

B.T.C. (TWO YEARS) SYLLABUS

(For Teacher Trainees Pre Service)



BASIC EDUCATION COUNCIL, UTTAR PRADESH

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INTRODUCTION

The syllabus for two years Service pre-training (B.T.C.) for primary classes was revised in Uttar Pradesh in the year 2005-06. Books from class 1st to 5th were revised in the light of National Curriculum Framework 2005. National Curriculum Framework for Teacher- Training: 2009 was issued and Central Teacher's Training was implemented. In past years there has been an unprecedented expansion in Training before Service facilities in Primary Education in U.P. In this background, a necessity was realized to pay special attention on syllabus, method and quality of Training before Service.

Teachers are not only the part of society but also a factor of change through education. Schools and teachers both are influenced by their surroundings. Teachers training and school education are deeply related. They influence each other. Effective teacher - training determines quality in school education. A teacher works in a larger context of education. For instance - objectives, syllabi, study material, methods and expectations from teacher. It is essential to view teacher's training with reference to school education and preparation of teacher in the context of requirements and expectations of school education. A teacher should not have only the knowledge of teaching methods but also understand the children of his school, their socio-economic environment and the contexts of their learning process. Teacher - trainees include very talented students who come from different academic backgrounds, for instance, Management, Engineering, Computer, Science, Commerce and Humanities. Such ability, capacity and skill should have positive effect in the quality of school education.

NCFTE-2009 has put emphasis on some new dimensions of education as Inclusive Education, equality in educational quality, role of community, Information and Broadcast technology, e-learning, O.D.L. method, research and innovation. These points have been included in the proposed syllabus.

On the one hand where the teacher's capacity is being developed through continuous in-service training, on the other a need was realized to modify the two years syllabus for training before service. The new role of teacher, for which efforts are being made, requires the inclusion of experiences, innovation and a scenario of diversity of various states in India as well as world in teacher's training.

The form of Intelligibility in which the entire Primary Education Institution assumes a teacher, in order to prepare that teacher, it is necessary to introduce a change in the training room of those training institutes which prepare such teachers. In addition, it is essential to introduce to them the cultural, social and linguistic variety in their appropriate contexts, so that the teacher may not remain circumscribed to his class-room in school, but can understand all external things in the contexts of learning and understanding which affect school education, and a teacher may foster and prepare himself to fulfill the expectations of society and students. In this context, a process has been started to amend the teacher training syllabus.

In the new syllabus, an effort has been made to view the reforms of education and education science in a broad scenario. Along with, child psychology and methods of learning, an attempt has been made to strengthen the assumptions about childhood, development of children and various dimension of their learning. Every child learns in his own contexts and conditions and accordingly, his social behaviour is controlled. If the teacher made familiar with this diversity, certainly the class - room activity will be more lively and progressive and there will emanate a spontaneous activity of "learning" besides studying and teaching in class room.

In child psychology, other than the principles of Education science, a stress has been put on those aspects where children get an orientation to learn in their social contexts. Education as a subject and different dimensions of Education Science, such as - Philosophy, linguistics and their interrelations has been emphasized, so that the teacher may understand the relation between the

direct and indirect learning of children. Language teaching is different from teaching any other subject, whether it is Hindi, Urdu or Sanskrit or any other language. In Uttar Pradesh Hindi and Urdu are primary languages of local speech, they are inseparable parts of the state-culture. Therefore, attention has been paid to teach and learn their intricacies. Along with this Hindi, Urdu, Sanskrit and English have also found a place in the syllabus, so that the trainees may be acquainted with the initial history and development of the languages.

In Uttar Pradesh, English, has been included as a language and subject in the syllabi from class - I. Therefore, it is important to develop the skill to teach English among teachers at initial stage. Maximum trainees are educated in Hindi Medium, they have enough knowledge of English language and grammar but generally it is difficult for them to speak in the language. In the syllabus, pronunciation and dialogue based activities are emphasized, so that there may be developed enough skills among the trainees to understand and teach English.

In order to make school education more effective and qualitative, it is essential to develop leading nature in every teacher. The qualities of effective leadership are - responsibility, sensitivity and it is also essential that in teacher, there develops a sharing views, he/she must have objectives, and has ability to work in groups. A teacher accomplished with the capacity of leadership can create an atmosphere of learning in school. They can create such positive atmosphere that children can succeed in developing their capacities. It is essential for teachers to have teaching aptitude, besides they have to play 'role model' in their classes and schools. A teacher's role is quite challenging as well as full of variety. They cannot confine themselves as only 'Knowledge giver'. The syllabus includes aspects of teaching leadership and management also. It will help making the trainees teaching skill more effective. It is also essential that the trainees develop a sense of dedication towards their work.

Social norms of gender discrimination, women's lesser number in comparison with men, challenges of illiteracy among women, insecurity of women and girls in society and such issues have been included under gender sensitivity. The principle of inclusive education is included in the syllabus so that trainees could give it proper elaboration in their class-room management. The relation of inclusive education is not limited to 'special need'. The concept of inclusive education needs expansion and from the facilities of inclusive infrastructure the emphasis is made on its practical use in school and class-room management. In teacher training syllabus, here special aim is included to develop sincere and sensitive attitude in trainees on this issue.

While teaching science, emphasis should be made on perception, observation and learning to include child in the process of knowledge creation and make him expert in it. So, to make science - teaching intelligible and interesting, the emphasis should be made on children's experiences and quarries in activities. Every child can learn and every child has these potentials. They need to provide them with these opportunities to achieve this objective. Therefore, project works, practical and tours must be conducted even in the training period.

Generally, it is believed that math is a difficult subject, and girls are either weak in this subject or doesn't take interest. But if different concepts of mathematics are taught to the students in the sense that they know in what way the knowledge of mathematics is useful for them, why they learn it, interest for mathematics will develop in them. Thus in mathematics teaching if abstract concepts are taught with the help of things available in daily life and day to day experiences of life along with curiosity, gaining capacity will increase. Thus mathematics should be taught lightly with the interaction of their environmental things.

For the development of better understanding in math and science, along with the encouragement of class room activities essential working methods are given, regular practice of that can make math and science teaching interesting. Essential emphasis has been given in forming of teaching material, project, model etc. This is an effort that the developed teaching material of math and science for trainee teachers should be used for fresher's training - and module like "learning by doing" has been attached as reference literature, so that a chain can be developed between experienced teachers and

trainees. Attempts have been made to take such activities that arrive at an understanding in class-room from different teachers training.

In new syllabus of social science along with Geography, subject matter related to Economics as gross product, economic policies, population theories, banking and increasing commitment for education in five year plans etc. has also been included so that future teacher may understand economic references of education and may develop inclusive vision including the issues on education, finance and development.

Attempts have been made to make trainees aware of new discussions and issues related to education so that they may realize themselves a part of vast panorama.

Trainee's direct relation to school and class-room is an important point in pre-service training. For, strengthening this relation and bringing continuity regarding attachment to school, provision has been made for one month 'internship' in each and every semester in place of restricting 'internship' in a particular semester of two years course. On theoretical subjects and concepts, teaching in a particular semester, trainees themselves can apply in class-room. It will increase their attachment with community, school, and students. Further they will be able to see them "as a teacher". The role of main teacher and other teachers of school in period of 'internship' is also cleared. In 'Internship' along with it communication and 'Mentoring' are also included. Trainees will get essential solutions for their queries and faculty member of Teachers Training Institute will be a part of this experience.

In current syllabus an internship for one month in each primary school during the 1st, 2nd, 3rd semester and one month internship in hire primary schools during the last semester has been proposed. This will strengthen trainee's attachment with the college. They will get opportunity of discussing challenges of schools and finding their solution in their institution.

In this syllabus the trainees have been given opportunity to get themselves acquaintance the concept of constructivism by all subjects and methods. During the training every trainee will get an opportunity to learn all theoretical subjects by project method, working in group, innovation and self experiences. A list of reference books for the trainees and trainers use has also been attached in syllabus documents.

In developing this syllabus, a wide process has been adopted by state education institute Allahabad. Suggestions have been taken from institutions related to education and teachers training, NCERT, and experts from Universities. It has been finalized after discussions in many workshops. I believe that this syllabus document will be useful in preparing teachers for primary education.

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FOREWARD

Education is a strong medium of social change as well as the axis of financial development of a nation and the world. Children are the fundamental units in the construction of a nation and teacher holds a prominent place in making them a responsible citizen of a nation, society and family. The more active, influential, prosperous, dedicated and competent the teacher is the more effective and beneficial the education will be.

In order to strengthen primary education, it is imperative that the teachers are well versed in new knowledge, skills, competencies, teaching methodologies, techniques, research knowledge, and practical approach to innovative ideas.

It is demand of time to revise the syllabus at different levels after certain period of time due to the incessant development in various branches of knowledge. In this context, a broad and deep discussion has been organized by the State Institute of Education in order to make Teacher's Training Programme before service in the state that is relevant to the time, beneficial, conclusive and contextual to modify and develop the current syllabus after deep assessment and suggestions by experts across the state invited in workshops organised by State Institute of Education and Educational Research and Training Council U.P, and keeping in view the Directive Principles, and objectives of R.T.I. 2009, N.C.F. 2005 and N.C.F.T.E. 2009, N.C.E.R.T. New Delhi, UNICEF. The syllabus has been changed as per requirement and made more beneficial and practical. Amendment has been done especially in the rules of training, theoretical and school subjects, sessional/project work, internship and co- curriculum activities in all four semesters.

The State Institute of Education, U.P., Allahabad, expresses deep gratitude to respected Sarvendra Vikram Bahadur Singh, Director, State Council of Education Research and Training U.P., for showing special interest regarding the development of syllabus and to the scholars across the state and country for their guidance through their verbal and written suggestions. I am also grateful to experts from distinctive Institutes, D.I.E.T. Principals, Subject experts and representatives from private B.T.C. institutions for their valuable assistance in the development of the syllabus. Besides, I consider it essential to acknowledge the original and fundamental work and labour of all the faculty members of State Institute of Education.

At last, I express my special gratitude to Smt. Amrita Soni Director of State Project, U.P. Council for Education to all projects, Lucknow and Shri Harendraveer Singh for their guidance and patronage from time to time.

(Faizurrahman)

Principal

State Institute of Education, U.P.

Allahabad.

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1. Introduction:

Outline of B.T.C. (Two years) Syllabus.

Keeping in mind the present needs, expectations, child psychology, learning-writing process and child psychological view, and the quality improvement of elementary education, new teaching-methodologies, techniques, academic innovation and current contents have been included in B.T.C. two year syllabus.

Outline of Syllabus:

B.T.C. two years syllabus has been divided into four semesters. There will be two semesters in first year and two in second year. Each semester will be of six months. (Minimum 120 days of teaching and 10 days for examination).

Semester wise subject division table – In every semester there will be two theoretical papers and one subject paper and one month internship. They are -

I Semester	II Semester	III Semester	IV Semester
Theoretical subject			
Child development and process of learning (Edu-01)	Present Indian society and elementary education (Edu-03)	Academic evaluation action research and innovation (Edu-05)	Language reading/ writing and development of Mathematical efficiency at elementary level (Edu-07)
Principle of teaching learning (Edu-02)	New efforts in elementary education (Edu-04)	Integrated education (Edu-06)	Educational Management and administration (Edu-08)
General subject			
Science	Science	Science	Science
Mathematics	Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies	Social Studies
Hindi	Hindi	Hindi	Hindi
Sanskrit/Urdu	English	Sanskrit/Urdu	English
Computer Education	Socially useful Productive work	Computer Education	Peace Education and continuous Development
Art/Music/ Physical education, Health education (Theoretical/ Practical)	Art/Music/ Physical education, Health education (Theoretical/ Practical)	Art/Music/ Physical education, Health education (Theoretical practical)	Art/Music/ Physical education, Health education, (Theoretical/ Practical)
Internship	Internship	Internship	Internship

Any subject from Art/Music /Physical Education/ Health Education will be chosen by trainees in each semester and evaluation of these subjects and socially useful productive work will be done by the subject teacher. There will be no written or oral examination of these subjects.

Planning of Co-curricular activities of B.T.C. two years training Course: -

Along with cognitive aspect, knowledge based Co-curricular activities has also very important place in all-round development of trainees. On one hand subject oriented syllabus develops their knowledge based skills, physical, social, emotional, and on the other hand skillful aspects are also developed by co-curricular activities. Keeping these facts in mind, there is need of including these co-curricular activities in B.T.C. training course so that trainees might organize these activities effectively and in planned way, take part in these activities and give their co-operation in all round development of children.

The following co-curricular activities must be regularly organized during the whole training period in every semester from time to time.

1. Organization of national and international festivals/days -

Republic day 26 January, Independence day-15 August, Gandhi Jayanti- 2 October, world environment day- 5 June, Teacher's day- 5 September, Human Rights day- 10 December.

2. Organization of sports Competition:

Organization of games competition and cultural literary evenings at state level/ commission or level and district level Kabaddi/ Kho- Kho /Badminton/Volleyball, Carom, Chess, different types of races, long jump, discuss throw etc.

3. Organization of literary competition:

- Essay writing, Calligraphy (Hand writing), Quiz, discussion/debates on current educational topics.
- Extempore speech/writing
- Poetic forum
- Antyakshari, (based on poems couplet quatrains)/ general knowledge completion.
- Poem/story writing, (Written by one self) slogan writing.

4. Organization of cultural activities:

- Song competition: Patriotic songs, chorus, bhajans, local songs (folk songs), songs of regional language, Gazal, Kawwali etc.
- Dance competition, solo dance, group dance.
- Music competition: Tabla, Flute, Sitar.Gitar, Dholak.
- Drama Competition: Drama, one act play, mutes acting.

5. Art Competition:

- Mehndi competition, flower decoration, Rangoli, Alpana competition.
- Painting, poster/ collage formation, Audio-Video clip.
- Making of artificial and useable things from waste material.
- Knitting and stitching competition, making pen-case, flower-vase, photo frame and decoration.
- Toys making from clay and P.O.P.

6. Plantation in campus and in primary and upper primary schools and beautification of campus and primary and upper primary schools.

7. Organization of T.L.M. fair/formation of Science club/ environment club and organization of science fair.

8. Class room teaching competition based on I.C.T.

9. Organization of scout guide camp.

10. Organization of educational tours.

Semester wise and subject wise Time Table:

I Semester:

Sr.No.	Subject	No. of Days	Mini period	Group Discussion M.M.Time
1.	Science	-	50	30
2.	Maths	-	50	30
3.	Social Science	-	75	30
4.	Hindi	-	45	15
5.	Sanskrit/Urdu	-	45	15
6.	Computer Education	-	60	30
7.	Art/Music/Physical Education and health	-	15	30
8.	Child Development and Process of Learning.	-	75	15
9.	Principle of Teaching Learning	-	75	15
10.	Class Teaching/Internship	30	-	-
11.	Examination	10	-	-
		Total	490	210

II Semester:

Sr.No.	Subject	No. of Days	Mini period	Group Discussion M.M.Time
1.	Science	-	50	30
2.	Maths	-	50	30
3.	Social Studies	-	75	30
4.	Hindi	-	45	15
5.	English	-	60	30
6.	Socially useful Productive Work	-	45	15
7.	Physical Education and Health / Art/Music.	-	15	-
8.	Present Indian Society and Elementary education.	-	75	15
9.	Modern efforts of elementary education.	-	75	15
10.	Class Teaching/Internship	30	-	-
11.	Examination	10	-	-
		Total	490	210

III Semester:

Sr.No.	Subject	No. of Days	Mini period	Group Discussion M.M.Time
1.	Science	-	50	30
2.	Maths	-	50	30
3.	Social Science	-	75	30
4.	Hindi	-	45	15
5.	Sanskrit /Urdu	-	45	15
6.	Computer Education	-	60	30
7.	Physical Education and Health / Art/Music.	-	15	30
8.	Academic evaluation action Research and Innovation.	-	75	15
9.	Education direction, Advice and Inclusive education of special needed children.	-	75	15
10.	Class Teaching/Internship	30	-	-
11.	Examination	10	-	-
		Total	490	210

IV Semester:

Sr.No.	Subject	No. of Days	Mini period	Group Discussion M.M.Time
1.	Science	-	50	30
2.	Maths	-	50	30
3.	Social Studies	-	75	30
4.	Hindi	-	45	15
5.	English	-	60	30
6.	Peace Education and continuous development	-	45	15
7.	Physical Education and Health / Art/Music.	-	15	-
8.	Reading and writing of language and development of mathematical efficiency.	-	75	15
9.	Educational management and Administration.	-	75	15
10.	Class Teaching/Internship	30	-	-
11.	Examination	10	-	-
		Total	490	210

The effort should be made to present the subject matter before trainees through most applicable teaching methods. The training should be based on educational activities. The participation of trainees should be ensured during the process of teaching learning. Mean while they will be told to ensure the co-operation and participation of children while teaching. It should be tried to present the content through ICT in best possible way.

Continuous Comprehensive Evaluation of trainees should be done on scheduled format so that they get acquainted with this process and can learn to use this method in future.

Child Development and Process of Learning

Aims and Objectives:

- Introducing the assumptions and principles of different stages of child development .
- Introducing chief aspects of child development (Physical, Mental and Emotional) and providing knowledge of factors affecting them.
- Making them acquainted with the techniques of identifying and solving the problems related to the developmental and behavioral difficulties of children.
- To get the knowledge of various psychological tests and become efficient in applying those tests to evaluate and develop the abilities of children.

Training process/Methods:

The most practically applicable teaching methods will be used to discuss the subject matter with teacher trainees. Training will be based on educational activities. The trainees will be equally involved in the teaching learning process. It will be made clear to the trainees that they have to ensure the cooperation and involvement of students during the teaching. As for as it is possible, ICT should be used to present the subject matter.

During training period, CCE of trainees will be done on a prescribed profarma so that the trainees may become aware with the process and learn the methods for its practical application.

