House.

PE 7a: Creating an Inclusive School

Year-2	Credit-2
Marks 50(Ext. 40+ Int.10)	Contact Hours: 32

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 i 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

1. 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

2. 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

3. 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

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

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.

Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.

Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.

Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004). *Learning without limits.* Maidenhead: Open University Press.

Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts*. London: Fulton.

Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd Edn.). Maidenhead: Open University Press.

Tomasevski, K. (2004). *Manual on rights based education*. Bangkok: UNESCO.

UNESCO (1985). *Helping handicapped pupils in ordinary schools: Strategies for teacher training.*Paris: UNESCO.

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.

UNESCO (1994). *The Salamanca world conference on special needs education: Access and quality.* UNESCO and the Ministry of Education, Spain. Paris: UNESCO

UNESCO (1996). *Learning: the treasure within. report to UNESCO of the International Commission on Education for the Twenty-fi rst Century.* Paris: UNESCO.

UNESCO (1998). *Wasted opportunities: When schools fail. Education for all. Status and trends.* Paris: UNESCO.

UNESCO (1999). *From special needs education to education for all: A discussion document.* Tenth Steering Committee Meeting UNESCO, Paris 30 September - 1 October 1998.

UNESCO (1999) *Welcoming schools: Students with disabilities in regular schools.* Paris: UNESCO

UNESCO (2005). *Guidelines for inclusion: Ensuring access to education for all.* Paris: UNESCO.

United Nations (1989). *Convention on the rights of the child*. New York: United Nations.

PE 7b: Gender, School and Society

Year-2	Credit-2
Marks 50 (Ext. 40+ Int.10)	Contact Hours: 32

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

1. Gender Related Concepts

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

2. Forms of Gender Inequality and Issues

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

3. Addressing Gender Issues: Interventions and strategies

- Role of family, school, community and media in addressing the issues
- Policy provisions NPE (1986/92), NCF (2005), RTE (2009), State Women 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 repo
- Preparation of a report on gender-based roles and practices of the students and staff
- Analysis of a secondary level textbook from gender perspectives

Suggested Readings

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

Govt. of India (1992). *National policy on education 1986/92*. New Delhi: MHRD, Govt. of India,

Govt. of India (1992). *Programme of action*. New Delhi: MHRD, Govt. of India.

Jone, Mary E. (Ed.) (2008). *Women's studies in India: A reader*. New Delhi : Penguin Books.

Nayar, U. & Duggal, J. (1997). *Women's equality and empowerment through curriculum: A hand book for teachers at primary stage*. New Delhi: NCERT

NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.

Srivastava, Gouri (1997). *Women who created history: Exemplar materials for textbook writers and teachers*. New Delhi : NCERT

PE 8a: Action Research and Innovation

Year -2	Credit-2
Marks 50(Ext. 40+ Int.10)	Contact Hours: 32

Objectives

On completion of this course, the student-teacher shall

- *Understand the concept, need and importance of action research and its differences w pure and applied researches in Education.*
- *Conduct action research, selecting and using the appropriate methods*
- *Follow the approved format and style in reporting the action research*
- *Evaluate an action research project in terms of its of its objectives, processes a implications.*

Detailed Course Content

1. Understanding Action Research

- Need for research in improving educational practices
- Importance, characteristics and objectives of action research
- Comparison between Pure, Applied and Action Research

2. Conducting Action Research

- Designing Action Research Project
- Procedure and steps in conducting Action Research
- Tools and techniques used in conducting Action Research

3 Reporting Action Research

- Format and style
- Evaluating an Action Research Project
- Sharing and reflecting on the process of research and implications of the outcomes

Tasks and Assignments

Each student-teacher is required to conduct an action research on any school / classroom problem h / she encounters and prepare a report.

Suggested Readings

Atkins, L & Wallace, S. (2012). *Qualitative research in education*. London: Sage Publications.

Best, J.W., & Kahn, J.V. (1998). Research in education (8th ed.). Needham Heights, MA: Allyn and Bacon.

