

# Semester- III

## SCHOOL INTERNSHIP

Internship in schools is to be organised for a minimum duration of 16 weeks. Before this, pre-teaching phase in the term of micro-teaching will be organized in the college/department for at least two weeks. A trainee will teach at least ten micro lessons (two micro lessons in each of the five selected micro teaching skills) and will observe the micro lessons taught by his/her fellow student teachers for providing the required feedback. During this pre-teaching phase the student teachers will be provided training to prepare teaching-learning material/teaching aids. Every student teacher will keep the record of micro-teaching lessons taught by him/her and checked by his/her teacher educator for presenting before the external examiner during the final skill-in teaching practical examination for evaluation.

During the school internship, the students should be provided opportunities to teach in government or private schools with systematic supervisory support and feed-back from the faculty. 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.

School internship should include an initial phase of four weeks of supervised teaching practice in the school. This phase would include planning and delivering at least ten lessons in each school subject. Apart from this each trainee teacher would submit two teaching aids and one question paper for a secondary class to his/her master trainer. At the culmination of this phase, the master trainer in each subject will conduct one discussion lesson to evaluate the performance of the intern.

During second phase of the school internship, the student teacher apart from taking the regular classes as per the school time-table will engage with the school community and organize different co-curricular activities. They may organize or participate in any five of these activities; Blood Donation Camp; Student Health Check-Up Camp Plantation of Trees, Ornamental plants or flowering plants; Quiz competition; Declamation Contest; Debate Competition; Painting/Poster Making Competition; Poetical Recitation; Cleaning of classroom, School Lawn or Drinking Water Tank. During the school internship the teacher trainees will have to plan and deliver total 40 lessons in each subject (30 more lessons in the second phase). Besides, each student teacher would observe at least 30 lessons( 15 lessons in each (respective) school subjects).

Apart from the above student teacher will conduct an action research during his/her internship. A detailed report will be prepared including all the steps of the study. The tools, techniques used, response sheets or any other document in support of the study should be submitted along with the report. The action research report will be evaluated by the Master Trainer in the respective school subject.

In Addition to the above requirement of the university, the student teachers would have to participate in and perform all other activities of the schools as and when assigned by the head of the school. A certificate of satisfactory work by the Principal/Headmaster of the school shall be issued to the candidate after the completion of internship, which shall be further countersigned by the supervisor and the Principal of the College/Head of the Department.

### **Evaluation of School Internship:**

External;	100 Marks (in each subject)
Micro-lesson Plans:	10 Marks
Practice/Discussion lesson Plans:	20 Marks
Observation	
Question Paper:	5 Marks
Time –Table:	5 Marks
Final Lesson –Plan	5 Marks
Black Board Work/Slide	5 Marks
Content of the lesson:	10 Marks
Teaching Aids Used	10 Marks
Pupil participation	5 marks

Class Control	5 Marks
Method of teaching	10 Marks
Language/Questioning	5 Marks
Recapitulation /Home Work	
Reinforcement	5 Marks
<b>Internal</b>	<b>30 Marks (in each subject)</b>
Discussion Lesson:	10 Marks (in each subject)
Action Research	10 Marks
Teaching Learning Material	10 Marks (in each subject)
(Teaching Aids)	
<b>Evaluation of School Community Engagement</b>	
<b>External</b>	<b>25 Marks</b>
Activities Record	15 Marks
Viva-voce	10 Marks
<b>Internal</b>	<b>15 marks</b>

## SEMESTER - IV

### PAPER – XVIII: Assessment for Learning

#### (A) OBJECTIVES

To enable the student teachers to:

Gain a critical understanding of issues in assessment and evaluation.

Differentiate between various types of assessment.

use of a wide range of assessment tools.

select and construct various types of assessment tools appropriately. evolve

realistic, comprehensive and dynamic assessment.

#### (B) SYLLABUS

##### SECTION-A

- (i) Assessment and Evaluation: meaning of assessment and evaluation , purpose; diagnostic, formative and summative evaluation
- (ii) Tools of assessment : assignments, projects, tests: objective and essay type- their merits and limitations, kinds of test items, oral testing

- (iii) Continuous and comprehensive evaluation: concept, significance, merits and limitations.