Theoretical Subject (Edu-01)

Child Development and Process of Learning

Classroom Teaching: Subject matter.

1. Child Development.

- Meaning of child development, need and its scope.
- Stages of child development (infancy, childhood, adolescence) and various aspects of development during these stages.
- Physical development.
- Mental development, intelligence, intelligence quotient,(I.Q.) intelligence test.
- Emotional development, cognitive development (Piaget's Theory).
- Social development.
- Language development - Development of ability to express.
- Creativity and development of creative skills.
- Development of personality: meaning and types (introvert, extrovert, ambivert).
- Methods of personality testing and ways for adjustment.
- Individual differences - meaning, factors and importance.
- Development of imagination, thinking and Reasoning.
- Basis of child development and factors affecting it
- Heredity
- Environment (Family, Society, school, and Means of Communication).

2. Learning - Meaning and Principles of Learning:

- Meaning of learning and factors affecting learning, physical and mental health of child, maturity, willingness for learning, motivation, nature of subject matter, Environment, Physical and mental fatigue.
- **Effective methods of learning-** Learning by doing, learning by imitation, learning by observation, learning by testing, learning by group activities, Conference and seminar method, project method, learning in groups.
- **Rules of learning-** Thorndike's main and secondary laws of learning and their importance in teaching learning .
- **Main principles of learning and their practical utility in class teaching:**
- Thorndike's principle of 'Trial and Error'.
- Pavlov's theory of 'Conditional Response'.
- Skinner is theory of 'Operant Conditioning'.
- Koehler's theory of 'Insight Learning'.
- Principle of Piaget.
- Principle of Vyogatsky.
- Principle of Bruner.
- Learning curves: meaning and types.
- Plateau in learning: meaning, causes and solution.
- Transfer of learning: meaning, types, principle and its importance in teaching learning.
- **Motivation-** meaning, types and importance.
- **Methods of motivation-** Interest, Success, competition, group work, praise, reward, attention, sports, participation in social activities, class room atmosphere.

- Motivation of active members of the community, village educational committee/ school management committee and members of other school committee in reference to teaching learning and school management.

Attention: meaning, types, factors affecting attention and methods for concentrating children attention.

Interest: Meaning, types and testing of child's interest and methods for inculcating interest in them. Importance of interest in learning, interrelationship between interest and attention.

- **Memory:** Meaning, kinds and effective factors for good memory.
- Meaning of forgetfulness, reasons and importance.
- **Statistics**–Meaning, importance and graphical representation of data.
- Mean, Medium and Mode.

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of Child Development and Process of Learning, the trainee teachers will be assigned the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- Formation of activities /mental exercises to concentrate the attention of children during class teaching.
- Formation of class room activities for developing interest in children.
- Formation of activities for natural and emotional expression of the children and their language development. Such as-oral expression through self experience and pictures.
- Formation of story/poems/pictures/riddles using imagination and thinking.
- Develop practice work and games to enhance the reasoning capacity.
- To analyze and describe the interrelationship between child's age, weight, height etc using table/ charts.
- Statistical analysis and description of marks obtained by students in any subject of monthly test.
- To prepare I.C.T. based models and activities for development of analysis /reasoning / learning and imaginative capacities in children.

PRINCIPLES OF TEACHING LEARNING

Aims and objectives:

- To aware the trainees with the teaching techniques and principles of teaching for the development of effective teaching.
- To inform about the maintenance /use/formation and need of teaching learning materials.
- To make the trainees aware of the new methods of teaching and train them regarding use of new learning methods.
- To aware the trainees with different steps involved in achieving the desired learning level (class wise) of the students and train them accordingly.
- To introduce the trainees with the role of school committee, guardian and society for the development of life skill in children.
- To develop expertise in trainees for evaluating the effect of various teaching techniques on children.
- To train the trainees for developing interest in the children by using various teaching techniques.

Training process/Methods:

The most practically applicable teaching method will be used to discuss the subject matter with teacher trainees. Training will be based on educational activities. The trainees will be equally involved in the teaching learning process. It will be made clear to the trainees that they have to determine the cooperation and involvement of students during their class teaching. As far as it is possible, ICT should be used to present the subject matter.

During training period, CCE of trainees will be done on a prescribed profarma so that the trainees may become aware of the process and learn the methods for its practical application.

General Subject (Edu-02)

Principles of Teaching Learning

Classroom Teaching: Subject matter

1. Meaning and aims of teaching:

Communication

- Meaning of Communication.
- Need and importance
- Factors and Components of communication.
- Types of Communication.
- Methods of effective communication.

Principles of Teaching

- Principle of learning by doing
- Principle of motivation.
- Principle of interest.
- Principle of definite aims.
- Principle of planning.
- Principle of selection.
- Principle of individual differences.
- Principle of democratic behaviour.
- Principle of establishing relationship with life.
- Principle of repetition.
- Principle of constructivism and entertainment.
- Principle of division (of small steps).

Teaching Maxims

- From easy to difficult.
- From known to unknown.
- From concrete to abstract.
- From whole to part.
- From indefinite to definite.
- From direct to indirect.
- From particular to general.
- From analysis to synthesis.
- From Psychological to logical.
- From experience to (rationalisation).
- Following the nature.

Techniques of teaching

- Questionnaire method.
- Narrative method.
- Descriptive method.
- Lecture method.
- Explanation method.
- Story telling method.
- Inspection and observation method.
- Example method.

- Sport/activity method.
- Group discussion method.
- Project method.
- Debate method.
- Workshop method.
- Excursion method.

New Methods of Teaching

- Child centered method.
- Activity based method.
- Joyful learning method
- Co-operative teaching.
- Skill based teaching.
- Remedial teaching.
- Multi class and multigrade teaching.

Micro - Teaching and fundamental skills of teaching:

- Meaning of micro teaching need, importance and types.
- Teaching skill- Meaning
- Skill of Introducing the Lesson.
- Skill of introducing the objectives.
- Skill of introducing questions.
- Skill of lecturing/ Explanation.
- Explanation with example and illustration skill.
- Skill of student involvement.
- Skill of stimulative change.
- Skill of reinforcement.
- Skill of black board writing.
- Skill of recapitulation.
- Incorporation of more than one teaching skills and activities in teaching.

Expected learning level:

- Concept.
- Correlation of learning experiences in achieving desired learning level.
- Importance of expected learning out come in learning reinforcement.

Teaching learning Material:

- Meaning.
- Need and importance.
- Types/ classification of teaching learning material.
- Characteristics of effective teaching learning material.

Types of teaching Learning Material:

- TLM For sensuous learning and perceptual learning.
- Visual material.
- Materials made by teacher trainees and students, readymade material.
- Material provided by department- Operation black board Kit, Mathematics Kit, Science Kit, Text Books, training module, supplementary reading material, teacher module etc.
- Material from nature - Roots, seeds, sands, leaves, branches, stones, pebbles etc.
- Audio Material - Radio, tape recorder, Audio C.D., Cassette players etc,
- Audio –visual material- Computer, T.V., D.V.D., Video, C.D. etc.

Characteristics of Effective teaching learning material-

- Material without cost.
- Low cost material.
- Multi purpose material- can be used for many classes, subjects, topics, academic utility.
- According to children's interest, age and mental level.
- Size of material according to class arrangement.
- Easy to handle.
- Precautions while making TLM and its use.
- **Practical work/Sessional/Project work/ Model:**

To impart intrinsic knowledge and concept of every lesson of child development and process of learning, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- Make a list based on information and ratio of those children above five years from a Village or Mohalla who are going to school and of those who are out of school after dividing students in small groups.
- Trainees should organize debate competition every month on any particular subject after dividing all the students of a class into groups.
- To prepare a science kit with the material made by trainees and their students.
- To prepare charts/ models based on TLM as audio, video and audio-visual (all three types).
- To prepare one presentation/ model based on various teaching techniques.
- Comparative study of various teaching Techniques (using any subject matter).

Present Indian Society and Primary Education:

Objectives:

- To acknowledge the trainees with the need, importance and objectives of Education and role of education in Social Development.
- To acknowledge them with the forms and systems of Indian Education in ancient, medieval and modern time.
- To acquaint them with the importance of different Educational views and their importance in modern education.
- To impart knowledge of the in values changes happening in Present Indian Society and its effects Education.
- To train them in new educational problems and challenges and its solution through planned way.

Training Process/ Methods:

Effort should be made to emphasize those teaching methods among the trainees that are generally used in the class. The training must be based on educational activities. During the training, the trainees should participate in the process of learning and teaching simultaneously, they should be apprised about the cooperation and participation of children. As much as possible, teaching material should be presented with the help of I.C.T.

During training, a continuous and comprehensive evaluation of the trainees should be conducted on a certain draft so that he/she may be acquainted / familiar with this process and could learn its use.

Present Indian Society and Elementary Education:**Classroom Teaching: Subject content****Section 'A' Elementary Education –**

- Concept of education, meaning (Ancient & Modern) and Importance.
- Objectives of education and factors affecting the Objectives of education in Present India.
- Types of education - Formal Education, Informal Education and Distance Education.
- Background of Elementary Education.
- Ancient period (Gurukul and Buddha period Education).
- Medieval period (Mughal period Education)
- Modern Education (Pre & Post Independence)
- Major Educational Thoughts and Thinkers.
- Idealism.
- Naturalism
- Pragmatism

Indian Thinkers - Vivekananda, Ravindra Nath Tagore, Mahatma Gandhi, Dr. Radha Krishnan and Gijubhai Vadhaka.

Western Thinkers - Plato, Rousseau, John D.V., Froebel and Maria Montessori.

Section - 'B' - Education and Society:

- Interrelation between Education and Society.
- Agencies of Education. - Family, Society, School, State and means of Communication.
- Education and social change - Factors of social change.
- Relation of school and community - school as a centre of community.

Major issues of emerging society:

- Universalization of education and equality of Educational opportunities.
- Vocationalization of Education and its Regulation.
- Child Labour extorting childhood- Obstacles in free and compulsory education.
- Population education-meaning, need, importance & Development of Human resources according to time.
- Castecism, separatism, communalism and their consequences, social/ mutual cordiality and harmony, their need in present time.
- Awareness towards environmental pollution and environmental protection.
- Water conservation - energy and earth conservation.
- Global warming and climatic change.
- Globalization.
- Gender inequality and its effect, development of understanding and sensitivity for Gender parity through education.
- Increasing role of ICT and its multi- dimensional effect on society.

Education and human value:

- Education of human values - meaning and objectives.
- Role of family, society and school in development of values.
- Education of national and international harmony.
- Development of democratic, scientific and technological attitude.

Practical Work / Sessional / Project work/ Model: To impart intrinsic knowledge and meaningful understanding of every lesson of contemporary Indian society and primary education, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To make schedule of the ways to eradicate different educational challenges.
- To compare the educational thoughts of Indian and Western thinkers.
- To prepare model, chart, story, case study and painting on following topics.
- Child labour extorting Childhood.
- Casteism, separatism and communalism.
- Gender inequality.
- Rural and Urban education/government and private school education.
- International harmony.
- Writing and collection of stories, poems and inspirational contexts based on human and moral values.
- To present naturalism and pragmatism through power point.
- To prepare model/chart/power point presentation on the factors affecting education.
- To prepare model/presentation and video clip on 'ICT and its effect on education'.

Innovative efforts for primary education

Objectives:

- To aware the trainees with the constitutional provisions and commitments for universalisation of primary education.
- Impart knowledge of various programmes and projects for the development of primary education.

Training Process/ Methods:

Try to use the most used teaching methods of subject matter before the trainees. The training should be based on teaching activities. During the training, the trainees should participate in the teaching learning process. Along with it they should be told to determine the cooperation and participation of students during teaching. As for as possible, try to use ICT to present the subject matter.

continuous and comprehensive evaluation of the trainees should be done During training so that they may be familiar with its process and may learn the methods of its use.

Innovative Efforts for Primary Education**Class Room - Teaching: Subject matter.**

1. **Constitutional Provisions and commitments for universalization of elementary education:**
 - Educational provisions in article 21(A), 29(2) and 45 of constitution.
 - Rights of Children. (Child Act)
 - Right to Free and Compulsory Education for Child Act -09 (RTE-09)
2. **Organised Commission and Committees in Reference to Elementary education.**
 - Concise knowledge of pre and post Independence.
 - Educational policy of Lord Macaulay, Wood Dispatch, Hunter Commission, Contribution of Auckland and Karajan.
 - Kothari Commission.
 - National education policy 1986 and programme of action 1992.
 - Yashpal committee.
 - National Curriculum framework 2005 (NCF 2005)
 - National Curriculum Framework for Teacher Education (NCFTE 2009).
3. **Different projects and programmes for the development of Elementary education (In Reference to U.P.).**
 - Operation Black Board (OB).
 - Programme of mass orientation for school teacher (P-MOST)
 - Special orientation for primary teacher (SOPT).
 - Basic education Project (BEP).
 - District Primary education programme. (Second and Third) (DPEP)
 - School Readiness Programme.
 - Complete Literacy campaign.
 - S.S.A.
 - National programme of education for girls at Elementary level.
 - School going movement.
 - K.G. B.B. Plan.
 - E.C.C.E. Program (Early child education programme)
 - National Child Labour Project
 - M.D.M./ Nutritious Meals distributions.
 - Distribution of Scholarship and other incentive plans (free textbook, uniform, furniture for children).

Project work / Sessional work / Model

To impart intrinsic knowledge and meaningful understanding of every lesson of new attempts of primary education, action research and innovation, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

*Comparative study of educational thoughts of lord Macaulay, Wood, Hunter Auckland and Karajan.

- To prepare article and chart on the relevance of national education policy 1986 and programme of action 1992
- To prepare profile of school tours.
- Comparative study of SSA and district primary education programme.
- To prepare video clip / chart on MDM/ nutritious meals distribution.
- To prepare an analytical report on educational scenario of district and block development.

Educational Evaluation, Action Research and Innovation

Objectives:

- To aware the trainees with the need and aims of evaluation.
- To aware the trainees with the various methods of evaluation.
- To train the trainees in continuous and comprehensive evaluation of children.
- To train the trainees for applying diagnostic teaching method for the progress of weak students.
- To impart the knowledge of action research to solve the problems of Basic Education.
- To Introduce the concept of innovations in education.
- To impart the knowledge about the concept and need of CCE, aspects of evaluation, types of evaluation, best testing, characteristics of evaluation, teaching learning and evaluation.
- To make trainees equipped the process of setting a question paper, documentation of evaluation, use of diagnostic teaching and to enable them to use it in educational work.
- To encourage them to conduct Action Research and Educational Innovations in teaching learning.

Training process/methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As for as possible try to use ICT to present the subject matter.

Continuous and comprehensive evaluation of the trainees should be done during training so that they may be familiar with its process and may learn the methods of its use.

Class- room teaching: Subject matter:

1. Measurement and Evaluation:

- Concept of educational measurement and evaluation.
- Meaning of educational measurement.
- Concept of evaluation.
- Aims of evaluation.
- Scope of evaluation.

Importance and need of evaluation:

- Administrative need of evaluation.
- Educational importance (need) of evaluation.
- Need of evaluation in Educational researches.
- Need of evaluation from social perspective.

Difference between Measurement & Evaluation:

- Difference between testing and measuring.

Concept and Importance of continuous and Comprehensive Evaluation:

- Competence based evaluation.
- Comprehensive evaluation.
- Continuous evaluation and its importance
- Strategies and steps of continuous evaluation.
- Scope of continuous evaluation.

Aspects of evaluation:

- Cognitive Knowledge, comprehension, Application or practicality, analysis, synthesis and evaluation.
- Affective To receive or to attend, to respond, to evaluate, to organize, value based characterization.
- Cognitive and behavioral activity Social skill, Mechanical skill, Mathematical skill, Linguistic skill.
 - Stimulation
 - Implementation
 - Control
 - Inclusion
 - Naturalisation

Types of Evaluation:

- Oral test/Exam
- Written test/Exam
- Interview /Inspection/Observation/ Practical
- Formative Evaluation
- Summative Evaluation
- Characteristics of good examination/evaluation, and relation between teaching- learning and evaluation.

Process of setting a question paper:

- Planning, Blue print, Editing and marks distribution.
- Types of question, (Objective, very short, short, long answer questions).

- (Weightage of questions according to educational objectives (knowledge, comprehension, application and skill).
- Documentation of Evaluation (cognitive and cognition related aspect) continuous, monthly, half yearly and annual evaluation, Reinforcement.
- Diagnostic test and Remedial teaching.

Action Research

- Meaning of research, type, objectives, need and importance.
- Area / Scope of Action research.
- Steps of Action Research and Synopsis/Research Design.
- Preparation of tools for action research.
- Editing of Action research/ documentation.

Educational innovation:

- Meaning, Need and Importance of Innovations in education.
Scope of educational innovation (Identification, use and evaluation of local resources for improvement in teaching learning quality, assembly activities, co-curricular activities, community participation, school management, subject wise class teaching, current illustrations, lab area.

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of educational evaluation, action research and innovation, to the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- As a project work, trainees will identify and work on at least ten students to bring positive changes in their behavior and evaluate the changes during their internship.
- Every trainee will identify two educational problems and present the solutions for the problem in form of action research with report.
- To present evaluation and teaching learning through model/chart.
- To prepare chart/model on affecting factors of evaluation.
- To prepare chart./model/Material to differentiate for measurement & test, measurement & evaluation.

Inclusive Education & Education for Children with Specific needs, Guidance and counselling

Aims:

- To develop understanding of inclusive education in trainees.
- To provide information about types nature and forms of inclusive education..
- To make them familiar with educational/ linguistic/ natural problems of various types of children.
- To connect trainees with main stream of education of all types of children and train them to remove their hesitation.
- To enable them to understand the methods of teaching, use of ICT and methods of evaluation for children with special needs and its use in classroom teaching.
- To make familiar with meaning, importance & procedure of counseling and guidance.
- To get them acquainted with departments/ institutes providing counseling.
- To train the trainees to use material game/materials based on ICT for children with special needs.