Borg, W. (1981). Applying educational research: A practical guide for teachers. New York: Longman.

Ferrance, Eileen (2000). Action research. Providence, RI: Laboratory at Brown University (LAB).

Johnson,A.P.(2005). *A short guide to action research* (2nd ed.). Boston: Allyn & Bacon.

Mertler, C.A.(2006). *Action research: Teachers as researchers in the classroom*. New Delhi: Sage Publications.

Oja, S.N., & Smulyan, L. (1989). Collaborative action research: A developmental approach. New York: Falmer Press.

Schmuck, R.A.(1997). *Practical action research for change*. Arlington Heights, Illinois: SkyLight Professional Development.

Stringer, E.T. (1999). *Action research*. Thousand Oaks, CA: Sage Publications.

PE 8b: Guidance and Counselling

Year-2	Credit-2
Marks 50(Ext. 40+ Int.10)	Contact Hours: 32

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 counselling.*
- *Explain the qualities and role of a school counselor*

Detailed Course Content

1. **Understanding School Guidance Programme**
   - Concept, Need and Importance and Principles of Guidance.
   - Types of Guidance: Educational, Vocational and Personal (Nature and Objectives Elementary and Secondary levels)
   - Guidance Services in Schools Counselling, Occupational Information Service, Placeme Pupil Inventory Services, etc.
   - Organizing guidance programmes in schools
   - Addressing Issues of Guidance programme in schools
2. **Understanding School Counselling Programme**
   - Meaning, principles and purposes of counselling
   - Types of Counselling: Directive, Non-directive and Eclectic counselling
   - Processes involved in counselling
   - Qualities and role of a school counsellor
3. **Tools and techniques of Guidance and Counselling**
   - Guidance and counselling for Individual and Group
   - Tools in guidance and Counselling: Blanks, Cumulative Record Cards, Rating scal Questionnaires, Psychological Tests and Inventories

- Techniques of Guidance (Observation, Interview and Sociometry) and Counselling (Lecture, Discussion and Dramatics); Group Guidance concepts and techniques

Task and Assignments

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 classX students
- Preparation of a questionnaire for socio-economic survey of secondary school students for providing career counseling

Suggested Readings

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counselling: A theoretical perspective*(Vol.I). New Delhi: Vikas.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counselling: A practical approach*(Vol.II). New Delhi: Vikas.

Dave, Indu (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.

Gazda George R.M.(1989). *Group counselling: A development approach*. London: Allyn and Bacon.

Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.

Nugent, Frank A. (1990). *An Introduction to the profession of counselling*. Columbus:Merrill publishing Co.

Pietrofesa, J.J., Bernstein, B.,and Stanford,S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.

Rao, S.N. (1981). *Counselling psychology*. New Delhi: Tata McGraw Hill.

Saraswat, R.K. & Gaur, J.S.(1994). Manual for guidance counsellors. New Delhi: NCERT.

CURRICULUM AND PEDAGOGIC STUDIES (CPS)

CPS 1: Language across the Curriculum

Year-I	Credit-2
Marks 50(Ext. 40+ Int.10)	Contact Hours: 32

Objectives

On completion of this course, the student-teacher shall

- *Identify the language backgrounds of students and facilitate their movement from home regional language to standard language.*
- *Analyze the nature of classroom discourse and devise strategies to improv communication skills of students.*
- *Develop appropriate skills of reading and writing among the learners and facilita reading writing connection.*
- *Envision their role as facilitators of learners' language enrichment irrespective of th subjects they teach.*

Detailed Course Content

1. **Language background of Learners**
   - Varied language contexts of the learners: dialect, regional varieties and standar language; significance of first language in learning
   - Home language Vrs School Language ; Transmission and movement: challenges an strategies
   - Understanding multilingual context -Challenges and strategies
2. **Language in Classroom**
   - Nature of classroom discourse and significance of language
   - Communication skills, promotion of oral skills through questions, discussion, sharing an interaction
   - Language across various disciplines and subjects : humanities and science; Role o language in ensuring optimum learning in subject areas
3. **Reading-writing connection**
   - Reading in different content areas for information and data gathering, critica understanding; Strategies for developing reading skills such as scanning, skimming, in depth reading, note making
   - Reading-writing connection in different content areas Use of note making for preparing write-up, use of information gathering for summarizing,

