

FORTH YEAR

Course No.	Name of Subject
Course 32	Educational Management & creating an Inclusive school
Course 33	Knowledge & Curriculum.
Course 34	Drama & Art. (Internal Assessment)
Course 35	Optional Courses (any 1). 1. Health & Physical Education. 2. Guidance & Counselling. 3. Peace Education.
Course 36	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses 12 &13.
Course 37	External Assessment Viva-Voce for School Internship subject

PAPER CODE-9671

Course-56 EDUCATIONAL MANAGEMENT AND CREATING INCLUSIVE SCHOOL

Objectives: After completing the course the student Teachers will be able to -

1. Develop understanding about concept and importance of Educational Management
2. Understand the educational Management structure at different levels.
3. Understand the role of Heads and Teachers in School Management.
4. Understand the importance of Management of different resources in school system
5. Develop an institutional plan for a secondary school
6. Understand the characteristics of inclusive school and appreciate diversity
7. Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT-1 Introduction to Educational Management

1. Concept, need, Functions & recent trends in Education Management

2. Characteristics of Effective Educational Management.
3. Management structure of education in India at different levels – Centre, State and Local.
4. Educational Management in the state of Rajasthan with special reference to School Education.

UNIT-2 Management of Resources

1. Leadership role of Principal – Characteristics & skills. Role in building the climate of a school.
2. Material resource Management.
3. Human Resource Management – Recruitment, Orientation and Professional development of Teachers.
4. Financial Management –Budgeting, Monitoring and Auditing.
5. School community Symbioses – Utilization of Community resources for school development, role of PTA and SMC.
6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT-3 Management of School Activities

1. Time Management – School Calendar, preparation of time table – concept, principles, types
2. Curricular & Co curricular activities- Their importance, Principles, planning and effective organization.
3. Institutional Planning, Concept, Areas and Steps

UNIT-4 Inclusive Education:

1. Meaning, Need and Importance of inclusive education
2. Historical overview of education of children with disabilities – from welfare to right
3. Policies related to inclusive education
4. Barriers of Learning and Participation
5. Challenges in Inclusive Education.

UNIT-5 Creating inclusive School

1. Characteristics of inclusive school
2. Understanding student needs.
3. Inclusive Practices – Collaboration, Team work peer strategies and innovative instructional practices.
4. Role of Teacher in inclusive education

5. Role of Principal in managing inclusive schools.
6. Role of Government for promoting inclusive education.

PRACTICUM/ SESSIONAL WORK

(One from each of the following two sections)

Section -A

1. Study of an institutional plan of a school
2. A critical study of a secondary school time-table
3. Study the management of co-curricular activities of a school.
4. Study the leadership role of Headmaster of a Secondary School.

Section -B

1. Case-study of an inclusive school.
2. Case study of an individual with disability.
3. Study of inclusive practices of a secondary school.

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7. Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
8. Jaswant Singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers.
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18. Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators, and Planners, New Delhi, Sage.
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Course-57 KNOWLEDGE AND CURRICULUM

Objectives: On completion the course the student teacher will be able to:

1. Develop understanding of meaning philosophical basis and sources of knowledge.
2. Develop understanding of the relationship between knowledge and curriculum.
3. Develop understanding of Activity, Discovery and Dialogue related to modern child centered education with reference to Gandhi, Tagore, Dewey, Plato and Freire.
4. Understand the concept of Nationalism, Secularism and Universalisation with special reference to Tagore and J.krishnamurthi.
5. Understand the changes brought about by Industrialization,
6. Implications of Democracy, Individual autonomy, Equality, Social justice for education.
7. Understand the difference between Curriculum framework, Curriculum, Syllabus and textbook.
8. Understand the Principles of Curriculum Construction.
9. Understand the assessment modes of Curriculum Evaluation.