#### SECTION-B

- (i) Statistical tools and techniques: percentage, percentile rank, graphical presentation of performance, frequency distribution, central tendency measures- mean, median and mode; normal distribution and standard scores.
- (ii) Examination Reforms: flexibility, quality and range of questions, school based credit, alternative modes of examination.

Activities (Any one of the following)

- (i) Prepare a report on implementation of CCE at school level.
- (ii) Construction of an achievement test in any school subject at elementary/secondary.
- (iii) Critical appraisal of learning outcomes – scholastic and co-scholastic.

#### (C) BOOKS RECOMMENDED

1. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6<sup>th</sup> Edition). New Delhi: Pearson Publications.
2. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
3. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
4. Norris N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
5. Rao, Manjula (1998). *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
6. Rao, Manjula (2004): *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
7. Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication.
8. Ved Prakash, et.al. (2000). *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

#### (D) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/Response Sheets	
12	Two Mid-term Examinations/ House Test
12	

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER – XIX: Gender, School and Society

Max. Marks: 50

External: 35

Internal: 15

#### (A) OBJECTIVES

To enable the student teachers to:

Develop basic understanding of gender and its related key concepts.

Understand some important landmarks in connection with gender and education in the contemporary perspective.

Learn about gender issues in school curriculum, text and pedagogical processes. Understand the relationship of gender, power and sexuality to education.

#### (B) SYLLABUS

##### SECTION-A

(i) Gender: Concept, Social, Psychological and cultural constructs of gender .

(ii) Gender Role and perceptions: masculinity and femininity, feminism and Patriarchy.

##### SECTION-B

(i) Gender and Society : Gender equity, gender equality, gender roles, gender biases and gender stereotyping

(ii) Gender identity: concept and development, gender bias and gender issues in Indian society.

Activities (Any one of the following)

(i) Identification of gender bias in school text book.

(ii) Preparation of report on organizational climate in single-sex and co-education school.

#### (C) BOOKS RECOMMENDED

1. Naik, J.P (1975). *Equality, Quality and Quantity. The Elusive Triangle in Indian Education.* Bombay: Allied.
2. Jain, V. K. and Arora, A. P (1995). Effect of School Level Variables on Achievement Gap between Boys and Girls, *Indian Educational Review*, Special Number DPEP. 30(1). January.
3. Bordia, A. (2007). *Education For Gender Equity: The Lok Jumbish experience*, p 313-329.
4. Chatterji, S. A. (1993). *The Indian Women in Perspective*, New Delhi: Vikas Publishing.
5. Devendra, K. (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
6. Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications.
7. Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME.
8. Ruhela, S. (1988). *Understanding the Indian Women Today*; Delhi: Indian Publishers Distributors.
9. Thakur, H. K. (1988). *Women and Development Planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House.

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

### **PAPER- XX: Inclusive School**

Max. Marks: 50

External: 35

Internal: 15

#### (A) OBJECTIVES

To enable the student teachers to:

Understand the concept and importance of inclusiveness in education. Use different teaching strategies for inclusive education.

Understand the role of teachers, parents and community for supporting inclusion.

Understand the recommendations of various Policies.

#### (B) SYLLABUS

##### SECTION-A

- (i) Inclusive Education: meaning, concept and its importance.
- (ii) Difference between special, integrated and inclusive education.
- (iii) Teaching strategies for inclusive education and creating conducive environment in inclusive schools.

##### SECTION-B

- (i) Creating and sustaining inclusive practices: Role of teachers, parents and community.
- (ii) NPE (1986), Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1995), The Rights of person with disabilities Act 2016.

Activities (Any one of the following)

1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.

#### (C) BOOKS RECOMMENDED

1. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
2. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
3. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88- 100). London: Continuum.
4. Jha, M.M (2002). *School Without Walls: Inclusive Education for All*. New Delhi: Madhuban Educational Books.

5. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
6. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
7. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.
8. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
9. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
10. Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
11. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
12. OECD (2004). *Equity in Education: Scholars with Disabilities, Learning Difficulties and Disadvantages*, Paris.
13. *Disadvantages*, Paris.
14. OECD (2005). *School Factors Related to Quality and Equity: Results from PISA 2000*, Paris.
15. Gearheart, B.R. & Gearheart, C.J. (1985). *Learning Disability* (5<sup>th</sup> Ed.). Melbboone: Merrill
16. Balsara, Maitraya. (2011). *Inclusive Education for Special Children*. Delhi: Kanishka

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER – XXI: Understanding the Self**

Max. Marks: 50

External: 35

Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

- (i) Be aware of the processes of socialization.
- (ii) Understand the self of the growing 'student' as well as "teacher".
- (iii) Shape their own and student's sense of identity.
- (iv) Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

## (B) SYLLABUS

### SECTION- A

- (i) Socialization and Development of Self: At home, community and at school inter-linkages within wider social-cultural contexts.
- (ii) Emergence of „person“ and „identity“: concept, need and determinants in the formation of a person
- (iii) The influence of peer group, media messages, technology and globalization on identity formation.

### SECTION-B

- (i) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
- (ii) Constructive role of education and „critical pedagogy “in moving towards peaceful living.

## (C) BOOKS RECOMMENDED

1. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
2. Baron, R.A. (2012). *Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
4. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
5. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
6. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
7. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
8. M Carnoy, D Rhoten (2002). *What Does Globalization Mean for Educational Change? A Comparative Approach*, Comparative Education Review.

## (D) EVALUATION

External Examination	35 Marks
International Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

## (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

## (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

Max. Marks: 50  
External: 35  
Internal: 15

(A) OBJECTIVES

To enable the student teachers to:  
Understand different types of Text.  
Reflect upon different types of policy document  
Discuss narrative text, autobiographical text and ethnographical text.

(B) SYLLABUS

SECTION-A

- (i) Reading resources: NPE-1986, NCF-2005
- (ii) Reflection on core element (NPE-1986, NCF-2005): Aims of education, pedagogy and evaluation.

SECTION-B

- (i) Reading of text books (class VIII/IX) –science, social science, mathematics and languages.
- (ii) Reflection on core element in the above stated school text books with respect to gender, environment and health.

Activities

Review and Evaluate anyone of the following:  
Learning To Be (UNESCO Report)  
Learning : The treasure within (1996) Learning  
without Burden  
Human Development Chapter in Annual Economic Survey(2014-15)

(C) BOOKS RECOMMENDED

1. Grellet, F. (1981). Developing Reading Skills: A practical guide to reading comprehension exercises. Cambridge University Press.
2. Menon, N. (2012). Seeing like a Feminist. India: Penguin.
3. Piaget, J. (1997). Development and learning. In M. Gauvain & M. Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company.
4. Sabyasachi, B. (1997). The Mahatma and the poet: Letters and debates between Gandhi & Tagore, National Book Trust.
5. Cole (Eds.), Readings on the development, New York, WH Freeman and Company.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6



(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**Paper-XXIII: Strengthening Language Proficiency**

Max. Marks: 50  
External: 35  
Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

Comprehend ideas, for reflection and thinking, as well as for expression and communication.

Enhance one's facility in the language of instruction is thus a vital need of student-Teachers.

Strengthen the ability to 'read', 'think', „discuss and communicate' as well as to 'write'.

(B) SYLLABUS

SECTION-A

- (i) Engaging with popular Subject-based Expository Writing: Selected Articles, biographical writing,
- (ii) Engaging with different writing: newspapers, magazine and contemporary educational issues.

SECTION-B

- (i) School Magazine: objective, significance and layout.
- (ii) Wall Magazine: objective, significance and preparation.
- (iii) Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.

(C) BOOKS RECOMMENDED

1. Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.

2. Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English*
3. *language Arts*. Lawreuel Erlbaum Associates Inclave, USA: New Jersey.
4. Government of india. (1986). *National Policy on Education*. GOI.
5. Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.
6. Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.
7. Mangal, U.(2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
8. National Curriculum Framework (2005), New Delhi: NCERT.
9. Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.
10. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar: Punjab Book Depot.
11. Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), pp. 223-237.
12. Sullivan, M. (2008). *Lessons for Guided writing*. scholastic. National curriculum framework. (2005).

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER-XXIV: Health and Physical Education**

Max. Marks: 50

External: 35

Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

Understand the concept of holistic health and its various dimensions.

Understand the importance of sports and yoga for development of holistic health.