- Writing for various purposes preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- process writing generating / gathering ideas, drafting, revising and finalizing

sks and Assignments

ch student-teacher is required to submit assignment on any one of the following:

- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram

ggested Readings

Daniel, LarsenFreeman (2010). *Techniques and principles of language teaching (2nd Edn.)*. Landon: Oxford University Press.

Kumar, Krishna (2008). *The child's language and the teacher: A handbook*. New Delhi: National Book Trust.

Lightbown, P.M. and Spada, N. (1999). How languages are learned. Oxford: Oxford University Press.

CPS 3 (a&b): Pedagogy of Mathematics

Year-I/2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours: 64

Objectives

On completion of this course, the student- teacher shall

- *Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.*
- *Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.*
- *Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.*
- *Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.*
- *Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts*

Detailed Course Content

1. **Foundations of Mathematics Education**
   - *Nature of Mathematics*: Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
   - *Learning of Mathematics*: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels,
   - *Curriculum Reforms in School Mathematics*: Rationale, objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).
2. **Methods of Teaching-learning Mathematics**
   - *Learning by Discovery:* Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
   - *Teaching for Understanding Proof:* Proof by induction and deduction; proof by analysis and synthesis,

- *Problem Solving in Mathematics*: Importance of problem solving in Mathematics, Steps problem solving in Mathematics, Problem Posing, Generating and solving real problems using Mathematical principles, Situation model for solving word problems.
- *Constructivist approaches:* Self-learning and peer learning strategies, Collaborat strategies; 5E and ICON Models,

3. Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathemat Exhibition, Planning and organizing Mathematics laboratory activities, Mathemat outside the classroom.
- Learning Materials in Mathematics: Types, functions, preparation and utilization learning materials - Textbook, Models, Calculators and computers, Graphic calculato Maintaining portfolio in Mathematics
- Key Learning Resources in Mathematics: Assessing progress and performanc Monitoring and giving feedback, Local and community resources, Using pair work, Usi group work, Using questioning (both by teacher and learners) to promote thinking, Ta for learning and Involving all

4. Assessment *of* and *for* Mathematics Learning

- Assessment *of* Mathematics learning: Unit test Designing blue print, item constructio marking schemes,
- Assessment *for* Mathematics Learning: Assignments, Projects and portfolios Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment *of/for* mathematics Learning: Observation learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematical concepts, Remediation of the difficulti enrichment programmes in Mathematics learning National Mathematics Talent Searc Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

5. Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatme indicated in the right cell below.

Content	Aspects of Pedagogical treatment
▪ Number System, Ratio and Proportion ▪ Set, Relations, and Functions ▪ Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials ▪ Theory of Indices, Logarithm and Anti -logarithm ▪ Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry, ▪ Trigonometric Ratios and Identities Problems on Height and Distance	▪ Identification of concepts and sub -concepts ▪ Expected specific learning outcomes ▪ Methods / approaches of teaching -learning ▪ Teaching -learning materials to be used ▪ Expected teacher and students activities ▪ Assessment strategies

Tasks and Assignments

Each student-teacher is required to complete assignments on ***any two*** of the following:

- Preparation of five lesson plans on any topic from the Mathematics texts of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Develop five activities in Mathematics to be used for enrichment programme.
- ...agnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- ...esigning pedagogical treatment for any topic of Mathematics and designing learning activities.

...ested Readings

Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.

Driscoll,M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.

Driscoll,M.(1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.

Grouws, D.A. (ed) (1992). *Handbook of research on mathematics* [illegible] New York: Macmillan Publishing.

Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretat* [illegible] *learning mathematics*. Perth: Curtin University of Technology.