COURSE CONTENT

UNIT- I Epistemology, Knowledge and Knowing

1. Epistemology: Meaning; Philosophical basis of Knowledge according to Western and Indian Philosophy.
2. Distinction between : Knowledge and Belief; Knowledge and Information ; Knowledge and Skill; Knowledge and Reason; Knowledge and Education; knowledge and Training
3. Facets of Knowledge Such as Local and Universal ; Concrete and Abstract ; Theoretical and Practical; Contextual and Textual; School and out of School.
4. Process of Knowing Process of Construction of Knowledge; Factors involved in construction of Knowledge; The role of Knower and Known in Construction and Transmission of Knowledge; The role of Culture in Knowing

UNIT -II Forms of Knowledge and Its Organization in Schools.

1. Categorization of Knowledge; Basis of Categorization;
2. The essential forms of Knowledge.
3. Basis of selection of categories of Knowledge in School Education.
4. The responsibility of Selection Legitimacy of inclusion of knowledge in School curriculum.

UNIT- III Educational Thinkers and Child Centered Education

Basis of Child Centered Education in relation to Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey, Plato and Freire. Social basis of Education in the context of society in relation to Democracy, Industrialization and Ideas of Individual Autonomy Equality and Social- justice.

1. Concepts of Nationalism, Universalization and Secularism and their interrelationship with education.
2. Critical Multiculturalism and Democratic education as the basis of analyzing concepts of learning rooted in school practices.

UNIT- IV Principles of Curriculum construction

1. Meaning and need of Curriculum.
2. Principles of Curriculum construction
3. Differentiation between curriculum framework, Curriculum and Syllabus.
4. Determinates of Curriculum
5. Social-Political-cultural-economic diversity.
6. Socio-Political aspirations including ideologies.
7. Economic necessities and Technological possibilities.
8. National priorities and International contexts.
9. Considerations in curriculum making.
10. Relevance and specificity of educational objectives for concerned level.
11. Critical issues: Environmental concerns, Gender differences, Values and Social sensitivity.

UNIT –V Curriculum Development and its Implementation

1. Different approaches of curriculum development: Subject centered: Environmentalist (incorporating local concerns) Behaviorist ; Competency based, Learner centered and Constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teacher's role in transacting, developing and researching curriculum.
3. Operationalisation of curriculum into learning situations; selection and development of learning resources i.e. text books, teaching – learning materials and resources outside the school- local environment, community and media.
4. Process of Curriculum evaluation; Evolving assessment modes, need of model of Continuous Comprehensive Evaluation; Feedback from learners, teachers, community and administrators.

PRACTICUMS

Attempt any two of the following.

1. Report on analysis of operationalisation of Curriculum into learning situations in school and outside school in any one school.
2. Conduct a survey on feedback of curriculum from learners/ Teachers/ community and prepare a report.
3. Prepare a report of a group discussion conducted on 'democratic ducation'/'multiculturalism' as the basis of analyzing school practices.
4. Prepare three activities to develop awareness about Environmental concerns, Gender ensitivity and Social Sensitivity (one on each issue).

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4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
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Course 58 - DRAMA AND ART IN EDUCATION

(Internal Assessment)

Objectives: After completion of this course, the student teachers will be able to:

1. Understand the role of fine arts in enhancing the creative potentials of an individual;
2. Understand the concept and basics of different art forms (all the visual and performing arts);
3. Understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
4. Respond to the beauty in different Art forms;
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms (specifically regional, traditional and classical art forms)
6. Enhance skills for integrating different Art forms across school curriculum at secondary level ;
7. Develop skill to create artistic pieces through waste materials;
8. Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;
9. Develop awareness regarding the role of arts and crafts in the society and day-to-day life situation;
10. Get acquainted with the life and work of the local artists/artistes;
11. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist;
12. Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world;
13. Get acquainted with the vast range of the regional and traditional art forms in the light of National Integration.
14. Gets an opportunity for self expression resulting in emotional harmony.
15. Communicate important social issues through drama.

COURSE CONTENT

Note : The entire course will be based on practical oriented.