Training process/methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

Continuous and comprehensive evaluation of the trainees should be done during training so that they may acquaint with its process and may learn the methods of its use.

Inclusive Education and Education for Children With Special Need, Guidance and Counseling**Class Room teaching - Subject matter:****1. Part (A) – Children with Special Needs:**

- Meaning of inclusive education, Identification, Types, Solutions as-deprived class, Language, Religion, Caste, Region, Category, Sex, Physical ability (vision impaired, hearing impaired, speech impaired and orthopedically handicapped). Mental ability.
- Necessary tools for inclusion, material, Methods, TLM and attitude.
- Necessary tools and techniques to evaluate learning of inclusive child.
- Special Teaching Methods for inclusive children. As-Braille script etc.

2. Part (B) Guidance and Counseling:

- Guidance and counseling for inclusive children - Meaning, Objectives, types, methods, needs and Scope/Area.

- **Institute/Department for Counselling**

- Bureau of Psychology, U.P. Allahabad.
- Regional Psychology Centre
- District Hospital
- DIET Mentors trained in DIET.
- Supervision and Inspection System.
- Communities and co operative committees of school.
- Government and non government organization.

- Importance of guidance and counseling in child learning,

- **Practical work/Sessional/Project work/ Model:**

To impart intrinsic knowledge and concept of every lesson of inclusive education and education for children with special need, guidance and counseling, the trainee teachers will be assigned the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- To identify the problems of inclusive children in your surroundings and prepare a list.
- To present the nature of different types of inclusive children through chart/model. .
- To prepare a chart/ model on different types of inclusion.
- To prepare an album of different types of calipers.
- To prepare audio/ video clip for introvert children.

Development of competencies in reading, writing and pre counting of math and language at early grade

Objectives:

- To prepare the trainees to develop linguistic skills i.e. listening, speaking, reading and writing.
- To develop an understanding to differentiate sounds and ability to pronounce correctly.
- To train the trainees to develop the capability of doing activities for developing the ability of expression/conversation.
- To enable the trainees to organize activities for the development of communication and composition of simple sentences.
- To train the trainees in selection and uses of pre-numeracy practice in mathematics.
- To train the trainees in comprehensive and continuous evaluation for mathematics and language.

Training process/methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

Continuous and comprehensive evaluation of the trainees should be done during training so that they may be familiar with its process and may learn the methods of its use.

Development of competencies in Reading, Writing in Language and Concept of Preenumeracy in Mathematics at early grade:**Class room teaching: Subject Matter:**

- Meaning and importance of reading and writing
- Objectives (Aims)
- Utility
- Letter, Word, Sentence
- Study of sounds (phonetics)
- Listening with understanding the vowels, consonants and group of consonants.
- Listening with understanding the intrinsic feelings and thoughts of the given instructions, messages, oral description, poems, stories, folk songs etc.
- Correct pronunciation of all sounds, vowels, consonants of Hindi/ English.
- Reading correctly after recognizing all the script symbols of script.
- Reading with comprehension of content, recognizing the sign of full-stop, semicolon, Interrogative and Interjection.
- To recognize & read the antonyms, synonyms, rhyming, non- rhyming and homophones (words).
- To write symbol and sign of script attractively - Vowel, Consonant and compound words.
- To write legibly the script symbols of nasal sounds.
- Early numeracy, readiness and understanding.
- To give knowledge to count read and write the digits from 1 to 9 with the help of figures.
- Order/sequencing of numbers.
- Mathematical operations Addition, Subtraction and Knowledge (concept) of Zero.
- Knowledge of Ones, Tens and Hundreds.

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of development of reading and writing of language and mathematics, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- To prepare different types of fun games.
- To prepare different types of educational games.
- To prepare different types of games based on letters/ words..
- To prepare simple games based on mathematics.
- To compose drama on different games.
- To prepare activities for reading/ writing rapidly.

Educational Management and Administration:

Objectives:

- ❖ To explain the meaning, need and importance of school management.
- ❖ To introduce principles of school management.
- ❖ To impart knowledge on the role of various workers in school management.
- ❖ To enable the trainees to acquire skill for effective functioning of school system.
- ❖ To impart knowledge on the area/ scope of school management as- physical, human, financial, educational, time information and record/register management.
- ❖ To train for successful execution of school activities.
- ❖ To impart knowledge Basic Education Act 1972, Basic Education Rules, and regulation, T.E.T. rules and regulation.

Training process/methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

Continuous and comprehensive evaluation of the trainees should be done during training so that they may be familiar with its process and may learn the methods of its use.

Theoretical Subject - Edu-08:**Educational Management and Administration****Class room teaching: Content:****(A) Educational Management and Administration:**

- Meaning, Need and importance of Institutional planning and management.
- Meaning, Need and importance of school Management.
- Scope of school Management -
- Management of physical resources (School building, furniture, Educational apparatus, decoration, drinking water, laboratory).
- Management of Human Resources -
 - Teacher
 - Students
 - Community (Village Education Committee, School Management Committee, Parents Teacher Association, Mother - Teacher Association, Women Motivational Team)
- Financial management (School grant, T.L.M. grant, fund raised by Community, Collected funds from school property, from Gram Panchayat Nidhi, Funds/grant raised by public representatives).
- Educational Management (class-room management, Teaching learning material management, learning corner and library management, Text books, work books, teachers guide, use and management of Dictionary).
- Time management (Preparation and use of time-table).
 - Time table for the schools having one or two teachers.
 - Time table for the schools having three or four teachers.
 - Time table for the schools having five teachers.
- Management of Co-curricular activities - Games, Educational programme (Debate, Essays etc) Cultural programme, National Festival, Educational Tour, Gardening, Annual Function).
- Management of Information and records (Collection of School information, analysis and documentation).

TYPES OF SCHOOL DOCUMENTS

Teacher Attendance Register	Student Attendance Register	Correspondence Register	S.M.C. Register	S.M.C. Income Expenditure Register	Village Education Fund (Income-Expenditure) Register
Village Education Committee Meeting Register	Mother Teacher Association Register	Parents Teacher Association Register	Teaching Learning Material Register	Stock Register Free Book Distribution Register	Free dress distribution Register
Child Census/ Family Survey Register	Student's Birthday Register	Health Examination Register	Scholarship distribution Register	Monitoring/ Inspection Register, Teacher's Diary Book, Bank Register	M.D.M. Conversion Cost and Register
Quotation Maintenance Register	Tender Process related Register	Movement Register	Order Register	M.D.M. Distribution Register	

- **Disaster management**

Principles of effective school Management: Democratic management, Scientific compilation of data, setting of objectives and planning, periodic inspection, flexibility etc.

- **Role of different agents in school Management :**

- Role of Head Master, Teacher and Students (Bal Sarkar)
- Role of Community, Guardian (Village Education Committee, Parents and Teacher Association, Mother Teacher Association, Meena Manch).

- Role of monitoring system - (Role of coordinator of Block Resources Centre, Head of Nyay Panchayat Resource Centre, Block Education Officer, DIET mentor, District coordinator, District Basic Education Officer, and higher authorities).

(B) Role of the agencies associated in the development of Elementary Education:

1. Agencies Working at the National Level:

Example:

- National Council of Educational Research and Training (NCERT)
- National Council of Teachers Education (NCTE)
- National University of Educational Planning and Administration (NUEPA)
- Indira Gandhi National Open University (IGNOU).
- National Institute of Open Schooling. (NIOS).

2. Agencies working at the State level-

- State Council of Educational Research and Training.
- State Hindi Institute
- Institute of Psychology
- Controlling Authority of Examination.

3. Agencies working at the District level -

- District Education and Training Institute.
- District Basic Education Officer.

4. Agencies working at the local level -

Example-

- Block Education Officer
- N.P.R.C.

(C) Basic Structure of Elementary Education

Example -

- Formation of Basic Education Council and its function.
- Basic Education Act 1972.
- Basic Teacher Education Service Manual.
- T.E.T. Manual.
- General Rule and Provision of Right to Information Act 2005, and the information given at the school level.

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of educational management and administration, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The teachers can decide to prepare models/projects on other topics also.

- To study and prepare detailed report of the one agency working in elementary education on each level.
- To prepare a model on the parts of school management.
- To prepare a project on the development planning and its educational and financial module.

- To prepare a model on the parts of class room management and planning.
- To prepare a chart/model on the different types of school committees, their work and responsibilities.

Science

Objectives:

- To develop scientific thinking of what, why, How.....
- To develop understanding of the subject matter of science.
- To educate the trainees to present the contents through resources and material available in the surroundings.
- To enable the trainees to present the scientific concepts through daily life activities and events.
- To train them to present the content of science in interesting ways.
- To get the T.L.M./experiment prepared by the trainees related to the subject matter.
- To train the trainees to present the subject matter through various educational software /game/experiments.
- To train the trainees to present difficult concepts in simple ways through information and communication technology.
- To train the trainees in the process of continuous evaluation of different contents of science.
- To develop the skill of adopting scientific method (Pedagogy) for various events in science teaching.

Training Process/Methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCB of trainees should be done on a prescribed profarma so that the may be aware of the process and learn the methods of using it.

Note : Before and after the class-room teaching of the subject matter related to Science, detailed discussion should be done on the various teaching methods such as- experimental method, demonstration of experiment method, visit to the surrounding method, observation method ,minute observation method, classification, discussion, problem solving method, investigatory method, collection method, group discussion method, question-answer method.

General Subject - I

Science

Class room - Teaching : Contents :

- **Living things:** Natural and man-made things and their classification, differences between living and non-living things, similarities and differences between plants and animals, environmental adaptation between plants and animals.
- **Plant's World:** Different parts of plants and their functions, uses of plants and animals, modification and uses of different parts of plants.
- **Different kinds of reproduction in plants:** Sexual and asexual reproduction, parts of a flower, pollination, fertilization, seed and dispersion of seed.
- **Physical Measurement:** Need and methods, standards, M.K.S. or S.I. System, Apparatus used in measurement e.g. -Rain gauge, Thermometer etc.
- **Motion and Force:** What is motion, laws of motion, types of motion (linear motion, circular motion, rotational motion, vibrational motion), speed; definition, formula and unit, force; muscular, gravitational, magnetic, electrical and frictional.
- **Matter and States of matter:** States of matter (solid, liquid and gas), property and structure, solubility of matter, kinds of mixture and separation of mixture.
- To prepare a model on any one the following points -
 - A model on rain water harvesting system in India. (Rajasthan a case study).
 - Different models on the laws of motion.
 - Application of electromagnetic force (model of doorbell) or any other.

Experimental work/sessional /Project Work/ Model :

To impart intrinsic knowledge and meaningful understanding of every lesson of science, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To develop a project/model/activity/ T.L.M. on different systems of measurement.
- To develop an activity /Project/Model/T.L.M. to explicit different types of force.
- To develop an activity/Project/Model/T.L.M. to explicit the different types of motion.
- To develop an activity /project/model/T.L.M. to explicit the laws of motion.
- To develop a project/model/material/T.L.M. to explicit the different states of matter.
- To develop a project/model/material/chart to explicit the difference between living and non-living things.
- To prepare a chart /model to explicit the process of reproduction in plants.

Elements and Compounds: To prepare a chart/material for chemical symbols, elements and compounds.

General subject - 2**Science****Class-room Teaching : Contents :**

- **The Earth and Space:** Solar system and constellation, shadow and eclipse, celestial body, reason for the origin of life on earth and possibilities of life on other planets, important space missions of India and other countries of the world.
- **Soil and Crops:** Crop-rotation, Agriculture system and its tools. Insecticide: use and its adverse effect on environment. Soil erosion and preservation (agriculture methods).
- **Work and Energy:** Measurement of work and energy and its necessity, different forms of energy (mechanical, chemical, sound, light, and electrical), wastage and preservation of energy, different sources of energy, limited and unlimited sources of energy: development and uses, such as use of solar energy: solar cooker, solar cell, water heater, use of wind energy: wind mill, energy based on tides and nuclear energy, inter transformation of different types of energy.
- **Simple machines:** Types (lever, screw, pulley, inclined plane, wheel), use in daily life.
- **Structure of Organism:** Cell - tissues - Organ - Organ system discovery of living cell, structure, cell organelles and their functions.
- **Life processes:** Nutrition, respiration, excretion, sensitivity, photo synthesis, growth and reproduction, evaporation.
- **Parts and functions of human body:** Human skeleton, muscles and muscular movement, structure of teeth, digestive system, circulatory system.
- **Food, health and disease:** Main nutritional elements of food/main components (Proteins, fats, carbohydrates, vitamins and minerals), balanced diet, and diseases caused by the deficiency of nutritional elements, environmental cleanliness and health, communicable diseases and its prevention, vaccination mission.
- **Classification of elements, Atom /Atomic structure, valency, chemical reactions, chemical language, chemical formula.**
- **Regular and irregular changes occurring in our surroundings-** physical and chemical changes, exchange of heat and energy in these changes.
- **Acid, base and salt:** Identification and specific characteristics.
- **Environmental pollution-Water, air, sounds and soil pollution its reason and effect. Natural calamities:** reason, solution and management (earthquake, storm, flood and drought etc).

Experimental work /Sessional /Project work/Model:

To impart intrinsic knowledge and meaningful understanding of every lesson of science, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Prepare a model to explicit phases of moon, solar eclipse, and lunar eclipse.
- Prepare a project/model/chart to explicit the inter-conversion of energy.(such as-conversion of chemical energy into mechanical energy)
- Prepare a model /project/chart to explicit diversity in different types of soil.
- Prepare a project/model/chart to explicit the reflection and refraction of light.
- Prepare a project/ model/ game based on different types of mirrors.

- Prepare a project/model/chart to explicit the characteristics of lenses by using lenses.
- Prepare a project/model/chart to make the students understand the functioning of different types of machines.
- Prepare I.C.T. based project /model on nutrition, respiration, excretion, sensitivity, photo synthesis, reproduction, evaporation.
- Prepare a project/model/chart on human skeleton, muscles and muscular movement structure of teeth system, digestive system, and circulatory system.
- Prepare a case study of your city/village on the following points :-
 - Health related problems of children in local surrounding, causes, prevention, solution, and remedy.
 - Types of environmental pollution, its status and effect on human life.

General Subject - 3

Science

Class room - Teaching: Contents:

- Science and technology in daily life (transportation, medical, telecommunication, entertainment, industries, agriculture, pishi culture, poultry farming, modern fuel, distance education) advantages and disadvantages to human society by Science and technology
- Pressure and scientific instruments.
- Diversity in the functions of internal and external organs of living organisms.
- World of microorganisms – Structure and uses, microorganisms- friend or foe and preservation of food substances .
- Conservation of natural resources and extinction of universe organisms .
- Carbon and its compound.
- Non-Communicable diseases / diseases caused by irregular life style (diabetes, high blood pressure, heart diseases) causes, prevention and remedy.
- Environmental and natural resources, natural habitat of aquatic plants and animals, natural habitat of xerophytoc plants and animals. Interference of human in environmental imbalance, conservation programme of wildlife animals . Effect of green house gases, ozone depletion, increasing temperature of earth.
- **Heat, light and sound:** Measurement of heat, transmission of heat. Source and transmission of light, reflection and refraction of light, formation of images by spherical, convex and concave mirror, sound: transmission, frequency and time period.

Experimental work/Sessional/Project work/Model:

To impart intrinsic knowledge and meaningful understanding of every lesson of science, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Prepare a model/project/game to explicit the concept of pressure and force.
- Prepare a chart/model of different types of diseases and its causes.
- Prepare a model/project/T.L.M. on the convection of heat.
- Prepare a model/project/ T.L.M. to explicit the sound and its characteristics.
- To study microscopic structure of pollen grains of some flowers.
- Prepare a model of scientific events using self- made scientific tools, such as- model of torch.
- Making a model/chart of balanced diet.
- To prepare and study the slide of micro-organisms such as- bacteria of curd.
- To study plants by visiting villages and parks of the cities and prepare project on them.
- Prepare a chart/model to explicit the characteristic of medicinal plants.
- Prepare activities such as –Creating musical sound by the second glass on touching the first glass when they are kept side by side, swing which runs on steam, visible and invisible pictures, and appearance of words on the paper by warming it, lion's roar in a box etc.

General Subject - 4

Science

Class room - Teaching: Contents:

- Organic evolution, ecological system and its component (biotic and abiotic components), food chain in biotic components, food web, ecological pyramid.
- Minerals and metal ores, extraction of metals, difference between metals and non-metals.
- General information of periodic table - electro negativity.
- Static electric charge - Kinds, conductor and non-conductor of charges.
- Electric current and its use.
- Magnetism - property of a magnet, uses, magnetic effect of earth, electro magnet.
- Composition of blood, blood group, blood bank, pre-cautions in blood donation and transfusion and general information of blood related diseases.
- General information of AIDS and Hepatitis –B. To aware its causes, symptoms and prevention.
- Safety and first aid.

Experimental work / sessional /Project work/Model:

- To impart intrinsic knowledge and meaningful understanding of every lesson of science, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.
- Prepare a model to explicit the difference between ammeter and voltmeter.
- Perform experiment on Ohm's law and measurement of resistance.
- Prepare a slide of onion peel and make a report on it after studying it under the microscope.
- Study food chain and food web by visiting your surroundings and prepare a chart/model on them.
- Prepare a model for the demonstration of electric attraction and electric repulsion.
- Make a picture or diagram using electric apparatus.
- Prepare a model/project/chart/ T.L.M. to explicit the magnetic property of matter/electricity.
- Prepare a chart/model/material/ T.L.M. to explicit the composition and types of blood.