Marshall, S.P. (1995). *Schemes in problem-solving*. New York: [illegible] Press.

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CPS 3 (a&b): Pedagogy of Biological Science

Year-I/2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours 64

Objectives

On completion of this course, the student-teacher shall

- State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.
- Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts

Detailed Course Content

1. **Biological Science in School Curriculum**
   - Nature of Biological Science: Nature and Scope of Science and Biological Science in particular,
   - Place of Biological Science in school curriculum, Importance of Biological Science in daily life,
   - Objectives of teaching-learning Biological Science at the secondary school level,
   - Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).
2. **Approaches and Methods of Teaching-learning Biological Science**
   - Observation Types, importance in Bio-Science, process, recording of observation
   - Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations.
   - Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
   - Demonstration-cum-Discussion
   - Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
   - Use of ICT for self-learning, collaborative learning Concept Mapping.

3. **Curricular Activities**

- Preparation of Unit Plan; Preparation of Lesson Plans -Traditional, Activity Approach constructivist approach,(ICON & 5E model).
- Teaching-Learning Materials in Science: Preparation, collection, procurement and us teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models, materials like Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, Internet;
- Learning Activities Science laboratory activities; Observing flora and fauna in their natu setting, Science Club, Science Seminar, Preservation of biological specimens for learn and building Biological Museum, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring a giving feedback, Local and community resources, Using pair work, Using group wo Using questioning (both by teacher and learners) to promote thinking, Talk for learni and Involving all

4. Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of te items.
- Assessment devices ;Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Biological Science, Remediation of difficultie Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

5. **Pedagogical treatment of Content**

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in th right cell below:

Content	Aspects of pedagogical treatment
▪ Improvement of Food production, ▪ Cell and its Organization, ▪ Nutrition, Respiration, Excretion and Reproduction ▪ Biodiversities, ▪ Natural Resources and its Pollution, ▪ Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation.	• Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods / approaches of teaching -learning, • Teaching -learning materials to be used, • Expected teacher and students activities, and • Assessment strategies.

The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

Tasks and Assignments

Each student-teacher is required to submit assignments on ***any two*** of the following:

- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Developing five activities/experiments in Biological Science and prepare a brief report,
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

Suggested Readings

Buffaloe, Neal. & Throneberry, J. B. (1972). *Principles of biology teaching*. New Delhi: Prentice Hall of India.

Herr, Norman (2007) *The Sourcebook for teaching science. San Francisco, CA:* Jossey-Bass.

Kulashrestha, S.P. (2009). *Teaching of biology*. Meerut: R.Lall Book Depot.

Mangal, S.K. & Mangal, S. (2007). *Teaching of biological science*. Meerut: International Publishing House.

Miller, D.F. & Blayses, G.W.(2011). *Methods and materials for teaching biological sciences*. New York: McGraw Hill.

Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.

TESS India (2015). *Key resources. The Open University U.K. (http//creativecommons.org/licences/ and http//www.tess-india.edu.in/)*

Vaidya, Narendra (1992). *Science teaching for 21st century*. New Delhi: Deep and Deep.

Zaidi, S.M. (2004). *Modern teaching of life sciences*. New Delhi: Anmol Publications.

CPS 3 (a&b): Pedagogy of Social Science (Geography)

Year-I/2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours: 64

Objectives

On completion of this course, the student-teacher shall

- *State the importance of teaching and learning of Geography at the secondary level.*
- *Use appropriate teaching methods and strategies while facilitating learning of Geograph*
- *Develop lesson plans for effective teaching and learning of Geography*
- *Prepare, collect and procure resource materials including suitable teaching aids and u them effectively in the classroom*
- *Develop appropriate tools and techniques for comprehensive assessment of learning Geography.*
- *State the concepts in Geography included in the secondary school curriculum and ma pedagogical analysis of those concepts.*