UNIT - I: Visual Arts and Crafts

Experiencing visual and plastic resources and means of creative expression:

1. Exploration and Experimentation with different '*materials*' of two dimensional and three dimensional Visual Arts - such as lines, strokes, colours, shades, tones, textures etc. by rendering through pencil, charcoal, crayon and pastel, pen and ink, water, poster and acrylic colours, rangoli, alpna, and mandana materials, clay and metal scraps wire, thread, coloured papers, printed materials from magazines and news paper, cardboards and other available throw away materials.
2. Exploration, experimentation and expressing with different techniques of Visual Arts like Sketching; Drawing; Painting; Poster making; Chart making; Block and Stencil printing; Collage and Mosaic work with a variety of coloured papers and coloured printed pictures/ photographs from magazines and news papers; Clay modeling; Hanging mobiles and Stables; Paper cutting and folding, and other local crafts work etc.
3. Framing and displaying of Art works.

UNIT-II Performing Arts: Dance, Music, Theatre and Puppetry Performing arts: Music and Dance

Experiencing Rhythmic and Kinetic resources and means of creative expression through:

1. Exploration and Experimentation with the terms used in Music and Dance like-Nada, Swara (Shudha, Komal, Tivra), Saptak, Sargham, Mandra, Madhyama, Tar, Arohi Avarohi, Raga, Ragini, Laya, Maatra, Tal, Avartal, Mishra Sam Tal, Gati, Padghat, Classical, Regional and Folk forms of Music and Dance and other related elements.
2. Listening/viewing and exploring Regional Art forms of music and dance through live and recorded performances.

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Course 59 - OPTIONAL COURSE

1. HEALTH AND PHYSICAL EDUCATION

Objectives: On completion of the course the student teacher will be able to:

1. Develop Physical fitness.
2. Understand the concept, aims & objectives of Health & physical education.
3. Understand various communicable diseases
4. Understand and practice good posture, Balance diet, first aid
5. Understand the characteristics of hygienic environment along with contributing factors and its importance.
6. Understand the rules & regulations and develop skill of organizing different physical education activities.
7. Develop competencies in games & athletic events
8. Conduct tournaments, competitions & Athletic Meets.

COURSE CONTENTS

UNIT-I Health Education

1. Meaning, Concept, Aims & Objectives, School Health Programme. Nutrition & Balanced Diet Components of balanced diet, major sources & mal nutrition.

2. Posture Concept & values Postural deformities and their management.

3. Communicable diseases Mode, Control & Prevention Physical fitness & first aid Physical fitness

meaning, elements & importance. First aid in the following- Wounds, cuts, Hammaerage, dislocation, fracture, bites of insects, sprain & strain.

UNIT-II Physical Education

1. Concept, definition, aims, objectives and importance. Its place in school programme. A suggestive physical education programme in an Indian school

UNIT-III Management & organization of different physical education activities.

1. Rules of important major games and sports. Methods of marking a standard track (400 m), Connected areas & their rules.

2. Organization, Management & administration of tournaments, intramurals, play day, health day, play centers and other similar activities. Organizing Indigenous games like Kho-Kho, Kabbadi, Malkham etc. Indian street games-Satoliya, Gilli–Danda, and Rumal Jhapatta etc.

3. Officiating, Coaching, fundamental skills & ground marking of any two major games.

SESSIONAL WORK

Any one of the following:

1. Organize games / sports / health activities during OAS/SUPW Camp

2. Conduct awareness programme on issue of social health

3. Prepare an exhibition / awareness rally/poster competition on health awareness in nearby schools.

4. Organize a programme on health & hygiene.

5. Organize intramurals.

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PRAMESHWARA RAM: Sterling Publishers Pvt. Ltd., New Delhi.

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3. Physical Education and Health- Dr. A.K. Uppal, Dr. G.P. Gautam, Friends Publications, New Delhi.

4. Physical activities for Secondary School (T.I.P.E. Kandivali Bombay-Sub).

5. Syllabus of Exercise for Primary and Middle Schools, Education Department, Govt. of Rajasthan.
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2. GUIDANCE AND COUNSELLING

Objectives: On completion of this course the student will be able to:-

1. Understand the meaning, nature and scope of guidance.
2. Understand various types of guidance.
3. Develop skills in administrating and interpreting testing and non testing tools of data collection.
4. Know and use the information and methods of guidance programme of special learners.
5. Understand with the meaning, nature and techniques of counselling.
6. Develop/learn the skills to organize guidance programme in the secondary schools.