Maths

Objectives:

- To develop an understanding in trainees, relation between mathematical words, mathematical operation and symbols used in Maths.
- To develop knowledge of subject matter and understanding of their concepts.
- To train the trainees to present the contents of Maths through resources available in surrounding/materials/ activities of students.
- Train the trainees to present the need and utility of the contents in interesting manner.
- To get the T.L.M./activity/computer game/puzzle prepared by the trainee related to the subject matter.
- To introduce pedagogy and methodology of Maths used in teaching the contents of Maths.
- To develop an understanding of Enhanced Learning Provisions (ELPs) and explain its uses and relevance.
- To explain the utility of educational techniques in teaching Maths and make them proficient in its use.
- To train the trainees for doing the mathematical operations by computers.
- To train the trainees for the continuous evaluation of the contents of Maths.

Training Process/Methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCB of trainees should be done on a prescribed proforma so that they may be aware of the process and learn the methods of using it.

General Subject - 1

Maths

Class room - Teaching: Contents:

- Understanding of numbers and numerals, knowledge of digits place value.
- Concept and operations of multiplication and division.
- Concept of fraction and mathematical operations.
- Concept of decimal number, place value of digits used in decimal numbers and mathematical operations.
- Concept of factor (divisor), multiple common factor, common multiple.
- Concept of L.C.M. and H.C.F. meaning of composite and prime numbers.
- Meaning and symbol of percentage and to find out percentage.
- Representation of ungrouped data by pictograph, bar-graph and -pie-graph.
- Knowledge of like and unlike algebraic expression its addition and subtraction.
- Concept of plane, plane segment, point, line, curve, line segment, rays and angle.
- Making angle of 60° , 90° and 120° with the help of scale and compass.
- Types of angle (Acute angle, right angle and obtuse angle).
- Concept of triangle, rectangle, square, circle and knowledge of its parts.
- Meaning of perimeter.

Experimental work/Sessional/Project work/Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Maths, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To prepare teaching learning material from the surrounding materials for teaching Maths.
- To prepare activity/model to develop an understanding of triangle, rectangle, square and circle.
- To prepare activity/model to develop the understanding of plane, plane segment, point, line, curve, line segment, ray and angle.
- To prepare activity/model/material to develop the knowledge of numbers/digits.
- To prepare activity and a model to develop an understanding of place value.
- To prepare model/activity /material to develop the concept of fraction.
- To prepare activity on the use of Maths in daily life.
- To prepare activity /model/material to develop understanding of percentage.

Note: How is the pedagogy and methodology is being used in the teaching of the contents, of Maths. Detailed discussion should be done with trainees on this point during the class room teaching.

General Subject - 2

Maths

Class -room Teaching: Content:

- L.C.M. and H.C.F. of three digits numbers (Prime Factor and Division method)
- Simplification of brackets and symbols of addition, subtraction, multiplication and division used in expression.
- Conception of natural, whole, Integers and rational numbers.
- Properties of operation (Addition, Subtraction, Multiplication and division) on whole numbers.
- Mathematical operations on Integers and rational numbers and their inverse and identity (additive and multiplicative).
- Meaning of equation and identities.
- Solution of Linear equation (in one variable) and question based on it.
- Multiplication of expressions and identities.
- Concept and unit of area, volume and capacity.
- Area of triangle, rectangle and square.
- Frequency distribution of ungrouped data and presentation and conclusion of data by Bar graph.
- Congruency and similarity.
- Rules of congruency in the context of triangle.

Experimental work/Sessional /Project work/Model:

To impart intrinsic knowledge and meaningful understanding of every lesson of Math, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To prepare activity/model/material to develop the understanding of Induction and Deduction method.
- To prepare activity/model/material to teach L.C.M. and H.C.F. of three digit numbers.
- To prepare material for the symbols of addition, subtraction, multiplication, division and simplification of brackets in expression.
- To prepare model/material to clarify the concept of natural, whole, integers and rational numbers.
- To prepare activity/model/material for mathematical expression (Addition, subtraction, multiplication and division).
- To prepare material to clarify the meaning of equation and identities.
- To prepare model /material for linear equation (in one variable).
- To prepare model/material to clear the concept of area, volume and capacity.
- To prepare model/material to find out the area of triangle, rectangle and square.
- To prepare model/material to clear the frequency, medians and average of ungrouped data.
- To prepare model/material to teach congruency and similarity.

General Subject – 3

Maths

Class -room teaching: Content:

- Meaning of ratio, Proportion, direct and inverse proportion.
- Relation between product of external term and middle term in Proportional terms.
- Concept of Power.
- To write integer and Rational Numbers (positive base) in form of power.
- Concept of simple and compound interest.
- Formulae and their use of simple and compound interest in due amount.
- Knowledge about Bank, to open accounts in Banks and types of Account.
- Knowledge of logarithm, Power to logarithm and its reverse.
- Share, dividend.
- Concept of sets, methods of writing, kinds of sets (Finite, Infinite, Single, Null), determination of union, difference and intersection of sets.
- Factors of algebraic expression, factorization of expression in form of difference between two squares, factorization of quadratic expression of three steps(ax^2+bx+c type),.
- Division by one and two step expression in algebraic expression.
- Mean of ungrouped data base.
- Concepts and units of volume and capacity.
- Concepts of cube, cuboids and its volume and whole surface.
- Concept of segment of circle and radius.
- Angle of segment of circle.
- Knowledge of angles made on centre and circumference of circle by chord and their mutual relation.
- Concept of secant, tangent line and tangent point.
- To draw the tangent from given point of circle.

Practical work/ sessional work / Project work/ model. To impart intrinsic knowledge and meaningful understanding of every lesson of Maths, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Preparation of any five material of mathematical recreation.
- To develop model/material for making understand of ratio/ proportion, direct proportion inverse proportion.
- Preparation of material to clarify multiplication of external and internal terms of proportional terms.
- Preparation of material or example to explain the concept of power.
- To prepare game/model/project material to explain the concept of simple, compound interest and amount.
- To prepare game/model/project material for the knowledge of Bank and opening of bank accounts etc.
- To prepare game/model/project material on share and dividend.
- To prepare game/model/project material for concept of set, its kinds, union of sets etc.
- To prepare game/model/project material to explain of the concept of factor of animated sum.

- To prepare game/model/project material to explain mean, median and mode of unclassified data.
- To prepare game/model/project material to explain cube, cuboids and their volume and whole surface.
- To prepare game/model/project material to explain the concept of segment of circle, tangent, arc and radius.

General Subject - 4

Maths

Class -room teaching: Content:

- Indices, number within indices, indices sign and power of indices.
- Concept of square, square root, cube and cube root.
- To calculate square root of a number and decimal number.
- To calculate cube root of cubic numbers and cubic decimal numbers.
- Understanding of possibility of coming head or tail after toss of a coin.
- Possibility of coming a surface of dice up after toss.
- Experiment of throwing/toss two or three coins together.
- Experiment of throwing/toss two dice at once .
- Relation of probability with daily life.
- Calculation of median and mode of non-classified data.
- Concept of Trigonometric ratio and to find out trigonometric ratio of 0° , 30° , 45° , 60° and 90° angles.
- Concept of Right circular cylinder and right circular cone, and their volume and total surface area.
- Quadric equation, solution of $X^2 = K$ type equation. $ax^2 + bx + c = 0$ (solution by factor method).
- Linear equation of two unknown quantity (simultaneous equations).
- Area of trapezium.
- Relation between circumference of circle and its diameter.
- Area of circle.
- Meaning and concept of Quadrilateral, its diagonal, adjacent sides, opposite sides, and comprehension of exterior angles.
- Types of Quadrilateral - Square, Rectangle, Rhombus, Parallelogram and Trapezium. Experimental verification of their characteristics.
- Concept of circular quadrilateral and circular point.

Practical work/sessional /project work/model: To impart intrinsic knowledge and meaningful understanding of every lesson of Maths, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

To prepare model /material in order to clarify concept of square, square root, cube, cube root.

- To prepare model/material in order to calculate square root of decimal number and number.
- To develop model/material in order to calculate cube root of a perfect cube number and decimal number.
- To prepare game/model/material related to possibility of coming head or tail of a coin after toss.
- To make a game to clarify concept of probability by the use of game of dice.
- To prepare game/model/project material for explaining mean, median and mode of unclassified data.
- To prepare game/material for pointing out characteristics of cylinder, cone and pyramids.
- To prepare game/model/material in order to differentiate and explain characteristics of quadrilateral, rectangle, rhombus and Trapezium.

Social Studies

Objectives:

- To develop comprehensive knowledge of content of social studies in trainees and make them able for critical evaluation.
- To make part of teaching learning process. of relevant public monument, museums /tourist places etc.
- Being aware of the methods of teaching, use of communication means and evaluation, making them able for the use of class room teaching.
- To make them able for presenting, the content of social studies through daily activities and incidents.
- To train them for presenting the contents of social studies by chart/map/information and technology.
- To train trainees for presenting content through different software's games and experiments.
- To train the trainees for presenting content of different software/ game through experiments.
- To train trainees for continuous evaluation process of different contents of social studies.
- To make the contents of social study for use of the child centric teaching methods as acting, group discussion, panel discussion, debate, problem solution, excursion, project method etc.

Teaching process /Methods:

Try to present the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter. During training CCE of trainees should be done on a prescribed profarma so that they may be aware of the process and learn the methods of using it.

Social Studies

General Subject-1:

Class Room Teaching - Content:

- Meaning and concept of History, significance and its sources, epigraphically and monetary coins and records, literary description travelogues by foreign travelers, methods of time determination.
- Origin and development of human being on the earth, Stone Age, Copper age, Bronze Age, and Iron Age.
- River Valley Civilization: Indus Valley Civilization Mesopotamian civilization, civilization of Egypt, Chinese Civilization.
- Vedic period: Pre and post Vedic period.
- Mahajanpad Age - Earliest sixteen Mahajanpads of India, Empire of Magadh - Sikandar's invasion and its influences on India.
- Upanishadic period - Jain and Buddha religion.
- Solar system - planets, satellites, asteroids, galaxy, comets.
- Map and Atlas - meaning, concept and knowledge of direction, formation and stencil works.
- **Latitude and Longitude:** what, why, how GMT, IST International date, line, time zones, prime meridian.
- Thermal zones on the Earth, Hemisphere and poles.
- Motions of Earth- Rotation and Revolution, what, why, how and its consequences (influences).
- Continents and oceans.
- India in Asia - Position and its boundaries, neighbouring countries, land features, climate flora and fauna.
- Astronomical organization - Nasa and ISRO etc.
- Rural and Urban life styles.
- Rural life - Panchayati Raj System - village Panchayat, Block Panchayat, District Panchayat, their formation and function.
- Urban life - town Panchayat, Municipal Council, Metropolitan Corporation formation and function.
- District level Administration - Law and order, Land system, Development of Citizen's facilities, Education, Health and security system.
- Traffic and Security.
- Knowledge of rules and signals of road transport.
- Cautions for safety on road accidents.
- Rail transport, knowledge of signals and symbols on railway crossing.
- Cautions during Rail journey.
- Knowledge of traffic signals.
- Economics - An Introduction: Beginning of Economics, View point of Economists on Economics, contribution of famous economists- Adam Smith, Alfred, Marshel, Robbins, J K Mehata, Amartya sen etc.

- National Income, Per capita Income, Gross domestic product (G.D.P.) Net Domestic Product (NDP) Gross National Product (GNP) Net National Product (NNP) Personal Income, Disposable Income, National Income and Economic Development.

Practical work / Sessional / Project work / Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Social studies, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To represent main places, rivers, ancient universities, foreign, currencies, dressings, capitals, languages of early human beings in India by means of map, model, chart etc. materials.
- To represent Buddhist religion - Jain religion, Islam religion and their origin and promotion by means of map and model.
- To prepare model/ chart/I.C.T. based teaching learning material on latitude and longitude lines.
- To inscribe (depict) latitude and longitude of famous cities on world atlas (map.)
- To prepare teaching material form model, material/ and ICT based on India's neighboring countries boundaries and river boundaries, boundaries temperature zone boundaries.
- To prepare model/chart/ I.C.T. based teaching learning material on means of transport and traffic security.
- To prepare model/chart/tabulation/ I.C.T. based T.L.M. on domestic income, expenditure, national income expenditure of India.
- To prepare photo album of ancient Indian historians, economists, educationists, museums monuments.
- Write a report on ten items of a museum of your city where you visited and describe their history.
- To prepare project/model/I.C.T. based material. /T.L.M. on revolution, rotation of earth, solar system and its movement.
- To prepare a tabulation sheet of last ten years national income and per capita income of India.

Social Studies

General Subject-2:

Class -room Teaching - Content :

- Foundation of first empire in India- of Mauryan dynasty, Gupta dynasty and Verdhan dynasty.
- India in feudal time - Accession of Rajpoots, main dynasties and their social and cultural achievements.
- Famous Dynasties of South India - Chalukya, Pallava, Chola, Rashtra Kuta and their social and cultural achievements.
- Accession of Islam religion in Arab, its arrival and effect in India, Turkish invasion - Mohammad Bin Kasim, Mahmood Ghazanavi, Mohammad Gauri's invasion and its impact.
- Sultanate period in India- Delhi Sultanate Foundation and development - Das/Gulam Dynasties, Khilji Dynasty, Tughlaq Dynasty - Foundation of Bahmani and Vijaya Nagar empire in South India. Downfall of Sultanate, Mughal invasion and its impact - Taimur and Genghis Khan, Sayyid dynasty and Lodi dynasty.
- Achievements of Sultanate period - Administration, Culture, Artistic Literature, economics, Society during Sultanate period, Bhakti movement and Suffism.
- Impact of Sun, Earth, Moon and natural power on human life, different phases of moon, Lunar eclipse
- Solar eclipse.
- Main spheres of earth - Hydrosphere, atom sphere, terrestrial and Biosphere.
- Terrestrial - internal structure of earth, type of rocks.
- Factor related to changing of land structure - internal, deformation force, accidental force, (Folded Mountain, Volcanic Mountain, earth quake, types and effected areas).
- External force unveiled- decay, erosion and land shapes made of it.
- Atmosphere - Composition and Structure, temperature, atmospheric pressure, humidity of atmosphere.
- Types of wind - Permanent and temporary (Trade, West wind, Polar and Monsoon), cyclone and anticyclone.
- Hydrosphere - Ocean and its movements - oceanic currents and their effects on coastal areas, tide.

Our Constitution:

- What is constitution?
- Introduction of Constitutional formation.
- Formation of Constitution.
- Preamble of Constitution and specific features.
- Citizenship.
- Fundamental rights and duties.
- Directive Principles.
- Consumer awareness; types of consumer exploitation, rights and duties of consumer, methods of consumer safety.
- Contribution of agriculture in Indian economy. - "Importance and main characteristic of Indian agriculture. Production of Indian agriculture. Green revolution and its effect, economical development, making rules of agriculture development by Government, Indian Agriculture Policy.

- **Currency** : Meaning and types of currency, credit currency, cheque, bank draft, acknowledgement paper, Bills, Gresham's Rule, Inflation, disinflation, deflation, devolution, value of Indian Rupee in International market, Monetary Policy of India.
- **Industrial development of India, main Industries:** Small industry, cottage Industry, New Industrial Policy of India, Multinational Companies.

Practical Work/Sessional /Project Work/Model:

To impart intrinsic knowledge and meaningful understanding of every lesson of Social studies, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Representation of Ashok's main pillar writings, stone carved writings by means of map/model.
- Representing atmospheric pressure zone, oceanic currents by means of map/model.
- Presenting Ashoka's Kaling Victory, Mahmood Gajnavi's invasion, Bahmani and Vijay Nagar Empire by means of map/model.
- To prepare a practical chart on fundamental rights.
- To prepare the story, article, model, video-clip of mixing and less weighing in food material.
- To prepare a chart of currencies of important countries in comparison to Indian Rupees.
- To prepare a project based on visit of a historical building in your city.
- To prepare a photo album based on the reformers of Bhakti movement.
- To prepare a report on present public distribution system compare with that of Alauddin Khilji.
- Model on Lunar, Solar eclipse and lunar eclipse.
- To prepare a report on consumer awareness by highlighting these points -
 - Exploitation of consumer by false and fake advertisements.
 - Consumer Forum.
- To prepare power point presentation on Changing of any ten objects at present and ten years ago.
- To prepare project report of multi-national companies, to make list of different multinational companies production sites and their productive items.

Social Studies

General Subject-3:

Class room - Teaching - Contents:

- Mughal Empire in India - Babur, Humayun and his return to home land - accession of Shershah shuri, Akbar, Jahangir, Aurangzeb and downfall of Mughal Empire.
- Mughal's contribution in administrative, Cultural, artistic and in the area of economics.
- Awakening of Maratha power - Shivaji, India's position in 18th century.
- Entry of European powers in India and establishment of East India Company, Portuguese, Duchess, British, and French.
- Struggle among European powers regarding the India's throne - First, Second and Third Karnataka wars, Dupley's policy, Battle of Plassey, Battle of Buxar, and Treaty of Allahabad.
- Establishment of English Empire in India - Robert Clive, Warren Hastings, Lord Karnvalis, Lord Wellesley, Lord William Bentinck Lord Dalhousie.
- Biosphere- Natural region and life style (Frigid zone, tropical zone, temperate zone, botany, zoology, human life) Industries.
- Division of land on Earth - Asia, Europe, North America, South America, Africa, Australia and Antarctica, General Introduction, Expansion of Population and its Components.
- Natural resources, means of transport and communication, minerals resources in the world.
- Use and Protection of natural wealth in reference to human need.
- Our India - Natural and Political units, our natural resources and their proper use.
- Our mineral wealth, means of power, agriculture and irrigation, Export - import.
- Parts of Government, distribution of powers - Centre schedule, state schedule and concurrent list and their main subjects.
- Parliament :
- Lok Sabha - qualifications of members, terms (time duration) officials, session and work.
- Rajyasabha - qualification of members, terms officials, session and work.
- President - Election, Terms, Impeachment, Powers and Cabinet Ministers.
- Process for making law: General (simple) majority, special majority.
- Executive - Prime Minister and his ministers Council - Election work, control of Parliament on Cabinet ministers.
- Judiciary - Types of Court.
- District level court.
- High Court
- Supreme Court

Qualifications of judges, their tenure:

- Power/Rights of Supreme Court.
- Public Court
- Public Interest Litigation
- **Indian finance system and Budget:** Tax and its types, distribution of taxes between centre and states, sources of income and expenditure of central and points put by the government in the budget 2014-15 in the view of education.
- Five year plans- the main features of the previous 11th five year plan and 12th five year plan in present especially in the context of education.
- Modern Indian Banking System - Banks and their types, Reserve Bank of India, State Bank, Land Development Bank, Regional Rural Bank, NABARD, e-banking, nationalization and Privatization of banks, Importance of Banks in modern economy.