Develop positive attitude.

Be equipped about their health status.

Be aware about rules of safety in hazardous situation.

Sensitise, motivate and help them to acquire the skills for physical fitness.

(B) SYLLABUS

SECTION-A

- (i) Human Nervous System: parts and its functions
- (ii) Endocrine glands: Functions and location in the body
- (iii) Diet and Nutrition: Components of balanced diet and their sources, concept of calorific value, childhood obesity-causes and prevention.
- (iv) Common Childhood Illnesses: Causes and prevention; immunization.

SECTION-B

- (i) Physical Fitness: Concept and components; aerobic, anaerobic and yogic exercises, indigenous games and sports'
- (ii) Yoga: Concept, yogic kriya and asanas with special reference to breathing exercises (Kapalbharti, anulom-vilom, parvatasna) and musculoskeletal exercises (Vajrasna, Parvatasna, gomukhasna and Padamasna) - their benefits and techniques.
- (iii) First aid: Handling of dog, animal and snake bites, fractures, bleeding, burns, sunstroke and chemical poisoning.

Activities (any one of the following)

- (i) Prepare a chart of balanced diet.
- (ii) Performing different yoga asanas.
- (iii) Preparation of first-aid box.

### (C) BOOKS RECOMMENDED

1. Bucher, C.A. (1964) *Foundations of Physical Education*, New York: Mosby and company.
2. Kang Gurpreet singh & Deol Nishan Singh. (2013). *An Introduction to Health and Physical Education*, 21<sup>st</sup> century publications, India.
3. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). Child Nutrition, Child Health, and School Enrolment, Policy Research Working Paper 1700 (January).
4. The World Bank Policy Research Department, Poverty and Human Resources Division.
5. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). Nutritional Status, Physical Work Capacity and Mental Function in School Children. Nutrition Foundation of India, Scientific Report 6.
6. Brahmam, G. N. V. (2003). Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat. Paper presented at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
7. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. *Journal of Nutrition*, 125 (4), 894-900.
8. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, *Economic and Political Weekly*, November 4673- 4683 (special articles).
9. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
10. Levinger, B (1996). *Nutrition, Health and Education For All*. Newton, MA: Education Development Centre.
11. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. *Arch Pediatrics & Adolescent Medicine*. 157 (60): 593 -600.
12. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, *Perspectives in Applied Nutrition*, 3,3: 204-212.
13. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. *Economic and Political Weekly*. March 11.
14. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, *Population and Development Review*, 10, 25-45.
15. National Institute of Educational Planning and Administration (2006). Report of Review Workshop on National Programme of Nutritional Support to Primary Education, New Delhi.

### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each.

Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER- XXV & XXVI (Option i): Guidance and Counseling**

Max. Marks: 50

External: 35

Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

Understand the need and importance of Guidance and Counseling.

Develop skills of collection of data through testing and non-testing tools.

Conduct a counseling interview.

Organize guidance programs in secondary/senior secondary schools.

(B) SYLLABUS

SECTION-A

(i) Guidance: meaning, need and types- educational, vocational and personal-their meaning and objectives.

(ii) Testing Techniques: Testing of mental abilities, aptitudes and interests.

(iii) Non-Testing Techniques: Interview, Rating Scales, Cumulative record card.

SECTION-B

(i) Counselling: meaning, purpose and approaches - directive and non-directive and eclectic.

(ii) Counselling Interview: Steps in counselling interview

(iii) School Guidance and counselling programme, career guidance, career talks; role of teacher as a counsellor.

Activities (Any one of the following)

(i) Administration and interpretation of: Interest Inventory

Aptitude Test

(ii) Visit to employment exchange (iii) Visit to a counselling Centre

(C) BOOKS RECOMMENDED

1. Rao, S.N. and Sahajpal, P: *Counselling and Guidance* (3<sup>rd</sup> edition). Delhi: McGrill Hill.

Pal, O.B.: *Encyclopaedia of Guidance and Councelling*. (Vol. I to II) Delhi: APH.

2. Gupta, S. Barki & Mukhopadayay : *Career and Counselling Education*. Delhi: Kalpaz

*Guidance and Counselling – A Manual*, Sterling Publication.