COURSE CONTENTS

UNIT-1 Introduction to Guidance and Counselling

1. Meaning, Purpose, Scope, Nature and Functions of Guidance.
2. Need of Guidance at various stages
3. Principles of Guidance
4. Types of Guidance: Educational, Vocational and Personal guidance (Their Meaning, Objectives, needs and Importance)
5. Guidance services: Need and Importance
6. Types of Guidance Service, Individual inventory service, Information Service, Counselling Service,
Follow up service.

UNIT-2 Guidance Programme, Services and Procedures

1. Individual and group procedure of guidance and counselling.
2. Characteristic of good guidance programme.
3. Group guidance Techniques, Class-talks, Career Talks, Career Conference, Group discussion, Career exhibitions, Audio-Visuals Techniques.
4. Role of various community Agencies in school guidance progrmme.
5. Out line of minimum guidance programme at secondary on senior secondary level.

6. Meaning of Nature of Counselling and Role of Teachers as a Counsellor

UNIT-3 Guidance for special learner and Tools and Techniques

1. Concept of special learner Guidance needs of special learner
2. *Guidance methods for*
3. Special learner
4. Case study method
5. Remedial measures
6. *Tools and Techniques*
7. Types of tools
8. Standardized and self made tools
9. Techniques; Interview; Observation; Rating Scale & Check List
10. *Sources of Collecting data*
11. Cumulative record card
12. Anecdotal record card
13. Autobiography

PRACTICUM/SESSIONAL WORK

Any one of the following:-

1. Group Guidance – One career talk
2. Critical study of guidance programme in any senior secondary school.
3. Survey of Guidance needs of Adolescents
4. Celebration of Career day ensuring participation of all

SUGGESTED READING

1. Aggrawal, J.C. (2004). Educational Vocational Guidance and Counselling, Delhi : Daaba House
2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons
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3. PEACE EDUCATION

Objectives: On completion of this course the student will be able to-

1. Explain about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships.
2. Understand the views of different philosophies about peace.
3. Understand importance of Peace and factors responsible for disturbing peace.
4. Understand and resolve conflicts within self and in society.
5. Use pedagogical skills and strategies in and out of classroom for promoting peace.

COURSE CONTENT

UNIT-I Understanding peace as a dynamic Social reality

1. Concept, Need and importance of peace education.
2. Peace values vis-a-vis constitutional values : Importance of the attitudes, beliefs and values of peace viz compassion, cooperation, love etc. that foster inner peace and constitutional values of justice , equality, freedom, respect for differences and ecological resources that ensure peace in society.

3. Challenges to peace by increasing stresses, conflicts crimes, terrorism, violence and wars resulting in poor equality of life.
4. Nature and causes of conflicts.
5. Conflicts at different levels in society: With himself, interpersonal, intrapersonal, organizational, interstate and global.
6. Role of Social and Ecological condition and processes that sustain conflict: limited resources, poverty, political interest, economic interest, socio-cultural and ecological conditions, environmental resources viz. water, mineral, forests, energy etc.

UNIT-II Role of various thinkers and agencies in promoting peace

1. Concept of Peace according to the following thinkers - Gandhi, Krishnamurthy, Aurbindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheko, Mother Terasa initiatives at National and International levels.
2. Agencies contributing to peace – UNESCO, Gandhi Peace Foundation etc.

UNIT-III Empowerment of Self

Awareness of the influence of Social milieu on self Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighborhood, etc. which promote healthy discipline, shunning violence.

1. Negative experiences generate stress, anger, aggressor
2. Yoga, meditation, anger/stress management, as practices that restore positive physical healthy and attitudes.
3. Role of different subjects in inculcation of PEACE.
4. Suggested Activities in schools for promoting peace.
 - a. Celebration of Festivals of different religions/ important days
 - b. Exposure to personalities working or fostering peace in society.
 - c. Practice of Yoga & Meditation.
 - d. Peace Rallies
5. Intervention in resolution of societal conflicts.

PRACTICUM/SESSIONAL

Any one of the following:-

1. Visits to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Analysis of morning assembly programme of a school from the point of peace.
3. Preparation of a report on school programmes for promoting to Peace.
4. Case study of a child suffering from bad habit.
5. Developing an action plan for Peace in school and local community.