Detailed Course Content

1. Geography in School Curriculum

- Meaning, nature and scope of Geography
- Importance of Geography in school curriculum at elementary and secondary levels
- Correlation of Geography with other school subjects
- Objectives of teaching- learning Geography at the secondary school level

2. Methods and Approaches to Teaching-learning Geography

- Emerging Curricular trends in Geography as per NCF-2005
- Constructivist approach to Teaching Learning Geography
- Methods of teaching learning Geography:
  - Lecture-cum-discussion
  - Observation
  - Discovery
  - Problem-solving
  - Project Method

(To be discussed in terms of meaning, process, merits and limitations)

3. **Learning Resources in Geography**

- Preparation, collection, procurement and use of teaching-learning materials like Maps, Globe, Charts, Graphs, Bulletin board, Models
- ICT in Learning of Geography Film strips, Slides , transparencies T.V., Video, computer, internet
- Map reading and map preparation
- Geography Laboratory and Resource Room
- Use of community resources

4. **Curricular Activities**

- Preparation of unit plans
- Preparation of lesson plans - Traditional, Activity and Constructivist approaches (ICON and 5E model)
- Activities in geography field trip, Geography club, exhibition
- Assessment
  - Evaluation devices-written, oral, assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in Geography.
- Remedial Teaching in Geography

5. **Pedagogical Treatment of Contents**

- Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of Pedagogical treatment
▪ Latitudes & Longitudes ▪ Rotation & Revolution ▪ Agents of denudation ▪ Physical division of India ▪ Climate and vegetation ▪ Natural resources ▪ Social and economic resources ▪ Conservation of Forests and wild life.	▪ Identification of concepts and sub concepts ▪ Expected specific learning outcomes ▪ Methods / approaches of teaching learning ▪ Teaching-learning materials to be used ▪ Expected teacher and student activities ▪ Assessment strategies

Tasks and Assignments

Each student-teacher is required to submit assignments on ***any two*** of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching-learning materials on any two topics.
- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in geography for a secondary class.

Suggested Readings

Arora, K.L. (1976). *The Teaching of geography*. Jullandhar: Parakash Brothers,.

Broadman, David (1985). *New directions in geography education*. London: Fehur Pre

Dhamija,Neelam (1993). *Multimedia approaches in teaching social studies*. Ne Delhi: Human Publishing House,.

Graves, N.G. (1982). *New source books for geography teaching*. Longman

Hall, David (1976). *Geography teacher*. London: Unwin Education Books,.

Huckle, J. (1983). *Geographical educational reflection and action*. London: Oxfo University Press.

Morrey, D.C. (1972). *Basic geography*. London: Hien Manns Education Books.

Smith, Margaret (2002). *Teaching geography in secondary schools : A reader*. Londo Taylor & Francis.

UNESCO (1965). *Source book for geography teaching*. London: Longman.

Verma, O.P. (1984). *Geography teaching*. New Delhi: Sterling Publication.

Walford Rex (1981). *Signposts for geography teaching*. London: Longman.

CPS 3 (a&b): Pedagogy of Social Science (History and Political Science)

Year-I/2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours: 64

Objectives

On completion of this course, the student-teacher shall

- *State the meaning, scope and importance of History and Political Science*
- *Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons*
- *Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.*
- *Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History*
- *Prepare Unit Plans and Lesson Plans in History and Political Science*
- *Develop diagnostic achievement test, administer them and analyse the results for providing feedback*

Detailed Course Content

1. **Concept, Objectives and Values of Teaching History and Political Science**
   - Meaning, Nature and Scope of History and Political Science
   - Values of teaching History and Political Science
   - Recommendations of NCF 2005 on teaching of History and Political Science
   - Correlation of History and Political Science with other school subjects
   - Objectives of teaching History and Political Science at elementary and secondary levels
   - Formulation of specific learning outcomes in History and Political Science Lessons
2. **Methods and Approaches to Teaching-Learning History and Political Science**
   - Story-telling
   - Narration-cum-discussion
   - Dramatization
   - Source Method
   - Project Method
   - Teaching History using monuments
   - Field Trips

3. **Development of Resource Materials**

- Curriculum as resource material
- Approaches to curriculum in History Bio-graphical, Chronological and Concentric
- Development of teaching-learning materials Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
- Timeline Concept, Aspects, Type and Use

4. **Transactional Strategies**

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in history and political science
  - Visit to Historical Places
  - Group Discussion and Debate
  - Maintenance of Portfolio
- Assessment
  - Evaluation devices-written, oral, practice Assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in History and Political science.
  - Remedial Teaching in History and Political science.