3. Bhatia, K.K.: *Principles of Guidance and Counselling*, Kalyani Publishers.

4. Dave, Indu: *The Basic Essential of Counselling*, Sterling Publication.

5. Goyal, R.P.: *Sikhya Ate Vivsayak Agvayee* (Punjabi University Publication).
6. Jones, A.E.: *Principles of Guidance*, Tata McGraw Hill.
7. Meenakshi: *Guidance and Counselling*, Udami Publication.
8. Nanda, S.K.: *Guidance and Counselling*, Tandon Publishers.
9. Walia, J.S.: *Foundations of Guidance*, Paul Publishers.

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	6

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

#### **PAPER – XXV & XXVI (Option ii): Human Rights and Value Education**

Max. Marks: 50

External: 35

Internal: 15

#### (A) OBJECTIVES

To enable the student teachers to:

Understand the concept and meaning of human rights.

Understand the fundamental principles of human rights education.

Understand the need and importance of value education.

Understand the role of various values keeping organizations of the world.

#### (B) SYLLABUS

##### SECTION –A

(i) Human Rights: Meaning, concept, need, objective and its importance.

(ii) Human Rights Education: Concept, objective and its principle.

(iii) Human Rights Education at different levels: Elementary, high and secondary.

##### SECTION-B

(i) Values: Meaning, objective, classification and sources of value inculcation, value crisis.

(ii) Emphasis on values in NPE-1986.

(iii) Culture: Concept, characteristics and its relationship with education, strategies of promoting culture according to NPE -1986.

(C) BOOKS RECOMMENDED

1. Donders, Y. and Vladimir Volodin (eds) (2007). Human Rights in Education, Science and Culture: Legal Developments and Challenges, UK, UNESCO Publishing.
2. Hammarberg, T (1997). A School for Children with Rights, Innocenti lectures, UNICEF, Florence, Italy
3. Tomasevski, K (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
4. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
5. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.
6. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
7. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER- XXV & XXVI (Option iii): Experiential Learning and Work Education**

Max. Marks: 50

External: 35

Internal: 15

**(A) OBJECTIVES**

- \* To assess various subjects in school education, their coverage, content transaction modalities and outcomes.
- \* To Study rural education and infrastructure needs and align them with the education programmes.
- \* To outline the various local employment programmes and their mandate.

**(B) SYLLABUS**

**SECTION-A**

- (i) Experiential Learning and Work Education: Meaning, need and relevance in present scenario.
- (ii) Historical Perspective of local community engagement, work education experiential learning and Nai Talim Practice in India.
- (iii) Responsibilities of teachers, head masters and community members in experiential learning and work education

**SECTION-B**

- (i) Identification of sign of distress in financial, social, political aspects and coping mechanisms, participation in community mobilization.
- (ii) Service engagement and empowerment activities along with trained resident community volunteers, implementation of community engagement
- (iii) Work education plan for identified and prioritized aspects.

**Activities (Any two of the following)**

1. Application of participatory Learning and Action techniques of resources mapping and social mapping.
2. Awareness program involving school community, development specialists and villagers in developing village development plan.
3. Involving high school students in the activity and work based education programs in the neighborhood selected villages.
4. Involving high school students in community projects and participatory Rural Appraisal, Land and Human Resources Mapping and Action research with community Organization.
5. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation.
6. Conducting field visit and field interaction with the help of school students of the villages and self Help Groups and village Resources for the students.
7. Conducting and facilitating school-community workshops and health camps.

**(C) BOOKS RECOMMENDED**

1. Kolb, D.A.(1984) Kriplani J.B. The eastord Fad, Hindustani Talini Sangh, Wardha



2. Experiential Learning, New Delhi, Prentice Hall.
3. Alice Y. Adkols, D.A. (2017) The Experiential Educators, principles and practices.

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER-XXV & XXVI (Option iv): Distance and Open Learning**

Max. Marks: 50

External: 35

Internal: 15

**(A) OBJECTIVES**

To enable the student teachers to:

- Understand the concept and scope of Distance and Open Learning.
- Understand the future and importance of Distance and Open Learning.
- Know various evaluation techniques in Distance and Open Learning.