REFERENCE

- Balasovriya, A.S. (1994) Teaching Peace to Children, National Institute of Education Maharagama, Sri Lanka.
- Balasovriya, A.S. (2000) World Peace through School National Institute of Education, Maharagama.
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- Graham and David Seiby (1993) Global Teacher – Global learner, Hodder and Stoughton Ltd., London.
- Kreidler Willam, I, (1991) Creative Conflict Resolution more than 200 activities for keeping pace in the classroom, Foreman, Scott, Glenview.
- Learning the way of Peace, A Teachers Guide to Peace Education (2001) United Nations Educational Scientific and Cultural Organization, New Delhi.

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Course 60 - INTERNSHIP PROGRAMME (School Internship Phase-II)

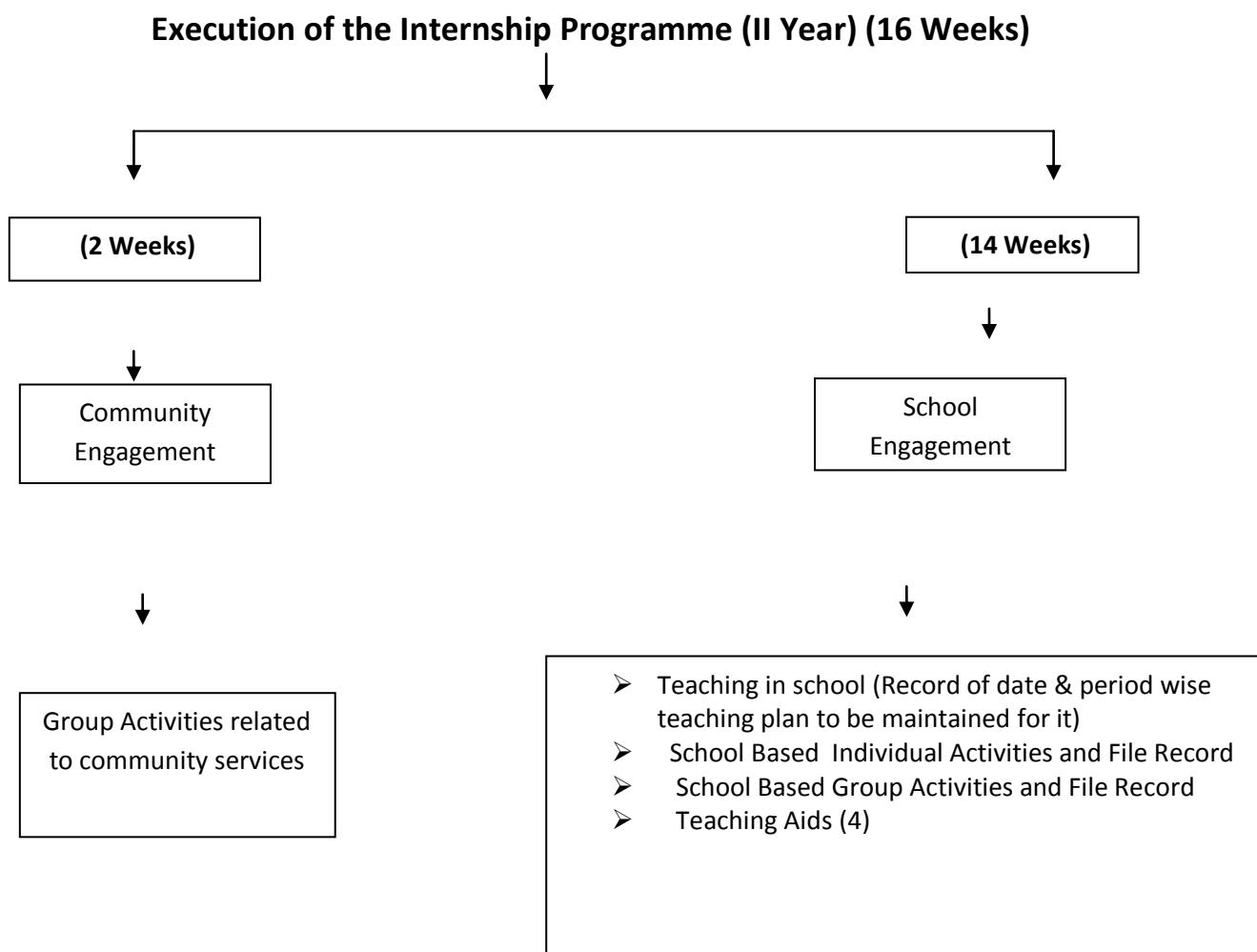
School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