Practical work/ Sessional/ Projectwork/ Model : To impart intrinsic knowledge and meaningful understanding of every lesson of Social studies, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Prepare a chart/model in regard of comparison between the Sultanate and Mughal architecture.
- Show Grand Trunk Road, agriculture, minerals, main roads, main railway lines, main water ways shown on map/model.
- Write an article on discovery of trade routes and other various discoveries as the result of the arrival of European powers.
- Write a critical comment on reformation and works of development during the British reign in India.
- Show the natural regions of the world and globe through a model/map.
- Show the main developed and developing countries in the world map.
- Prepare a chart of union list and state list and the concurrent list.
- Show the sources of income and expenditure of central and state government through a chart.
- Prepare a photo album of all the Mughal emperors according to their regime.
- Prepare a report on the main battles from the Mughal period to the arrival of the British.
- Prepare a report on the difference between the Shershah Suri's and modern postal system.
- Prepare a photo album of all the Indian Presidents with their names and tenure.
- Prepare a power point presentation on the status of literacy of last 10 years.
- Make a report on the running banking schemes by visiting a nationalized/ private bank.

Social Studies

General Subject-4:

Class Room Teaching Contents:

- First freedom movement in 1857 and efforts to get freedom.
- Religious and social reform movements - Brahm Samaj, Prarthna Samaj, Arya Samaj, RamKrishna Mission, Theosophical society, Muslim's religious movement (Sir Saiyyad Ahamed Khan).
- National movement of India - Origin of Indian national congress, Bengal division, Rollet Act, Jaliawala bagh Massacre, Khilafat movement, Non Cooperation movement, Chauri - Chora incident, Kakori movement, Swaraj Party, Simon Commission, Bardoli Satyagrah, Nehru report.
- Demand of full freedom - Jennah's 14 point conditions, Civil Disobedience Movement, first Round Table Conference, Gandhi - Irwin pact, Second Round Table Conference, Pune Pact Quit India Movement and achievement of freedom.
- Contribution of main liberal and radical nationalistic leaders in the Indian National Movement - Mahatma Gandhi, Jawahar Lal Nehru, Gopal Krishna Gokhale, Dada Bhai Narauji, Subhas Chandra Bose, Lokmanya Bal Gangadhar Tilak, Lala Lajpat Rai.
- Difference between climate and season and factors affecting the climate.
- Natural regions in India - Demography, life style, agriculture, industry, main states and towns.
- Natural regions in Uttar Pradesh - Its boundaries, main towns, life style, scheduled castes and scheduled tribes in Uttar Pradesh.
- Mineral resources, source of energy, agriculture and irrigation in Uttar Pradesh.
- Main imports and exports of Uttar Pradesh and their effect on our economy.
- Cultural heritage of U.P. - Archaeological heritages, arts, crafts, festivals and fairs, pilgrimages and preservation of heritages.
- Environmental pollution - meaning types and preventions.
- United Nations Organization (UNO) - Formation parts and functions.
- Census.
- Civil Security.
- Public welfare schemes- self employment programmes run by the government of U.P. and India.
- N.G.O. (Non Government Organization).
- Unity in diversity, symbols of national unity.
- Terrorism, communalism and castecism - constitutional provisions for the safety of scheduled castes and scheduled tribes and India's efforts for peace, non alignment policy, Principles of panchsheel, India's efforts for peace through united nations organizations.
- **Major challenges for Indian economy:** Poverty, population growth, population density, Malthus theory of population, population explosion. Impediments in economic developments, demographical tendencies in India, birth and death rates, sex ratio,
- Indian national population policy. Reasons of poverty in India, poverty line in India, programmes for eradication of poverty.
- Unemployment - Types, government running schemes to eradicate unemployment.
- Literacy rate.
- Food Security and Public Distribution System in India- Problem of Food Preservation, Objectives and Expansion of Public Distribution System, Food Corporation of India (FCI),

Targeted Public Distribution Scheme, Integrated Child Development Schemes, Mid day Meal, National Food Security Bill.

- Globalization and Statistics- Introduction presentation and importance of data, mean, median, mode.

Practical work/Sessional/Project work/Models : To impart intrinsic knowledge and meaningful understanding of every lesson of Social studies, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Prepare a project on the comparative study of the condition of women pre-independence and post-independence.
- Minerals, sources of energy, main crop should be shown on a chart in the map of U.P.
- Prepare a chart related to United Nations organization, its constituent parts and their functions.
- Draw a statistical figure of population growth of India in regard of last 10 years.
- Prepare a project on the role of women in Indian history (Ancient, Medieval and Modern).
- Prepare a photo album of freedom fighters.
- Prepare a report on the events and important places and incidents related to freedom movement in U.P.
- Prepare an album of main things of export and import.
- Draw the national flag of 10 member countries of United Nations Organization (UNO) on a chart.
- Prepare collage collecting information on current topics from news papers.
- Make a project of literacy rate of 20 families around you.
- Do a census of families living in 100 perimeter of your house and prepare a report of sex ratio also.

HINDI

Objectives:

- To teach the role of language in human life.
- To make the trainees aware of the process by which children learn the language and clarify different levels of this process.
- To give them training for preparing teaching material related to the subject matter, to develop a good understanding of the contents in Hindi language.
- To make the children collect materials used for the content of Hindi language and train them to create interest in the contents by making the children present the emotions.
- To give training to trainee teachers for the purpose of writing and presenting stories/ poems for children's motivation of reading writing and understanding.
- To give training to the trainees for the development of correct pronunciation by the children through communication technology and other teaching methods.
- To enable the trainee teachers in for continuous and comprehensive evaluation of language teaching.

Teaching process/ Methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCB of trainees should be done on a prescribed proforma so that they may be aware of the process and learn the methods of using it.

HINDI**General Subject -1 :****Class Room Teaching - Contents:**

- To listen and understand sounds and correct pronunciation in Hindi language.
- Knowledge of all symbols, vowels, consonants, compound letters and words, syllabus in Devnagri Script.
- Recognition of Antonyms, Synonyms, rhythmic and Homophonic sounds.
- Knowledge and usage of comma, colon, semi-colon, full stop, question mark, exclamatory mark, inverted comma.
- Methodology of writing, Important topics of learning, way of seating, distance of paper to eyes, How to hold the pen, starting line, script, sharpness of word and appropriate example, practice, writing, transcription and dictation.

Practical work/Sessional work/Project work/Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Hindi , the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To prepare teaching materials/ models to learn letters, syllabus, words, vowels, consonants, compound letters and compound words.
- To prepare T.L.M./ models/ material/ examples to clarify the symbols of colon semi colon. Interrogative and exclamatory mark.
- To collect poems/ songs/ stories and the activities of the children and presentation of a play based on them.
- Audio/Video material for correct pronunciation.
- To prepare the collection of newspaper and magazine material for class-room teaching.

HINDI**General Subject - 2:****Class Room Teaching - Contents:**

- Listening and learning of stories, folk tails and interesting reference.
- Discussion over subject matters of surroundings , social events , self experiences
- To read and recite the prosaic and poetic passage/ stanzas with correct pronunciation rhythm and intonation.
- Free expression (oral/ written).
- To understand words, phrases, commas and homophones in prose and poems according to their level.
- Recognition and uses of prefix, suffix and compound words.
- Recognition of Noun, Pronoun, Adjective, Numbers, Gender and Tenses.
- By making a silent reading of the contents to understand the thoughts, meaning and facts implied in them.
- To write small sentences as directed by the teacher.
- To write formal and informal letters.
- Original writing of familiar subjects.

Practical work/sessional/project work/Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Hindi, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To prepare the collection of stories and folk tales.
- To prepare models/charts to make a difference among prefixes, suffixes and compound words.
- Presentation of noun, pronoun, adverb, adjective, number, gender through charts/ models.
- Presentation of different forms of words (noun, pronoun) through chart.
- To clarify types of letters and basic differences in them through charts/ models.
- To prepare collection of useful material for class room teaching by news papers and magazines.

General Subject - 3**HINDI****Class Room Teaching - Contents:**

- General introduction of poets and writers related to text book.
- Use of words, idioms and proverbs according to the reference in the audio material.
- Free writing of prose or poem in own words based on subjects as national festivals, fairs and cultural festivals.
- Changes in the forms of verb according to subject and object, correct and incorrect words.
- Introduction of complex simple and compound sentences, one word substitution.
- To use suitable language according to formal and informal situation.

Practical work/Sessional work/Project work/Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Hindi, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Original writing of autobiography and travelogue.
- Making of Paragraph with different punctuation marks.
- Material for making difference between idioms and proverbs.
- Origin of words through models/projects.
- To prepare a chart of poets of the poem composed on the same subject.
- To make a collection of useful materials for teaching through newspapers and magazines.

General Subject - 4**HINDI****Class Room Teaching - Contents:**

- Correct Pronunciation reading and writing of vowel nasality, Halant, Visarg etc in compulsory Sanskrit.
- To make a comprehensive study of teaching materials other than text book.
- To write the title of given paragraph.
- A general introduction of the writers of poems, essays, stories, one act plays, travelogue, biographies, autobiographies, letter writing, drama, included in text book of upper primary level their study and teaching.
- Teaching of the lesson in compulsory Sanskrit to learn the educative Shloks by heart.
- To choose, collect and use the typical words in sentences for increasing vocabulary of Sanskrit.

Practical work/Sessional work/Project work/Model: To impart intrinsic knowledge and meaningful understanding of every lesson of Hindi, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- To present fairs, festivals, events, travelogue etc in the project work (Power point presentation).
- Project work based on any form of prose, Poetry, Drama, one act play, story, novel in Hindi.
- To make a translation of lesson from Sanskrit to Hindi at upper primary level.
- Essay: To make chart/material to clarify the characteristic of a story.
- To prepare material to clarify the fundamental difference between biography and autobiography.

SANSKRIT

Objectives:

- To make the trainees aware of learning process of Sanskrit language by the children and to clarify the various levels of the process.
- To train trainees for making TLM develop the understanding of the contents of Sanskrit language.
- The skill of writing and correct pronunciation by the children would be developed through noun, gender and numbers.
- Skill of using subject and verb forms would be developed by sharing knowledge.
- After knowing the importance of Sanskrit language; to make the children learn the use of audio, video, ICT for the development of the skill of pronunciation, reading and writing.
- To enable trainees to conduct C.C.E. in language.
- Providing the knowledge of the forms of verbs; skills of their use should be developed.
- To inspire students to know the correct sounds of Sanskrit words and their pronunciation.
- To develop human values like patriotism, environment conservation, gender equality among the children through the shlok in Sanskrit passages and tales.
- Skill of translation from Hindi to Sanskrit will be developed among the children.
- Being aware of the importance of Sanskrit language; interest towards Sanskrit should be created among the children.
- To develop competencies related to the use of Noun, Pronoun, Verb, Adjective etc in Sanskrit language.

Training Process/Methods :

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCB of trainees should be done on a prescribed profarma so that the may be aware of the process and learn the methods of using it.

SANSKRIT**General Subject - I****Class Room Teaching: Content:**

- Knowing the names of animal - Birds and things around in Sanskrit language.
- Knowledge of Noun, Gender and Number.
- Knowledge of all the cases in noun, pronoun and numbers
- Use of present and past tense form of verb in tenses.
- Use of I form, II form and III form of verb according to the Noun and Pronoun.
- Translation of easy Sanskrit sentences into Hindi.
- Recitation of prayer and moral based poems.
- Meaning of shloks and moral based sentences.
- Numbers from 1 to 20 in Sanskrit

Equal Teaching Method:

- To train the trainee teacher to learn, how to teach by doing activities with games, video-clips, audio clips, learning by doing, pronunciation, practice, imitative reading, group work, game, acting, black board, chart pictures, models, flash cards and strips.

Practical work/ sessional work/ project work / model: To impart intrinsic knowledge and meaningful understanding of every lesson of Sanskrit, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Preparing teaching learning material for Sanskrit teaching.
- Preparation of activities for Sanskrit teaching.
- Self introduction in Sanskrit language.
- To prepare strips of moral based sentences.
- To prepare models based on numbers, verbs and forms in Sanskrit.
- To prepare audio/video clip of shloka recitation.

SANSKRIT**General Subject - 3****Class Room Teaching Content:**

- Introduction of Sanskrit alphabet, knowledge of their pronunciation. Topic related to conjunction of words- kinds, formulae, rules.
- Knowledge of conjunction and separating the words.
- Topic of compound words- avyayibhav, tatpurush, karmdharya, dwigu, bahubrihi, and dwanda.
- Forms of verb - Knowledge of present, past, future tense, imperative and optative sentences with their persons and numbers.
- Cases and knowledge of their signs.
- Recitation and imitative reading of quotable sayings.
- Simple translation calligraphy and dictation of the passage of text book.
- Knowledge of making small sentences based on dialogues in Sanskrit.
- Translation of Hindi sentences into Sanskrit.
- Knowledge of changing voice, prefix and suffix.
- Knowledge of numbers from One to Fifty in Sanskrit.

Possible Teaching methodology :

- An effective teaching may be possible by giving activity based knowledge in teacher training. Models, games, video clip, blackboard work, word strips, chart of difficult words, action and questionnaire through practice of pronunciation and participation of trainee teachers etc.

Practical work/ sessional work/ project work / model: To impart intrinsic knowledge and meaningful understanding of every lesson of Sanskrit, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Action research related to difficulties in Sanskrit subject.
- Use and preparation of self made teaching learning material.
- Essays/ letter writing in Sanskrit
- Debate and documentation in Sanskrit.
- Presentation a chart on books/ works/composers in Sanskrit.

Objectives-

- To know the importance of Urdu language, inculcate the interest in the children for Urdu language.
- To get knowledge about the skill of Urdu language (listening, speaking, reading & writing) and make children aware of these.
- To make children aware about the methods of Urdu teaching and its way of critical analysis.

Analysis-

- Importance of Urdu language in school syllabus.
- Objectives of Urdu teaching.
- Methods of Urdu teaching.
- In view of effective and successful teaching inculcate interest in Urdu teaching, use TLM and different activities.

Class teaching and its analysis of the following topics-

Development of skills-

- Listening- meaning and its importance.
- Develop listening skills through story, conversation, songs and poems.
- Speaking- meaning and its importance.
- Develop speaking skills through story, conversation, question answer and improve pronunciation.
- Reading- meaning and its importance.
- Develop reading skill through word recognition and to learn pronunciation, putting “arab” on the words, to read small paragraphs with understanding, poems and stories.
- Writing- meaning and its importance.
- Make the children aware how to hold the pen for transcription, structure of words, and different shape of words, to put “arab” on them and ask the children to write transcription, dictation, stories and poems.

Practical Work-

- To prepare lesson plan for the teaching of Urdu lessons (at the primary stage).
- Action research on facing the difficulties of Urdu teaching and learning.
- To prepare interesting teaching learning material for Urdu teaching and learning.

Objectives-

- Having knowledge of Urdu language, inculcate interest in the children for it.
- To get knowledge about the skills of Urdu language ((listening, speaking, reading, writing) and make the children aware of it.
- To introduce the children about the methods of Urdu teaching and ways of critical analysis.

Analysis-

- Importance of Urdu language.
- Services of Urdu language in development of Indian culture.
- Services of Urdu language in development of human values.

Class teaching and its analysis about the following topics-

- History of Urdu literature.
- Prose teaching- objectives and importance. Practice of prose teaching, need for special attention on stories and dramas lessons.
- Poetry teaching- objectives and importance.
- Make the children aware about awzan couplets (sher) and free poems and to develop the skill of understanding sher(couplets).
- Develop oral skills, speech, conversation, argument skills, antakchari and give importance to mushyras and kavi sammalen.

Semester wise Activities-

- Write essays, letters, stories, use of idioms.
- Make the children aware about counting from 1 to 100.
- To prepare lesson plan on Urdu prose, poetry, methods of teaching(at primary and upper primary stage)

English

Objectives

The goal of this course is to build confidence in Trainee-teachers to use the Language freely and develop strategies for young learners based on pedagogic principles.

Trainee-teachers:

- To enable trainee teacher to understand composition, nature and classroom transaction of English language.
- To enable trainee teacher to understand subject content of English language.
- To make trainee teacher able to prepare TLM for teaching various components of content of English.
- To train trainee teacher to present content material in an interesting way and use of ICT.
- To make trainee teacher able to teach the content through various educational softwares/language games/applications.
- To train trainee teacher on CCE of English language learning and pronunciation.

Training Process/Methods :

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed profarma so that they may be aware of the process and learn the methods of using it.

English**1. Theoretical Aspects**

- Different approach and methods of teaching English.
- Bilingual approach.
- Dr. West's new Method.
- Audio-video method.
- Language games.

2. Classroom Teaching: Content

- English in our daily lives:-
- Some general Greetings
- Introducing English alphabet with relevant names of animals, birds, flowers, fruits, vegetables, plants etc.
- Number names (1-100)
- Oral practice of simple sentences prescribed for Standard. 3, 4 & 5.
- Recitation of Nursery rhymes and poem with a rhythm & intonations.
- Writing practices:
 - Penmanship (hand writing)
 - Words (spelling)
- Grammar
 - Sentences : Kinds and Parts of a sentence
 - Punctuation
 - Determiners of Noun: Article
- Conversational
 - Class room instructions
 - Self-introduction
- Pronunciation: Practice of reading Simple sentences using correct Phonemes, Syllable, and stress (from text books of Standard. 3, 4 & 5).