**(B) SYLLABUS**

**SECTION-A**

- (i) Distance Education: Concept, objective and its importance.
- (ii) Methods of distance and open learning education.
- (iii) Role of technology: Print and non-print media, audio technology, video technology and satellite based communication system.

**SECTION-B**

- (i) Professional training and evaluation techniques in distance education.
- (ii) Interventions for continuing education through programmes like adult literacy and education of adolescents and youth.
- (iii) Policy and programmes to spread literacy and promote continuing education.

**Activities (any one of the following)**

- (i) Quality of print media /lessons in distance education.
- (ii) Report on functioning of National Open School.
- (iii) Report on various courses run by IGNOU.

**(C) BOOKS RECOMMENDED**

1. Dikshit, H.P, Suresh, Garg (2002). Access and Equity: Challenges for Open and Distance Learning, New Delhi, Kogan Page.
2. Bholra H. S (1988). Policy Analysis of Adult Literacy Education in India, Perspectives in Education, 4(4), p. 213-228.
3. Chand Prem (2001). Analysis of Literacy Situation in India, Indian Journal of Adult Education, 65(1), 75-91.
4. Daswani C.J (2000). Adult Literacy in India, Man and Development, 22 (4), 37-48.
5. Evans Norman (2003). Making Sense of Lifelong Learning: Respecting the Needs of All, London, Routledge Falmer.
6. NCERT (1979). *Teacher's Guide: Non-Formal Education Programme*. New Delhi: NCERT.

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3

Written Assignment/Project

work/Response Sheets 6

Two Mid-term Examinations/House

Test 6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER – XXV & XXVI (Option – v): Teacher Education**

Max. Marks: 50

External: 35

Internal: 15

**(A) OBJECTIVES**

To enable the student teachers to:

Understand the scenario of teacher education.

Analyze teacher education programmes.

Become competent teacher educators.

Highlight the role played by different national and state level agencies of teacher education.

**(B) SYLLABUS**

#### SECTION-A

- (i) Teacher Education: concept, objectives at different level
- (ii) Role and function of NCERT, NCTE, DIET and CTE on teacher education

#### SECTION-B

- (i) Role of professional organizations and associations of teacher education.
- (ii) Innovations in teacher education: Teacher –controlled instruction, learner-controlled instruction-meaning, nature and strategies.

#### Activities (Any one of the following)

- (i) Observation of any internship programme and preparing report.
- (ii) Visit to any agency of teacher education.
- (iii) Evaluation of any in-service institution.

#### (C) BOOKS RECOMMENDED

1. Rana, Gopal & Singh, R.P. (2002). *Teacher Education in Turmoil*. Delhi: Sterling
2. Srivastava, H.S.(2009). *Manual for Schools*. Delhi: S.Chand.
3. Fotos, Sandara & Nassaji, Hossein. (2011). *For Focussed Instrucation & Teacher Education*. Delhi: OUP
4. Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
5. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.
6. NCERT: Second All India Survey of Teacher Education.
7. NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
8. Pire, E.A. *Better Teacher Education*.
9. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
10. Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot.
11. Bansal, N.K. (2003). *Teacher Education Programmes in India and France compared*. *University News*, 41(33), 9.

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER – XXV & XXVI (Option– vi): Life Skills Education**

Max. Marks: 50

External: 35

Internal: 15

**(A) OBJECTIVES**

- To enable the student teachers to:  
Understand concept, process and practice of core life skills.  
Familiarize them with theories on Life Skills Approach.  
Identify role of life skills for positive change and well being

**(B) SYLLABUS**

**SECTION-A**

- (i) Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking & coping skills; Cognitive problem solving theory.
- (ii) Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk. Resilience: Concept, need and importance.

**SECTION-B**

- (iii) The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
- (iv) Life skills to deal with peer pressure, suicide and substance abuse. Life skills and wellbeing: Educational implications.

**Activities (Any one of the following)**

Life skills training activities pertaining to any of the ten core life skills.

**(C) BOOKS RECOMMENDED**

1. Baron. A. Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
2. Baumgardner. R. Steve., Crothers. K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
3. Carr Alan, (2004). *Positive Psychology*. New York: Routledge.
4. Ciccarelli Sandra .K., Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.
5. Hilgard, E, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
6. Santrock, W.J., (2006). *Adolescence* (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.
7. Nair, .V. Rajasenana (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
8. Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
9. UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*. Paris: UNESCO.
10. WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO.