Objectives: After completion of the Internship the student - teachers will be able to –

1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct the co- curricular activities.
6. Get acquainted with various school records maintained by the school.
7. Maintain records expected from a teacher.
8. Develop skills of conducting community contact programmes.

9. Get acquainted with the functioning of SMC.

As per the School Internship: Framework and Guidelines (Jan., 2016) of the NCTE Regulations, 2014, following revised plan of the School Internship is proposed for the consideration of the committee.



During the 14 weeks period of internship in schools, the student-teachers will perform the under mentioned tasks:-

1) Interact with Headmaster and mentor teachers of the school about the two teaching

Subjects he/she has offered.

2) They will teach at least 3-4 periods per day (Minimum of 200 lessons).

3) They will have to discharge the duties of a class- teacher of any class.

4) They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

A) Individual Activity

1. Preparation of time table of the school other than that in force.
2. Maintaining students' attendance and preparing a monthly record of students' attendance.
3. Maintaining Teacher's diary.
4. Case study of a special child.
5. A critical study and report of Institutional plan of the school.
6. Preparation of a progress report of a student of the class of which he /she is the Class teacher.
7. Analysis of school syllabus and textbooks of their pedagogy subjects.
8. Undertaking of Action Research Project on at least one problem area of Schooling.

B) Group Activity

1. Organising Morning Assembly
2. Organising Literary and Cultural Activities
3. Organising Games and Sports Activities

4. Participation in Parent's-Teacher Meeting and Meeting of School Management Committee (SMC)
5. Observing and participating in Mid-day Meal Programme
6. Organising Science Club or other Club Activities
7. Maintaining discipline in the school.
8. Participating in Community Contact Programmes like- Rallies, awareness Campaigns, community health campaigns, cleanliness campaigns and so on.

NOTE: - From group activities (1) to (7), each student- teacher has to participate in at least 5 of the activities and activity no. (8) is compulsory for all student-teachers

5) Study of various records maintained by the school (for instance, stock register, service book, letter receipt & dispatch register, Library book accession & issue register, scholar register, leave account, T.A. bill etc.)

NOTE: - Each student - teacher has to submit a file in which detailed reports of all the activities and tasks observed and discharged by him/her are to be mentioned along with reflective thinking. A viva- voce will be conducted after the internship programme. The file record, the viva-voce and the lesson plan diary will form the basis of assessment of the internship programme. The student-teachers performance shall be assessed jointly by the TEI Principal and faculty (The grade recommended for a particular student by the Principal and mentor teachers of internship school must also be considered.)

Evaluation for Internship Programme

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

INTERNAL EVALUATION		
1	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2	Individual Activities and File Record	80
3	Group Activities and File Record	30
4	Teaching Aid (4)	20
5	Community Engagement and Report writing	20
Total Marks		250
Course-61EXTERNAL EVALUATION Paper code 9676		
1.	Viva-Voce for Internship Programme (50 marks) Written test based on internship (50 marks) Power point presentation and documentation of internship (50 marks)	150
Total Marks		400

Note:-

1. The grand total for the internship programme of both the years is 550 marks (150+400)
2. The weightage of external evaluation (Viva-voce for II Year) of internship will be 150 marks.
3. During the viva- voce, student will present all the records of the work done during the internship (II Year) programme viz. teaching in school, individual and group activities.
4. Power point presentation (including videos of various activities) of the work done by the students during the second year of internship is desirable at the time of viva-voce.

The Board of examiners for Viva-voce will consist of:

- a) The Principal of the college concerned.
- b) One senior member of the college. (Preferably Internship Incharge)

c) Two external members appointed by the university.