3. Content specifications

- Viva-voce
- Self-introduction
- Description (of a given Picture/ Landscape)
- Narration
- Extempore, story writing on any one of the topics given.
- Vocabulary of 750 words (prescribed for Std. 3-8).
- Story teaching: Steps of story teaching.
- Grammar
 - Noun: Kinds and Gender.
 - Determiners of noun:
 - ❖ Possessives (My, Our, Your, His, Her, Its etc.)
 - ❖ Demonstrative (This, That, These, Those)
 - ❖ Distributive (Each, Every, Either, Neither)
 - ❖ Determiners of number/quantity (few, some, much)
 - Pronoun.
 - Adjectives & degree of comparisons.
 - Verb: Use of Verb in present, past and future.

- Sentences : Transformation of sentences
 - Affirmative to negative sentences
 - Assertive to interrogative sentences
- Active/Passive voice
- Common errors in
 - Noun and number
 - Articles
 - Verb
 - Adjective degrees
 - Spellings
 - Punctuation
- Pronunciation
 - Perception and production of sounds: vowels, consonants.
 - Speaking some words where the letters are silent (e.g.-Walk, Straight, Talk, calm).
 - Reading aloud paragraphs, dialogues and poem with intonations and modulation.
 - Lesson plan: Importance of Lesson plan, characteristic of a good Lesson plan and preparation of Lesson plan.

1. Project/Sessional Work

- Collection of small stories (at least 4).
- Collection of jokes and riddles
- Action-research: Take one situation and prepare a story and then discuss about the grammar details of English Language incorporated into it and any one of the burning topics/problems.
- Preparation of TLM
- Prepare Picture Charts on: Noun/ Pronoun/ Verb/ Adjectives/ Article and other Determiners of Noun.
- Look at the picture and complete sentences using correct form of Noun, Verb, and Article etc.
- Prepare flow chart of sound symbols.
- Framing of questions according to a given situation.
- Collection of poems (at least 4) with their rhythm and intonation

Preparation of TLM

- Prepare flash cards on any of the following topics -
 - Alphabet
 - Number names
 - Birds
 - Animals
 - Flowers
- People with different occupations
- Prepare audio TLM (DVD etc.); for e.g. Animal sounds along with their description in simple sentences incorporating; animal cries, names, their homes and babies.
Example: Roar - Lion -Den - Cub
- Prepare Picture Crosswords on -
 - Birds
 - Animals
 - Flowers
 - People with different occupations
 - Different Fruits
- Review and critical analysis of the text books of Std. 3-6.

General subject- 4**English****1. Theoretical aspects**

- Different approaches and methods of teaching English
 - Grammar translation method.
 - Direct method.
 - Structural approach cum situational technique.
 - Communicative approach.
 - Listening with comprehension- Public announcements, T.V. News etc

2. Content specification

- Grammar
 - Complex and compound sentences
 - Commands and requests
- Tenses: Present, Past & Future
 - Indefinite
 - Continuous
 - Perfect
 - Perfect continuous
- Grammar:
 - Preposition
 - Conjunction
- Writing
 - Description of Pictures or objects.
 - Letter, Applications.
 - Filling up the forms.
- Lesson planning

3. Sessional work/ Project work

- Viva-voce.
- Preparation of TLM.
- Collection of Language games and tongue twisters.
- Essay writing, Comprehension and Unseen passage.
- On the spot project: Take one News headline with details, in English daily and give each student a fixed time (10 min.) and ask them to find out the following details :
- Determiners- article, possessive, demonstrative, distributive
- Pronoun, verb, adjective, adverb & its kind
- Preposition, Conjunction, Tense, Idioms & phrases and their use.
- Project on the Picture story preparation: Students will prepare exercises based on their picture story (Each student should be given a separate story to maintain the originality of work).
- Role play

COMPUTER EDUCATION

Objectives:

- To impart knowledge of computer's introduction, history, progress and its kinds.
- To make trainees familiar with the use of computer, working places, advantages, limitations and working system of computer.
- To provide knowledge of hardware, software and its working system, working of software application, and the introduction of multimedia and its uses.
- To enable trainees to use multimedia and internet effectively during class room teaching.
- To enable trainees to search the material on internet and make them aware in the use and utility of computer regarding new academic researches in the world.
- Saving of data, do mathematical application and through different types of games; make them to achieve academic aims.
- To provide information relating life skill and content through activities based on technology.
- To trained trainees in use of computer game/video clip etc. for making class room teaching effective and interesting.
- To provide information regarding Microsoft office open source software cyber safety and rule to the trainees.
- To train trainees in the use of ICT.
- To train trainees in the use of ICT in school management.
-

Training process/methods:

Try to present the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed profarma so that they may be aware of the process and learn the methods of using it.

General Subject- 1

Computer Education

1- Introduction to Computers

- **History & Development**
 - Chronology
 - Generations
- **Definition of a Computer System**
- **Types of a Computer System**
 - On the basis of Data Representation (Analog, Digital & Hybrid)
 - On the basis of Size & Speed (Microcomputers (PC), Minicomputers, Mainframes & Super Computers)
- **Uses & Application area of Computers**
- **Advantages & Limitations of Computers**
- **Components of a Computer System**
 - Hardware
 - Input Devices (Keyboard, Mouse, Trackball, Stylus, Light pen etc.)
 - Processing Devices
- ❖ C.P.U. / Microprocessors
 - ❖ Overview & Basic Concept
 - ❖ Registers & Buses
 - ❖ Processing Speeds (GHz etc.)
- ❖ Memory
 - ❖ Overview & Basic Concept
 - ❖ Capacity Terminology (Bits, Bytes, KBs, MBs, GBs, TBs etc.)
 - ❖ Processing Speeds (Bps, Kbps, Mbps etc.)
 - ❖ Types of Memory
 - Primary (RAM, ROM, Cache)
 - Secondary (HDDs, CDs, DVDs, PDs, Memory Cards etc.)
 - Output Devices (V.D.U., Printer)
- Software (System Software, Application Software)
- **Working of a Computer System**
 - I-P-O (Input Processing & Output cycle)
 - Overview of Instructing / Programming a Computer machine

2- Working on Computers

- **Working with System Software (Operating System (OS) module only)**
 - Introduction to OS
 - OS : Functions, Uses & Benefits
 - Types of OS (Single User, Multiuser, Multitasking, Multiprocessing, Real-Time etc.)
 - Introduction to different types of OS (Windows, Macintosh, Linux Ubuntu etc.)
 - Using Microsoft s Windows OS (Microsoft Windows XP)
 - Welcome screen
 - Desktop screen
 - ♣ Concept of a Desktop
 - ♣ Components of the Windows XP s Desktop (Icons, Taskbar, Clock & Calendar etc.)
 - ♣ Desktop s settings (Wallpapers, Screen Savers etc.)
 - ♣ Start Menu (Links, All Programs etc.)
 - Files & Folders management
 - Introduction to My Computers

- Working with Windows Explorer (Parts of a window, Control buttons, Scrolling etc.)
- Working with Files & Folders (Creation, Deletion, Renaming, Copying, Moving, Nesting etc.)
- System Management
- Turning ON & OFF your computer machine
- Control Panel
 - ❖ Device (Printer, Fax, Mouse, Keyboard etc.) management
 - ❖ Program (Installation & Uninstallation) management
 - ❖ Recycle Bin
- **Working with Applications Software (Hand on practice over general applications)**
 - Calculator, Notepad, MS Paint, Games etc.
 - Installing new software & using it
- **Working with Multimedia**
 - Introduction & Basic Concept
 - Uses & Application
 - Using some Multimedia Application (Windows Media Player, Microsoft s Encarta etc.)
 - Uploading innovative teaching methods in different browsers

Internet

- **Introduction to Networking**
 - Introduction & Basic Concept
 - Uses & Application
 - Types of Networks
 - Performing setup together (Two or more systems in a network)
- **Introduction to Internet**
 - Introduction & Basic Concept
 - Components of Internet (Web Browser, Server, Website & Web pages, Hyperlinks)
 - Services of Internet (WWW, Email, FTPs, Chatting etc.)
 - Performing setup for Internet in a Computer System
- **Working on Internet**
 - Using Microsoft s Internet Explorer
 - Using basic Online-Services
 - Search-Engines (Google, Bing, Yahoo etc.)
 - Email (Gmail, Yahoo Mail etc.)
 - Chatting (MSN, Yahoo Messenger etc.)
 - Internet calling (Skype etc.)
 - Social Networking (Face book, Twitter, Google Groups, MSN etc.)
 - Accessing Education related online links (Website, FB page, Twitter, LinkedIn etc.)
 - MHRD
 - NCERT & SCERT of states
 - D.I.E.T.
 - UP Basic Education
 - Downloading and Uploading content to and from Internet
 - PDFs, Songs, Videos etc.
 - Software : Free and Trial Versions (Installation & Updating from internet)
 - Data Security
 - Introduction to prevailing threats / frauds in the online world
 - Steps to ensure security for personal and data
 - Securing data through Antivirus (Downloading (free copy), Installation and Updating it)
- **Some useful Web tools**

- MS FrontPage : Creating & Hosting self made websites over internet
- MS Outlook : Managing daily tasks, Schedule and Mails

➤ Using हिन्दी (Hindi) in Computing

- Reading text in हिन्दी (Hindi) (using Google Translator, Babylon etc.)
- Writing text in हिन्दी (Hindi) (using Microsoft Language's Indic-Input Tool)

Using Software Application for Documentation and Professional use

- **Need of I.T. Tools and their priority over manual work**
- **Packages: Introduction & Basic Concept**
- **Types of packages** (Word Processors, Worksheet Packages, Presentation Packages, Database Packages etc.)
- **Introduction to Different Office Packages in market** (Microsoft's Office 2007, Oracle's OpenOffice.org etc.)

Working with a Office Package (Microsoft's Office 2007)

- **Working with MS Word**
- **Working with MS Excel**
- **Working with MS PowerPoint**
- **Working with MS Access**

Cyber safety and IT/Cyber Laws

3- Experimental/Sessional work

- Preparation of TLM using MS Paint.
- Create a worksheet in MS Excel, using data from class records (e.g. Name & height of the student and marks obtained by them). Use this worksheet to create the different types to charts-
 - Line chart
 - Bar Chart
 - Pie Chart
 - Column Chart
- Practice of theoretical aspects, in the computer Lab of the Institution.
- Create a teaching video of your choice and upload on internet.
- Create a blog on academic issues.
- Translate any text into a different language (Hindi-English) using Google.
- Prepare a collection of reference material on any topic (allotted by the teacher) using different search engines (e.g. Google) and websites of IGNOU, NCERT, UNESCO etc.
- Make a Power Point Presentation to create awareness about any one of the prevailing social issues in our society.
- Each student will write a critical review on the "Cyber safety and Cyber Laws"
- Practice of all the theoretical aspects in the Computer Lab of the Institution.

General Subject- 3

Computer Education

- I.C.T. (Information & Communication Technology)
 - **Introduction to ICT**
 - Introduction & Basic Concepts
 - Application & Benefits of ICT in education
 - Scope of ICT in education
 - I.C.T. in Education & Studies
 - **For Teachers**
 - Use of ICT for knowledge enhancement
 - Accessing Internet
 - ❖ Using Websites (Wikipedia, open digital educational resources etc.)
 - ❖ Using Search engines
 - ❖ Communicating with Experts
 - Accessing CD-ROMs & DVDs
 - ❖ Using digital content
 - Accessing digital content
 - ❖ Using e-Books
 - ❖ Using e-Tutorials & training videos (You Tube etc.)
 - Use of ICT for education delivery
 - SMART CLASSES and Digital Blackboard
 - Creating & using Slide-Presentations with Projectors
 - Educational A-Vs (Audio-Videos) Modules (Animated or Non-Animated or both)
 - Using online e-labs, e-Libraries & e-Museum in classes
 - Delivering Distance Education through Digital/Online services ODL mode
 - ❖ EDUSAT
 - ❖ Classes through Teleconferencing & Video conferencing
 - ❖ Prasar Bharti s education services
 - ❖ Radio Service (Gyanvani Radio Station)
 - ❖ Television Service (DoorDarshan s GyanDarshan Chanel)
 - ❖ Query handling through Chat applications & Email
 - ❖ e-Tutions through Online Web-Portals
 - ❖ Moocs, DER etc.
 - **For Students**
 - Use of ICT for knowledge enhancement
 - Developing e-Content through Internet
 - Digital Project Development
 - Accessing education through Radio and TV services
 - Doubt clearing through online chats with experts
 - Online Tests through Exam Web Portals (MeritNation.com etc.)
 - e-Tutions
 - Accessing various competitive Exams information online
 - Job Search & Enquiries through Job Portals (Naukri.com, Monster.com etc.)
- I.C.T. in School Management
 - **Using Online services / tools**
 - Official Website for communication between school and students (and their guardians), School staff etc.

- Online complaint portal for queries and problem eradication
 - **Using School Management Software application/ tools**
 - Digitization of School Data for transparency (Attendance, Books, Uniforms, Test Scores etc.)
 - Data mining for effective decision making
 - **ICT in office work**
 - Using Office packages for record maintenance & documentation
 - Exchange of Emails for quick & cheap communication
 - Teleconferencing & Video conferencing to save time & money
 - Experimental/Sessional Work:-
 - Create a Web page which contains information about our country, State, City or Institution. Webpage should include some pictures and a Map.
 - Visit any website which offers free greeting cards. Send any greeting card of your choice to your teachers.
 - Create a PowerPoint Presentation on any type and present it using projectors
 - Practice of the theoretical aspects, in the Computer Lab of the Institution.
 - Slide Presentations- 08
 - Minimum of 7-10 slides each based on elementary school text book etc.
 - Project work
 - A ten page project work contains Text & Graphics (Per Trainee)
 - School records digitization
 - Use any office package to maintain digital records throughout the internship
 - It must contain
 1. Daily Attendance (Students & Self)
 2. Students Profile
 3. Digital Monthly summary (Create & Upload on Social Pages of School/DIET)
 4. Internship related photograph (1 in a week) (Upload on Social Pages of School/DIET)
 5. Presentation on School Analysis
 - Inspection of the computers installed in the Computer Centers of the Upper Primary Computer Labs of our District and students will also install necessary software.
 - Create one's personal e-mail account and send an attachment to the e-mail account of the institution (Taking full care of the e-mail etiquette)
- Practice of the theoretical aspects in the Computer Lab of the Institution.

SOCIALLY USEFUL PRODUCTIVE WORK

Objectives:

- Being familiar with the importance of subjects contained under socially useful productive work, trainees will make children competent in it.
- Artistic nature, sense of labour, self dependence, handicraft, discipline, and proper use of time etc. such qualities should we developed in children by teaching all the subjects.
- To develop academic qualities in trainees through different socially useful productive work.
- To develop creativity among trainees.
- Trainees should prepare socially useful productive things by using local resources and useless material.
- Being familiar with the importance of subjects contained under socially useful productive work, trainees will make children competent in it.
- Artistic nature, sense of labour, self dependence, handicraft, discipline, and proper use of time etc. such qualities should we developed in children by teaching all the subjects.
- To develop creativity among trainees.
- To develop the sense of self business skill among trainees.
- Trainees should develop the skill to prepare socially useful productive things by using local resources and useless material.

Note: Trainees can choose any one socially useful productive work between the group A Home science and group B agriculture and gardening science.

Training process /methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As for as possible try to use ICT to present the subject matter.

During training CCB of trainees should be done on a prescribed profarma so that the may be aware of the process and learn the methods of using it.

Socially Useful Productive Work**Class -room Teaching - Contents:**

- Meaning of home science, need, importance and scope.
- Precautions while purchasing different types of cloths, wool.
- Precautions during cooking food.
- Precautions while serving food, serving food is an art.
- Knowledge and uses of different type of stitching on clothes.
- Stitching tools and their proper uses.
- Difference between stitching and embroidering.
- Precautions during knitting.
- Knowledge related to washing, cleaning and ironing of different type of clothes.
- Knowledge related to home management.
- Recognition of soil, classification, erosion, prevention of erosion.
- Fertilizer and compost, their importance, comparative study, use of fertilizer and compost in crops.
- Preparation and use of different type of fertilizers as manure, compost, green compost and organic compost.
- Study of fertilizers- nitrogen, phosphorus, potash and their use in crops.
- Making drains for irrigation, disadvantages of less or more of irrigation.
- Comparative study of ploughing tools as indigenous, meston and care plough.
- Use of gardening related tools as handho, cikatier kalam, patching and knife.
- Gardening science and its importance, utility of fruits and vegetables in diet.
- Evaluation of agriculture and gardening science subjects.

A - HOME SCIENCE

- Meaning need and scope of home science.
- Necessity of food, nutrients and their source and diseases in lack of them.
- Balance diet - Malnutrition, its reasons and prevention.
- Art of cooking - precautions during cooking and serving of food.
- Care of pregnant woman and infant, vaccination.
- Precautions during stitching and knitting.
- Instructions keeping in mind during purchasing of different type of cloths and wool.
- Knowledge of different stitching tools and stitches and their uses in clothes.
- Knowledge related to washing ironing and keeping different type of cloth.
- Making of use full and creative things from useless things.

B - Agriculture

- Recognition of soil, classification, erosion and its prevention.
- Importance of compost and fertilizer, comparative study, and their use in crops.
- Different types of compost as- manure, compost, green compost and organic compost, and preparation of organic compost.
- Study of nitrogen, phosphorus and their use potash in crops.
- Knowledge and use of different types of pesticide.