<b>(D) EVALUATION</b>	
External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER – XXV & XXVI (Option – vii): Special Education**

Max. Marks: 50  
External: 35  
Internal: 15

**(A) OBJECTIVES**

- To enable the student teachers to:
- Develop an awareness and skill in identifying special children.
- Equip themselves with latest trends of the special education.
- Impart knowledge about functioning of special schools.

**(B) SYLLABUS**

**SECTION-A**

- (i) Special Education: Meaning, need, importance and classification.
- (ii) Trends in special education: Mainstreaming, community based rehabilitation, deinstitutionalization, inclusion and individualized education programme.

**SECTION –B**

- (i) Identification, characteristics, causes and education of children with autism, mentally retarded, orthopedically handicapped, visually impaired and children with locomotor impairment.
- (ii) Learning disabilities: Types and remediation.
- (iii) Rights of Person with Disabilities Act- 2016.

**Activities (Any one of the following)**

- (i) Visit to a special school.
- (ii) Problems of teachers in dealing with special children in inclusive setting.
- (iii) Identification of different type of learning disability.

**(C) BOOKS RECOMMENDED**

1. Alur, M. (2002). Introduction in Hegarty, S., & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
2. BenDer, W. N. (2002). *Differentiating Instruction for Students With Learning Disabilities: Best Practices for General and Special Educators*. Thousand Oaks, CA: Corwin Press.
3. Bishop, Virginia (1996). *Preschool children with visual impairments*. Texas School for the Blind and Visually Impaired. Retrieved from <http://www.tsbvi.edu/curriculum-a-publications/3/1069-preschool-children-with-visual-impairments-by-virginia-bishop> Accessed on 20/02/2014.
4. Ghai, A. (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88- 100). London: Continuum.
5. Julka, A. (1999). *Low vision children: A guide for primary school teachers*. NCERT, New Delhi.
6. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

### **PAPER- XXV & XXVI (Option– viii): Comparative Education**

Max. Marks: 50  
External: 35  
Internal: 15

#### (A) OBJECTIVES

To enable the student teachers to:

Critically understand the education system in different countries.

Deal with education related issues and phenomena in comparative perspectives, within and across the countries.

#### (B) SYLLABUS

##### **SECTION-A**

- (i) Comparative Education: Concept, importance and current trends.

- (ii) Educational development and contemporary issues in comparative education.

### SECTION-B

- (i) Facets of societies that impact the educational system special reference to Canada, Australia and China.  
(ii) Comparative analysis of educational policies, planning, practices and present status in SAARC countries.

### Activities (Any one of the following)

- (iii) Comparative report of education system in India and Canada/Australia.  
(iv) Discussion on problems of school education system in India.

### (C) BOOKS RECOMMENDED

1. Bradshaw and York W (eds.) (1997). Education in Comparative Perspective: New Lessons From Around The World, New York, E.J. Brill.
2. Hans, N (1967). Comparative Education: A Study of Educational Factors and Traditions, London, Rutledge and Kegan Paul.
3. Holmes B (1981). Comparative Education: Some Considerations of Method, London, George Allen & Unwin.
4. Bray, M (1997). Education and Colonial Transition: The Hong Kong Experience in Comparative Perspective. Comparative Education, 33(2), 157-169.
5. Bray, M (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms, London, Kluwere Academic Publishers.
6. Kumar, Krishna and Oesterheld, J (ed) (2007). Education and Social Change in South Asia. Hyderabad: Orient Longman.
7. Baker, M.A (1976). Union and the States in Education. New Delhi: Shabd Sanchar.
8. M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, Comparative Education Review.
9. Cook, W.D (1982). Planning Process in Developing Countries: Techniques and Achievements, New York, North Holland Pub.
10. Bray, M (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms, London, Kluwere Academic Publishers.
11. Arove, Robers F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). Emergent Issues in Education: Comparative Perspectives, New York, State University.

### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

## PAPER- XXV & XXVI (Option– ix): Vocational Education

Max. Marks: 50

External: 35

Internal: 15

### (A) OBJECTIVES

To enable the student teachers to:

Develop an awareness and concept of different skills

Impart knowledge about vocational education..