5. **Pedagogical Analysis of Content**

Content	Aspects of Pedagogical treatment
History • Rise of the British power in India • The Great Indian Revolt of 1857 • Socio -religions movements in 19th Century • India's struggle for freedom, American War of Independence • French Revolution • First World War and Second World War	Pedagogical analysis of the units with reference to: ➤ Identification of concepts and sub-concepts ➤ Expected specific Learning outcomes

Political Science • Salient features of Indian Constitution • Fundamental Rights, • Legislative Assembly and its functions • Powers of Prime Minister • Governor and President • Functions of Parliament; High Court and Supreme Court – Structure and Functions • Role of National Human Rights Commission	➢ Methods/approaches of teaching-learning ➢ Teaching - learning materials to be used ➢ Expected teacher and students activities ➢ Assessment strategies (Formative)

Tasks and Assignments

Each student-teacher is required to submit assignments on ***any two*** of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.
- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in History/Political Science for any secondary class.

Suggested Readings

Burton W.H. (1972). *Principles of history teaching*, London: Methuen.

Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.

Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.

Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi : NCERT

Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.

Ghate, V.D. (1956). *Teaching of history.* Bombay: Oxford University Press.

Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London,

James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.

Kochhar, S.K.(1970). *Teaching of political science*. New Delhi: Sterling Publishers

ENGAGEMENT WITH THE FIELD

1. Tasks and Assignments (Indicated under each course)
2. Courses on Enhancing Professional Capacities (EPC)
3. School Internship (SI)
4. Community Activities (CA)

Courses on Enhancing Professional Capacities (EPC)

EPC-1: Critical Understanding of ICT

Year-2	Credit-2
Marks 50(Internal)	Contact Hours: 32

Objectives

On completion of this course, the student-teacher shall

- *Describe a computer system*
- *Describe the working of a computer*
- *Operate the windows operating system*
- *Use word processing package*
- *Use internet for educational purpose*
- *Use the word processing package in education*
- *Appreciate the use of ICT in teaching and learning*
- *Acquire the skill of trouble-shooting whenever there are problems in the working of computer*

Detailed Course Content

1. Computer Fundamentals

- What is computer - Basic anatomy of computer: Input Devices Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner; Output Devices VDU, Printers, laser, Inkjet; Data storage devices Hard disk, Compact disk, Optical disk, Pen drive and other devices.
- Operating System: Types of Operating System DOS, UNIX, WINDOWS; Brief introduction of Window; Utility & application of software.
- Introduction to Networking: Types of networking LAN, WAN, WAN; World Wide Web website.

2. Introduction to Computer Applications

- Word Processing: Creating Documents; Formatting Documents; Proofing and saving Documents; Printing Documents; Use of MS-Words in education.
- Power Point Presentation (PPT): Creating a new PPT; Adding to presentation, Text Colours, Fill-colors, Fill Effects, Line Effects; Line-styles, Object Effects, Word Art,

Animation Effects; Using Transition Effect; Giving an On-Screen Presentation, Navigation during presentation, Pausing the presentation; Use of PPT in education.

- Spread Sheet MS Excel: Opening and saving a Worksheet; Spreadsheet operations; Editing a spreadsheet; Using Formulas and Functions; Use of MS Excel in Education.