- Making of drains for irrigation purpose, disadvantage more or less irrigation. Ploughing tools as - indigenous-meston and care plough etc and its comparative study.
- Gardening tools as - handho, Cikatier, Kalam patching and use of knife.
- Gardening science and its importance, utility of fruits and vegetables in food.
- Evaluation of agriculture and gardening subject.

Practical work/Sessional work/Project work/Model: *To impart intrinsic knowledge and meaningful understanding of every lesson of socially useful productive work, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.*

- Drafting on paper.
- Drafting, cutting, stitching and embroidering of cloths.
- Pillow cover.
- Baby frock (Jhabla).
- Kalidar petticoat.
- Plain Trouser.
- Handkerchief (decorating with different stitches).
- Table Cloth.
- Practice of making Button hole.
- Making of sweater, socks and cap.
- Making album from different types of knitting.
- Visit to a dry cleaner shop and find out the different methods of dry cleaning.
- Draw picture of washing tool and a file.
- After selecting seats of vegetables and flowers prepare them to get saplings.
- Preparation of saplings.
- Plantation of decorative flowers in rows and pots.
- Weeding of plants planted in pots and rows.
- To add fertilizer and compost in parts and do irrigation
- Digging from spade and weeding from scraping instrument.
- Write indigenous and scientific name of plants grown in your surroundings and classify them as tree, hedge and herb. Make a chart to show their use in day to day life.
- List of indigenous and modern farming tools along with it a list of fertilizers having nitrogen, phosphorus and potash as their components.

Home Science:

- Making food nutrients charts
- To prepare - vegetable soup, salad, sprouted grains breakfast, pana of mango, four types of sweet and salty dish.
- Study and preparation of question paper related to home science of class 6, 7 and 8.

- Drafting cutting and stitching of following garments -
 1. Handkerchief /table cloth.
 2. Baby frock
- Kalidar Peticoat/ Plain trouser
- Making sweater, socks and cap.
- To make any two useful and artistic things from useless things.

Agriculture:

- After selecting seeds of vegetables and flowers prepare them to get saplings.
- To prepare saplings of trees.
- To plant decorative flowery plants in pots and rows.
- Weeding of plants planted in pots and rows.
- To add fertilizer and compost in parts and do irrigation.
- Digging from spade and weeding from scraping instrument.
- Write indigenous and scientific name of plants grown in your surroundings and classify them as tree, hedge and herb. Make a chart to show their use in day to day life.
- List of indigenous and modern farming tools along with it a list of fertilizers having nitrogen, phosphorus and potash as their components.

Peace Education and Continuous Development

Objectives:

- To develop inclination for peace in people through education.
- To nurture and develop basic social skills and attitudes in trainees which are essential for adjustment in life.
- To develop secular culture and make them aware of related responsibility.
- To train trainees for the creation of democratic culture.
- To make trainees aware of the importance of national integrity and its role in development.
- To develop the sense of universal brotherhood.
- To make trainees understand the elements of peace education for the physical and spiritual development.
- To inspire trainees for peaceful life.

- **Training process /methods :**

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed proforma so that they may be aware of the process and learn the methods of using it.

Peace Education and Continuous Development

General Subject – 4

Class -room Teaching : Contents :

- Concept of peace education, present need of education for peace.
- Indian life values for peace skill and peace tendencies in peace education.
- Personality and social development, Personality its nature , development and assessment habits and temperament, self awareness, effect of atmosphere in development of personality, five big personality traits, openness, conscientiousness, extraversion, agreeableness, neuroticism, socialization of personality and peace.

Development of peer relationship and Interpersonal understandings:

- Role of peers in children's development.
- Characteristic of peer Relationship.
- Social Cognition
- Aggression.
- Technology and peer relationship.
- Diversity in peer relationship and social cognition.
- Promoting healthy peer relationships.
- Character and moral education pro-social development, contribution of parents and family members in making of children's character and the importance of teacher in making it good.
- Behaviorism stimuli and responses, strategies for encouraging productive behaviors for peace, strategies for discouraging undesirable behaviors in a positive way, positive Behavior Intervention support.
- What is violence and what it do (a) types of violence (i) Verbal (ii) Psychological (iii) Physical (iv) Structural (v) Vulgarity in popular culture.
- (b) Frontiers of violence (i) Caste (II) Gender (iii) Discrimination (iv) Corruption, (v) Communalism (vi) Advertisement (vii) Poverty.
- (c) Perils of violence.
- (d) Media and Violence
- (e) Peaceful resolution of conflicts.
- (f) Reconciliation after conflicts.
- For peace in India the philosophical thinking, Gandhi Darshan and peace.
- Stress management, internal, shanti-astang yoga; Yama, Niyam, asana, Praynam, Pratyahar, Darana, attention and meditation.
- Peace value, human rights and democracy, national unity and religious tolerance in India, globalization and peace.
- Meaning and need of sustainable development- environment and sustainable development.

Practical work/ sessional work/ project work / model: To impart intrinsic knowledge and meaningful understanding of every lesson of Peace education and continuous development, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

Personality traits - openness, consciousness extraversion agreeableness, their social importance. Neuroticism and their social importance (to make a PowerPoint presentation/a chart).

- Sociality and peace are the traits of a human personality.
- Stress management, internal peace, astanga yoga, Yama, Niyam, Assana, Prayanama, Pratyahar, darna, Meditation, Model on Samadhi / Project/ Power point / Presentation/ Chart preparation.
- Model on value, human rights / project/peace power point presentation chart preparation.
- Project on media and violence / power point presentation/ chart preparation.
- Power point presentation based on the types of violence and its reasons /chart preparation.
- Present through power point/ chart, contribution of family members in making of character of children.
- Model on sustainable development/project/presentation and preparation of chart.

Art

Objectives:

- To enable trainees to know the fundamental principles of teaching art.
- To enable trainees to develop interest for art among students.
- To develop understanding of different methods of art and its content.
- Make them delighted through art.
- To develop intrinsic view of sensibility and aesthetic sense through education of art.
- To develop skill to make art as a part of life and other subjects.
- To train trainees to develop nationality, humanity, emotional unity and morality through art.
- Trainees will be trained in such a way that they remove hesitation in children for the different methods of art.
- To enable trainees to develop creativity in children.
- To train them for continuous and comprehensive evaluation of art.

Training process /methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed proforma so that they may be aware of the process and learn the methods of using it.

Art

General subject: 1, 2, 3 & 4

Class Room Teaching - Content:

- Visual art
- To provide spontaneous expression of feelings, aesthetic sense, knowledge of colour, sketches, size and shapes.

Handicrafts:

- Getting them make things from useless things college earthen toys.
- Use of different methods and materials of drawing - poster, water, colour, Pencils and Eraser, Pen and Ink etc.

Practical work/Sessional work/Project work /Model: *To impart intrinsic knowledge and meaningful understanding of every lesson of Art, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.*

Material for decoration of house and school.

- Different methods of handicraft as - collage, objects made of clay, paper cutting, paper folding, getting different decorative things made from bangles, wall hanging, making of envelop etc.
- Organise competition of drawing, handicraft, mehdi, rangoli, alpana in different occasions.
- Earthen toys, making things from useless things.

Physical Education and Health

Aims

- To make the trainees aware of the importance of Health Education and Physical education.
- To give information of various games and their rules to the trainees.
- To teach the trainees in such a way that they may remove the hesitation of children towards various games.
- To make them efficient in evaluating CCE of children in various games.
- To develop health discipline, healthy competition, moral and human values through games.

Training process /Methods :

Efforts should be made to use those methods of teaching the most among the trainees which could be used for the use of the subject matter. Training should be based on the academic activities. During the training of the learning and teaching activity the trainees should participate in it. Besides they should be told to determine the participation and cooperation of the children also. As much as possible the subject matter should be presented through the ICT.

During the training the trainee should be evaluated on the based format for wide and continuous evaluation, so that he should be acquainted with the process and reaction and learn the use of the method.

Physical Education and Health

Class Room Teaching - Content:

Health Education

- Meaning of health education, scope and aim, factors that effect health, problems of child, role of health centers, diagnosis of children's health and its follow up , contagious diseases and vaccination, awareness programmes for prevention against fatal diseases as Polio and Aids,.
- Personal cleanliness and regular inspection by teachers.
- Institutional cleanliness.
- First Aid and importance of first aid in various accidents.
- Red Cross - Introduction and importance of Red Cross.

Physical Education

- Games, Exercise and Yoga.
- Activities to warm up the body as running here and there.
- Exercise of hand- leg and body. For efficiency of exercise long jump, high jump, gymnastics, marching, ball and rope jump related activities.
- Various races - race 10 mt, 200mt, 400 mt, 600 mt, relay race, hurdle race.
- Meditation and various Yoga postures - Pranayam as Bhastika, Kapal Bharti, Anulom - Vilom, Bhramri and udgith and their advantages exercises through lazium and dumbles.
- Various throws - Hammer throw, discuss throw

Games

- Kabbadi, Kho-Kho, Football, hockey, Volleyball, Badminton.
- Guava race, touch and run, one legged race, cat and rat race, catching the shadow, gend tadi.

Scouting and Guiding

- First and second phase examination for eligibility of scout master and guide captain.
- Cub/Bulbul, Balvir/Virbal - entrance and order of development.
- Cub/Bulbul, first phase - crystal feather.
- Cub/Bulbul, second phase - silver feather.
- Cub/Bulbul, third phase - Golden feather.
- Cub/Bulbul, fourth phase - Diamond feather.

Practical work/Sessional /Project work /Model To impart intrinsic knowledge and meaningful understanding of every lesson of Physical education and health, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

To prepare and collect various songs (patriotic) for assembly.

- To prepare and demonstrate various physical exercises and yoga postures and register them.
- The teacher trainee will select one game from various games per semester and will prepare a report on it.
- At public places as - railway station, bus stands, shramdan at Fair (social work) as supply drinking water and maintain peace.
- To plant trees, to write quotations on walls and public awareness programmes to be organised.
- To prepare a chart on various yogasan's.
- Models and charts on various methods of treatments to be prepared.

Music

Objectives:

- To provide knowledge of rhythm, tempo, pause rise and fall/ ascending and descending of scale to the trainees.
- To train the trainees to create students' interest students for in music.
- To develop the understanding of the various methods and subject matter of music.
- To experience pleasure through music.
- To develop nationality humanity sentimental humanity and morality in trainees through music.
- To develop an insight of various sentiments through music.
- To train the trainees in such a manner that they may remove the hesitation in music in students.
- To teach the students various modes of songs/music through various actions and activities.
- To train the trainees for CCE of music.

Training process /methods:

Try to keep the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed profarma so that they may be aware of the process and learn the methods of using it.

Music**Class room teaching:** contents.

- Meaning of Music - Note, Kind of notes, Naad, ascending, descending of note, kinds of rhythms pakad, tune.
- To provide knowledge of beats in vocal music - Teen Tal, Jhaptal, Roopaktal, Kaharwa, Dadra, Ektal and Chartal .
- Music - Prayer, Bhajan, local folk song, songs related to seasons, National unity (national anthem, patriotic songs)
- Lives of Indian musicians.
- Dance/Drama - folk dance, local dance, emotional dance, and problems related to current situation curriculum and plays of patriotism.

Practical work/Sessional /Project work/Model : To impart intrinsic knowledge and meaningful understanding of every lesson of Music, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The teachers can decide models and projects on other subjects in the same manner.

- Collection of songs sung at various occasions.
- Collection of songs during various social and cultural occasions.
- To prepare an album on various kinds of dances.
- To prepare charts/models/video clips/audio clips on various folk songs.
- To prepare an album on various musical instruments.

Internship

The BTC (2 years) training programme would be completed in four semesters. Each semester would be of 6 months. A programme of internship of one month (30 training days) would be held in each semester. During the internship in last one month of each semester under the guidance of DIET/ institute trainee will go to primary/ upper primary schools and study all the academic activities, class room teaching in school, action research, syllabus, use of text books and teachers references, along with this they will get knowledge about co curricular activities community participation, academic innovations, meetings of school assisting committees, keeping and maintenance of school records.

The DIET/Institute can allot trainees maximum two schools each for 15 days during a semester. During internship a trainee will within 15 days duration come to the DIET/Institute and present the academic work done in schools.

A pupil teacher according to semester will have to focus on various points in the school which will be considered in his evaluation during the internship are as follows.

During the first semester the trainee has to establish a rapport with school environment, students and teachers of the school allotted and perform the following activities.

Sr.No.	First Semester (Internship) Subject	No. of Work
1.	Observation of class (teaching method)	10
2.	Study of previous knowledge of students	10
3.	Description and critical evaluation of TLM used	10
4.	Remedial teaching method and critical evaluation	10
5.	Preparing the profile of the school : Material facilities /amenities their condition and critical evaluation	10
6.	Implementation and record of Academic activities	10
7.	School records - account, maintenance critical evaluation	10
8.	Preparing school documents	10
9.	Description of co-curricular activities and critical evaluation	10
10.	Condition of social co-operation /condition of SMDC and its critical evaluation.	10

During the second semester the trainee has to establish a rapport with school environment, students and teachers of the school allotted and perform the following activities.

Sr.No.	Subject for Second Semester (Internship)	No. of Lesson Plans
1.	Kalrav Class - 1 and 2	10
2.	Gintara Class – 1and 2	10

During the third semester the trainee has to establish a rapport with school environment, students and teachers of the school allotted and perform the following activities.

Sr.No.	Third Semester (Internship) Subject	No. of Work
1.	Science (Class 3, 4 and 5)	03
2.	Social Studies (Class 3, 4 and 5)	03
3.	Maths (Class 3, 4 and 5)	03
4.	Hindi (Class 3, 4 and 5)	03
5.	English (Class 3, 4 and 5)	03
6.	Sanskrit/ Urdu (Class 3, 4 and 5)	03
7.	Computer (Class 3, 4 and 5)	02
	Total	20

During the fourth semester the trainee has to establish a rapport with school environment, students and teachers of the school allotted and perform the following activities.

S.No.	Fourth Semester (Internship) Subject	No. of Lesson Plan
1.	Science (Class 6, 7 and 8)	02
2.	History and Civics (Class 6, 7 and 8)	02
3.	Maths (Class 6, 7 and 8)	02
4.	Hindi (Class 6, 7 and 8)	02
5.	English (Class 6, 7 and 8)	02
6.	Sanskrit/Urdu (Class 6, 7 and 8)	02
7.	Computer (Class 6, 7 and 8)	02
8.	Physical Education, Health, Art and Music (Class 6, 7 and 8)	02
9.	Earth and our life	02
10.	(Social useful productive work) (Class 6, 7 and 8)	02
	Total	20

Guidelines to grant marks in Internship

In each semester the marks for internship would be of 200, in which 50 percent marks(100 marks) would be given by the concerned headmaster of the school(school allotted for internship) and 50 percent marks (100 marks) would be given by the concerned institute.

Events

Sr.No.	Internship (1st Semester) observation and study of the school.	50% marks
1.1	Class room observation (Teaching method)	
1.2.	Preparing students profile and study the previous knowledge of the students.	02
1.3.	Description and critical evaluation of T.L.M. used.	
1.4	Remedial teaching and critical evaluation.	
1.5	Preparing profile of the school and condition of material recourses and critical evaluation.	
1.6	Implementation and record of academic activities	
1.7	Description of school records, maintenance and critical evaluation.	
1.8	Preparing school documents.	
1.9	Description of Co-curricular activities and comments	
1.10	Condition of social cooperation/condition of SMDC and their critical evaluation.	

Sr.No.	Internship (2nd, 3rd and 4th Semester)	50% marks
2.1	Preparing students profile and study of previous knowledge of students. (necessary for lessons)	
2.2.	Preparing lesson plans	
2.2.1	(1) Prescribed content	
2.2.2	(2) Adopted teaching method	
2.3.3	(3) Prepared T.L.M.	
2.2.4	(4) Evaluation proforma	
2.2.5	(5) Ways, models, games - prepared for remedial teaching.	
2.3	(6) Presentation of lesson plan	
2.4	(7) Participation of Children	
2.5	(8) Practice work (assignment).	

Sr.No.	Evaluation of internship on the level of institute	50% marks
3.1	(1) Presentation	
3.2.	(2) Presented documents	
3.2.1	(2.1) T.L.M.	
3.2.2	(2.2) Evaluation proforma.	
3.2.3	(2.3) Remedial education	
3.2.4	(2.4) Assignment	

Rules of Training

B.T.C. training is a full time pre-service training programme which is running under the provision of National council for teacher education (NCTE). For the effective management of training there is a provision of planned action. The following rules are laid down for the training. These rules would be applied over the private institute attached by State government after getting recognition from DIETS and NCTE.

1. **Duration:**

- BTC is a two years regular training of two semesters every year of 6 months each.
- Each semester would be of minimum 120 working days of training. Duration of admission and examination is not included in the training days.
- The training is non-residential.

2. **Discipline:**

- Each institution will consider the following points and prepare discipline accordingly.
- The working hours would be from 10 a.m. to 5 p.m. including 30 minutes lunch interval.
- A disciplinary committee would be formed by the institution.
- It is necessary for the trainee to be punctual in the institute, bear a good conduct, work according to instructions in the class room and behave in a disciplined manner in assembly, practice teaching and other allotted work.
- **Uniform:** Every institute would decide uniform for the trainees and necessary rules should be laid accordingly.
- **Leave:** During training period the trainees would be given the following leave like wise.
- The trainee can be given 10 days casual leave in each semester. For this the trainee has to submit an application timely to the class teacher. The class teacher has to enter the leave in front of the trainees name in attendance register in order to keep a record.
- Under serious illness or unavoidable circumstances, absence of maximum 20 days would be granted on special ground after consideration over trainees application by the committee formed under the chairmanship of principle DIET. The medical certificate has to be countersigned by the CMO, for other conditions an affidavit has to be presented.
- **Attendance:** Minimum 75% of attendance is must in each semester. Trainees whose attendance falls short than 75% will not be allowed to appear in concerned semester examination.
- **Re-registration:** If a trainee is absent for six continuous days without information, his/ her parents/guardian would be informed through registered post/speed post / E-mail etc. on failing to be present within the stipulated date (that will be of 10 days) the trainee's name will be extracted from the training and he/she will be informed through registered post/ speed post/ email.
- Generally there is no provision for re-admission in any condition.
- Trainees will not be allowed to appear in the semester examination if his/her attendance is less than 75%.