Equip themselves with latest trends in different trades.

### (B) SYLLABUS

#### SECTION -A

(i) Vocational Education: Concept, objectives and its importance.

(ii) Vocationalization of Education: Concept, objective and its importance.

(iii) Historical Perspective: Basic Education Scheme (1937), Secondary Education Commission (1952) National Education Commission (1964-66), Scheme of Vocationalization of Secondary Education (1988), National Policy of Education (1986).

#### SECTION-B

(i) Transformation of vocational courses in different policies, Educational Streams with special reference to vocational trades, Market trade and employability.

(ii) Skill Development: need, objective, standards, curriculum and levels, National Skill Qualification Framework.

(iii) Revision of vocationalization of education (2014): aims and objectives, implementing agencies, certification, facility and teacher training.

### Activities (Any one of the following)

(i) Visit to an ITI/ Skill centre.

(ii) Report on functioning of an industrial unit.

(iii) Evaluation of vocational stream at secondary school stage.

### (C) BOOKS RECOMMENDED

1. World Bank (2007). Skill Development in India: Vocational education and
2. Training. Washington, DC
3. Scheme of Vocationalisation of Secondary Education (1988).New Delhi: MHRD
4. Punjab School Education Board (2005).Syllabi of vocational Stream, Mohali: PSEB.
5. Rao, D.B (1998).National Policy on Education. New Delhi: Discovery.
6. Ghosh, S.C.(2009). History of Education in modern India .New Delhi: Blackswam.
7. Dass, D.(1984).Development of Technical Education in India. New Delhi: MHRD.

### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will



have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C

**PAPER- XXV & XXVI (Option x): Environment Education**

Max. Marks: 50  
External: 35  
Internal: 15

**(A) OBJECTIVES**

To enable the student teachers to:

- Get acquainted with the concept of environment and environment education.
- Be aware of the problem of environmental hazards and conservation of resources.
- Develop desirable sensitivity, attitude, values and respect for the environment.
- Understand the concept of sustainable development and environment ethics.

**(B) SYLLABUS**

**SECTION-A**

- (i) Environment education: Meaning, objective, need, and its importance.
- (ii) Environment awareness through education, environmental pollution.
- (iii) Environmental hazards: Greenhouse effect, ozone layer depletion, acid rain, polar melting, rising of sea level its causes and effects.

**SECTION-B**

- (i) Natural Resources: Definition, classification and conservation of natural resources, education for sustainable development.
- (ii) Environmental ethics: issues and solutions
- (iii) Programmes of environmental education for school children.

**Activities (Any one of the following)**

1. To study environmental awareness among school students.
2. To study environmental ethics among school students.
3. Visit to a school having Eco-club.

**(C) BOOKS RECOMMENDED**

1. Burton, Ian, Robert W. Kares and Gilbert F.White (1993). The environmental as Hazard. New York: the Guildford press.
2. Dani, H.M. (1996). Environmental Education .Chandigarh: Punjab University Publication Bureau.
3. Huckle, J. & Sterling, S. (eds) (1996). Education for sustainability, London: Earthscan.
4. Kaur, T.N. (1999), Environmental Concerns & Strategies, New Delhi: Ashish Publication House.
5. Laeeq Futehally (1994) Our Environment. India: National Book Trust.
6. Lambert, P.R. (2000). Education for sustainable development : a new role for subject association, education in science ,208, pp.8-9.
7. Pankaj Shrivastava & D.P. Singh (2002). Environment Education, Anmol publication Pvt. Ltd.
8. Nanda, V.K. (1987). Environmental Education. Delhi: Anmol.
9. Rajagopalan, R. (2005). Environmental Studies from Crisis to Cure. Delhi: OUP.

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

Web sites:

[www.education.nic.in](http://www.education.nic.in)  
[www.socialjustice.nic.in](http://www.socialjustice.nic.in)  
[www.ncert.nic.in](http://www.ncert.nic.in)  
[www.ncte.in.org](http://www.ncte.in.org)  
[www.naac.india.com](http://www.naac.india.com)  
[www.ugc.nic.in](http://www.ugc.nic.in),  
[www.nkc.org](http://www.nkc.org)