3. ICT in Education

- Concept, Need and Importance of ICT in Education.
- Multimedia approach to education: Role of video conferencing, radio conferencing, television, EDUSAT and Internet in teaching-learning process. Their advantages and limitations.
- Challenges and Barrier to integration of ICT in Indian schools Classrooms
- ICT Skilled Teacher ICT skills and qualities of ICT teacher

Tasks and Assignments

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

- Developing a script on any topic of a school subject for an audio-visual programme.
- Developing a power point presentation on any one topic to be transacted at the secondary level
- Watching any five UGC Sponsored Educational programmes telecast by AVRC / EMRC and preparing a report

Suggested Readings

Gorden B. Davis (1982). *Introduction to computers*. New Delhi: Tata McGraw- Hill

Harold F.O' Neli. (1981). *Computer based instruction*. Academic Press.

Kraynak, Joe & Harbraken, Jow. (1997). *Internet 6 in 1*. New Delhi: Prentice Hall of India

Karl Schwartz. (2000). *Training Guide-Microsoft Windows 2000*. DDC Publishing Inc.

Kumar, Gaurav (2014). *ICT Skill development*. Patiala : 21st Century Publication.

Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.

Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.

Madnick, S.E. and Danovan, J.J. (1987). Operating Systems. New JersyMcGraw Hill Book Company.

Peter Norton. (1999). *DOS guide*. New Delhi: Prentice-Hall of India.

Rajaraman, V. (1998). *Fundamentals of computers*. New Delhi:Prentice-Hall of India.

Ralph, W. Gerard. (1967). *Computers and education*. New Jersey: McGraw-Hill Book Company.

Sharma, Lalit (2006). *Computer Education*. Ferozpur Cantt: Wintech Publications.

Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.

Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.

Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.

EPC-2: Understanding the Self

Year-2	Credit-2
Marks 50(Internal)	Contact Hours: 32

Objectives

On completion of this course, the student-teacher shall

- *Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.*
- *Realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.*
- *Perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.*
- *Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.*
- *Realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.*

Detailed Course Content

1. **Self Concept**
   - What is self:
   - Dimensions of individual self, Maslow's Hierarchy of Needs
   - Self-identity and self-esteem
   - Self acceptance: ability to see and recognize all aspects of one's own self without judgments - either positively or negatively, involves self-understanding - a realistic awareness of one's strengths and weaknesses.

   ***(Activity: Critical Thinking Practices** - Organization of brainstorming sessions to develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components*

   Purpose of this activity is to help student teachers in understanding their cognitive skills using their cognitive resources of their self)

2. **Development of Self-Actualization**
   - Self-awareness: Ability to see oneself objectively both strengths & weaknesses, living in the present moment, free of past conditioning & reactions, observing oneself as the first step to awareness, Self awareness as a necessary condition for effective living , a quality only human being possess.

- Self-motivation: Critical awareness about one's abilities and opportunities to develop independent thinking, critical thinking and creative thinking, decision making and problem solving
- Self-actualization: Meaning and strategies of development

*(**Activity:** Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences)*

3. Development of Professional Identity

- Professional Identity of Teacher: Variations(gender, relational, cultural); implicit beliefs, stereotypes and prejudices resulting from variations
- Problems related to professional identity of a teacher: Lack of self-esteem, social status,
- Addressing problems related to professional identity

Activity: *Self-critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values.*

Tasks and Assignments

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

- Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
- Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

Suggested Readings

Dalal A.S. (Ed.) (2001). *A greater psychology: An Introduction to the psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram Pub.

Delors, Jaquis et al. (1996). *Learning the treasure within Twenty first century education: Report of the UNESCO Education Commission*. Paris:UNESCO .

Goel, D.R. (2006). *Quality concerns in education*. Vadodara: CASE, M. S. University.

Krishnamurti J. (2000). *Education and significance of life*. Chennai, Krishnamurti Foundation India.

Krishnamurti, J. (1998). *On self- knowledge*. Chennai, Krishnamurti Foundation India.

UNICEF (2006): *Life skills modules-Adolescence education program*. New Delhi: UNICEF House,.

Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life skills education training package*. Mysore: Regional Institute of Education.