Under this circumstance the trainee will be given a chance to take admission in the same semester in the next batch, in case of re-admission the trainee has to pay the re-admission fee. This facility would be given to a BTC trainee only once during training.

Examination:

- The BTC training syllabus has been divided into 4 semesters. After completing the period of each semester the trainee would be evaluated under the process of prescribed examination controlling authority Uttar Pradesh, Allahabad.

- Each semester is of 6 months, on completion of 6 months period institution will automatically begin the classes for next semester. Examination body would evaluate academic subjects and educational activities on the basis of following points : -
 - The trainee will be evaluated through written examination, unit test, project/model and internship.
 - To pass the examination in any semester the trainee must have obtain 50% marks in external and 60% marks in internal evaluation. Grades would be given on the basis of the marks obtained.
 - The institute will prepare a profile for each trainee and as per rules subject teacher class teacher and principal (School of internship) will make detailed comments on students daily behaviour, Conduct, discipline. Internal marking would be done keeping this in mind.
 - Each question paper would be of 50% marks out of which 20% marks would be given for project and sessional work and 30% marks for internal written examination (one unit test in every month and three in semester) would be allotted.
 - Besides the above mentioned each semester would have 200 marks for internship, in which 100 marks would be given by the Head Master of the concerned school (allotted for internship) and 100 marks would be given by the concerned institute. Internal and external evaluation would be done on the basis of class observation (related to previous knowledge) preparing lesson plan, teaching method, use of TLM evaluation proforma (students), method used for remedial teaching and discipline.
 - The trainees would be given a grade on the basis of the marks obtained in the internal evaluation. It should be kept in mind that more than 40% and less than 20% candidates should not get the same grade. If any other condition is found in that case, internal evaluation of that institute will be done by a panel nominated by the examination controlling authority. Thus trainees would be granted A, B, C and D grades. The total qualifying of those marks is respectively 10, 8, and 6 or fail.
 - The marks/grade obtained in the internal and external examination would be put in one report card only.
 - After the examination of each semester 1st, 2nd, 3rd and 4th a report card would be given. In the report card of 4th semester subject wise grading of last three semesters examination will also be mentioned. Grade would be given to the trainee on the basis of subject wise grading in four semesters.
 - In each semester subject wise preparation of at least one project, research and presentation is to be done. Project/assignment/T.L.M/evaluation would be on the basis of the following.
 1. Project: Content relevance (level of class and subject), format, collection of material, presentation and analytical study.
 2. TLM: Content, relevance (according to the level of class and subject) environment/durability, utility, multidimensional (related to concerned and other subjects) presentation of contents.

In the same way assessment points will be defined on other works done under project and evaluation will be done accordingly. In each semester, subject wise at least one project should be made along with research and its presentation. Project work, assessment of TLM and evaluation would be done as follows

1	Unit Test - In each subject a written test related to lesson taught/training given by the subject teacher would be taken. In this way three tests would be taken.	30% marks
2.	Project work	
	(a) In each semester subject wise preparation of at least	20%

	one project, one research and its presentation.	
	(b) Construction of an activity/ work / participation in anyone of subjects -Art and Music, SUPW, Games.	

Semester wise question paper and division of marks.

First Semester

Question Paper	Maximum Marks			Pass Marks	
	External	Internal	Total	External	Internal/Grade
First / Child Development	50	50	100	25	C
Second / methods of teaching	50	50	100	25	C
Third / Science	25	25	50	12	C
Fourth / Maths	25	25	50	12	C
Fifth / Social Studies	50	50	100	25	C
Sixth / Hindi	25	25	50	12	C
Seventh / Sanskrit/Urdu	25	25	50	12	C
Eighth / Physical Education/ Health Art and Music	00	50	50	00	C
Ninth / Computer Education	25	25	50	12	C
Internship Part-A External Evaluation. Part - B Internal Evaluation.	100	100	200	50	C
Total	375	425	800		

Second Semester

Question Paper	Maximum Marks			Pass Marks	
	External	Internal	Total	External	Internal/grade
First / Present Indian Society and Early Education	50	50	100	25	C
Second / New Efforts in Early Education.	50	50	100	25	C
Third / Science	25	25	50	12	C
Fourth/ Maths	25	25	50	12	C
Fifth/ Social Studies	50	50	100	25	C
Sixth / Hindi	25	25	50	12	C

Seventh/English	25	25	50	12	C
Eighth /SUPW	00	50	50	00	C
Ninth / Physical Education, Health, Art and Music	25	25	50	12	C
Internship Part-A External Evaluation. Part - B Internal Evaluation.	100	100	200	50	C
Total	375	425	800		

Third Semester

Question Paper	Maximum Marks			Pass Marks	
	External	Internal	Total	External	Internal/ Grade
First / Academic Evaluation Action Research.	50	50	100	25	C
Second / Inclusive Education	50	50	100	25	C
Third/Science	25	25	50	12	C
Fourth/ Maths	25	25	50	12	C
Fifth / Social Studies	50	50	100	25	C
Sixth / Hindi	25	25	50	12	C
Seventh / Sanskrit/Urdu	25	25	50	12	C
Eighth / Computer Science	25	25	50	12	C
Ninth/ Physical Education, Health, Art and Music	00	50	50	00	C
Internship Part-A External Evaluation. Part - B Internal Evaluation.	100	100	200	50	C
Total	375	425	800		

Fourth Semester

Question Paper	Maximum Marks			Pass Marks	
	External	Internal	Total	External	Internal/Grade
First/ Primary stage to learning language and Maths development of writing and ability.	50	50	100	25	C
Second/ School Organization and administration.	50	50	100	25	C
Third/ Science	25	25	50	12	C
Fourth/ Maths	25	25	50	12	C
Fifth/Social Studies	50	50	100	25	C
Sixth/ Hindi	25	25	50	12	C
Seventh/ English	25	25	50	12	C
Eighth/ Peace Education and Continuous Development	25	25	50	12	C
Ninth/ Physical Education, Health, Art and Music	00	50	50	00	C
Internship Part-A External Evaluation. Part - B Internal Evaluation.	100	100	200	50	C
Total	375	425	800		

- The first, second and fifth paper would be of 2 hours, the remaining papers would be of one hour for external marking.
 - Only written exam would be for external evaluation, while internal evaluation would be written and oral both.
 - In the internal and external examinations, grades will be given as per rules.
7. **Time Table:** A time table for the exam for each semester would be published by the Examination Controlling authority U.P. Allahabad to be conducted, to which all the institutes have to abide.
 8. **Examination Fees:** Evaluation fees would be decided by the Examination Controller. 50% of the evaluation fees would be deposited to the Examination Controller for external examination, rest of the 50% fees would be deposited in the DIET / institutes Examination fund for internal examination.
 9. **Examination Form:** For each semester fees prescribed by the principal of the concerned institute's will be taken from the trainees. Description of the trainees who have deposited their examination fees up to stipulated date would be provided to the Examination body on

set format (nominal role) in hard copy and soft copy. Private institutes would forward the details of the trainees through their DIETS in their districts.

- 10. Roll Number:** The roll numbers of the candidates on the nominal role column would be given by the examination institute along with their admit card. Private institutes will get it through the DIET's.
- 11. Admit Card:** The trainees will get the admit cards along with information and instructions from the institute before examination. Private institutes will get it through the DIET.
- 12. Mark Sheet:** The examination institute will provide the result/ mark sheet along with nominal role to the institute. Private institutes will get it through their DIETs. In case of mark sheet is lost, the trainee has to submit an application on the laid down proforma to the related Principal DIET along with an affidavit and Rs. 250/- fees.
- 13. Certificate:** After the examination of the fourth semester, The Examination Controller U.P. Allahabad would provide the certificates to the institutes. Private institutes can get it through the DIET. If the certificate is lost under such circumstance the trainee will have to fill in an application on the approved form along with an affidavit and Rs. 250/- as fees.
- 14. Obtained marks and division:**

(A) External Evaluation:

Obtained marks Percentage	Grade
80% or more	A
Below 80% till 65%	B
Below 65% till 50%	C
Below 50%	Failed - D

(B) Internal Examination

Obtained marks Percentage	Grade
80% or more	A
Below 85% till 70%	B
Below 70% till 60%	C
Below 60%	Failed - D

- 15. Re-examination:** If a candidate fails in any two subjects (written), he will be permitted to re-appear in those two subjects in the examination of coming semester. But if he fails in more than two subjects he has to repeat that Semester again. If the trainee fails in the written subject and gets D grade in internal marking, he has to study those subjects again in the next semester.
- 16. Evaluation:**
- **External Evaluation:** The examination institute will hold written examination for evaluation subject wise.
 - **Internal Evaluation:** This evaluation would be done by the appointed panel on the institute level on the basis of unit test, sessional work, practical work, project and tests. Internal evaluation would be done orally and in written form.
 - The division would be decided on the basis of both the evaluations. The institute would send the examining body the internal marks trainee wise according to the nominal role after the written examination.
 - The written examination would comprise of multiple choice, very short answers (25 words), short answers question (75 words).
- 17. Scrutiny:**

- If a trainee wants to get scrutiny of answer book of any subject he/ she should have to present his application to the related DIET with in 30 days of declaration of the result.
 - The fee for scrutiny would be fixed by the Examination Controller, U.P., Allahabad.
 - Answer book of any subject will be scrutinized only once.
 - There is no provision for the scrutiny of practice teaching, evaluation of practical examination and internal evaluation.
 - The scrutiny of answer books would be done under the following points:-
 - During the evaluation of answer books, answer of any question is left unmarked; marks would be given to the correct answer of such question.
 - If there is error in the total it would be corrected.
 - If the obtained marks during scrutiny in more than the previous marks only then will scrutiny be considered effective otherwise the marks would be the same.
18. The fee fixed for scrutiny would be deposited through a prescribed form to the principal DIET.
19. **Cancellation of registration-** The application of B.T.C. trainees may be cancelled due to the following reasons:
1. On the basis of wrong documents or information presented at the time of admission.
 2. Shortage in attendance.
 3. Adverse entry by the disciplinary committee.
 4. Use of unfair means during examination.
 5. On failing twice in a semester and thrice in a subject.
 6. Participating in any other regular / private syllabus course during the B.T.C. training.
20. **Appeal:**
- On cancellation of candidature/cancellation of B.T.C. certificate a trainee may make an appeal before the appealing officer within 30 days of the issuance of the order. Before the disposal of the appeal, the trainee would be provided proper opportunity for hearing. Director Appealing Authority, SIET, U.P. Lucknow or any other officers authorized by him would be the appealing authority. The decision of the appealing authority would be final.
21. **Feed Back by the trainee:** A feedback regarding subject wise training given in the semester would be taken on a prescribed format by the trainees in the last week of each semester in which opinion will be taken on the point of class room environment availability of teaching recourses subject matter teaching methods teacher's behaviour, knowledge of the teacher etc.
- In the same way a feed back would be taken from the trainees by the end of the semester of B.T.C. syllabus in which the trainees would brief about - Basic amenities (class room, boundary, toilets, hostel, office, seating arrangement etc) Administrative arrangements (Principal, office, class teacher, cooperation of teachers etc) and availability of teaching sources and their condition on a prescribed proforma.
22. **Project work/teaching learning aids and models/unit tests/ Internship:**

The material for project work, teaching learning aids, models, unit test and internship would be provided by the concerned Institute, these materials would be provided in the form of Examination fees paid by the trainees. The project work/teaching learning material and model/Unit test/Internship should be completed in the institute in due time. The work prepared at home will not be evaluated.

Science Education

Essential Readings

- Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists*
- Routledge: New York.
- Driver, Rosalind, et. al. (1994) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: New York.
- Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists*
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- Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: UK.
- Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
- Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach*.
- Thomson Wadsworth: Belmont CA. 5th Edition.

Readings for Discussion

- Driver, Rosalind. (1996) *Young People's Images of Science*, Milton Keynes- Open University Press: London.
- Rampal, Anita (1992) Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education*. 76(4), 415-436.
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- Wellington, J. J. and Osborne, J. (2001) *Language and Literacy in Science Education*.
- Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
- NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.
- Brickhouse, N. (2001) Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
- Kurth, A., et. al. (2002) The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.

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Mathematics Education for the Primary School Child

Essential Readings

- Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage : New Delhi. Ch 22: Measurement pp 247-263.
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- Olson, T. A. *Mathematics Through Paper Folding*. Arvind Gupta's toys book Gallery.
- <http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>
- Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
- Skemp, Richard R.(1989) *Mathematics in the Primary School*. Roulledge: London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge,pp 72-89 Chapter5: Understanding Mathematical Symbolism, , , 90-108.
- Srinivasan P K *Romping in Numberland*, National Book Trust: New Delhi. <http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf>
- Srinivasan P K *Number Fun With a Calendar*, Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/calender.pdf>
- Srinivasan P. K. *Math Club Activities*, Arvind Gupta's toys book Gallery <http://gyanpedia.in/tft/Resources/books/pkshindu.pdf>.
- Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.

Readings for Discussion

- Carraher, T. N., et al. (1988) Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (ed) *Children's mathematics. New Directions for Child Development*. Jossey-Bass: San Francisco. pp 71-87.
- IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. IGNOU: New Delhi.
- IGNOU, LMT – 01, *Learning Mathematics*. IGNOU: New Delhi.
- NCERT (2005) *NCF 2005 Position Paper on Mathematics* NCERT: New Delhi
- Paul Lockhart, *Lackhart's Lament* <http://www.maa.org/devlin/LockhartsLament.pdf>
- Skemp, R. (1978) Relational understanding and instrumental understanding. *Arithmetic Teacher*, 9-15
- Wood, David. (1998). The Mathematical Mind. In *How Children Think and Learn*. Blackwell Publishing: UK. Chapter 8, pp 225-255.

Mathematics Education

Essential Readings

- Eves Howard (1983) *Great Moments in Mathematics (Volume 1)*, The Mathematics Association of America Chapter 2, 3, 4, 8, 9, 11, 12; pp2 to 42, 70 to 95, 110 to 134.
- Gardener Martin (1969) *Mathematical Puzzles and Diversions* Penguin: New York. Chapter 4 and 14; pp 42 to 49 and 126 to 132
- Harold, Jacobs (1994) *Mathematics, A Human Endeavour*, Chapter 1 to 5; pp 1 to 238
- Haylock, D. (2006) *Mathematics explained for Primary Teachers*, Sage: New Delhi Ch 27: Mathematics reasoning. pp. 305-321. <http://www.flipkart.com/mathematician-s-delight-w-sawyer-book-0486462404> <http://www.flipkart.com/mathematics-harold-jacobs-human-endeavor-book-0716743604> <http://www.flipkart.com/vision-elementary-mathematics-w-sawyer-book-048642555x>
- IGNOU (2007) *Learning Mathematics (LMT)* 1-6. School of Sciences, IGNOU: New Delhi
- NCTM (2000) *Principles and Standards for School Mathematics*, National Council of Teachers Mathematics: USA
- Pedoe, Dan (1973) *The Gentle Art of Mathematics* Dover Publications New York Ch 1; pp11 to 37
- Polva, George (1973) *How to Solve It*, Princeton University Press: Princeton, New Jersey.
- Post, Thomas R., (1992) *Teaching Mathematics in Grades K-8: Research-Based Methods*. Allyn and Bacon: Washington D.C. Ch8 and Ch 15
- Sawyer, W W (1991) *Mathematicians' Delight*, Penguin: USA
- Sawyer, W W (2003) *Vision in Elementary Mathematics* Dover Publication: USA. Chapter 1, 2, 9, 10; pp 8 to 39, and 186 to 269.
- Shirali, S A. *A Primer in Number Sequences*, University's press. Chapter 1 to 4; pp. 1-53
- Shirali, S A. *Adventures in Iteration (Volume 1)*, Chapter 1 to 8; pp. 1-45
- Shirali, S A. (1984) *First Steps in Number Theory* MIR Publishers, Moscow Chapters 3, 4 and 5. pp 9 to 42,
- Stewart, I. (1970) *Making Mathematics Live: A hand book for primary teachers*. Angus and Robertson: Australia Chapter 2.
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Social Science Education

Essential Readings

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- Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), pp. 99-110.
- Chakravarty, Uma (2006). Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India, Tulika Books: New Delhi Chapter on: History as Practice: Introduction, pp. 16-30.
- Eklavya, (1994), Samajik Adhyayan Shikshan: Ek Prayog, Eklavya: Hoshangabad.
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- Sunny, Yemuna (2009) Legitimised Knowledge: Political Connotations in Geography in Ravi S Singh (ed) Indian Geography in the 21st Century: The Young Geographer's Agenda, Cambridge Scholars' Publishing: UK 2009, pp. 108-127.
- Sunny, Yemuna (2010) Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth, Sandarbha Sept- Oct. 2010, pp. 59-76.
- Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008.
- Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya.1993-2004.
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- George, A. and A. Madan (2009) Teaching Social Science in Schools: NCERT's New Textbook Initiative. Sage: New Delhi. pp. 31-57.
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 - Paliwal Rashmi and Yemuna Sunny (1994) Aaya Samajh Mein. Sandarbha 1, September 1994, pp. 20-25; Sandarbha 2, November-December, 1994, pp. 43-47.
 - Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. Sandarbha 5, May-June 1995, pp. 88-94.
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Advanced Readings

- Kumar, Krishna. (1996) *Learning from Conflict*, Orient Longman: New Delhi pp. 25-41 and 79-80.
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Language Education

Essential Readings

- Butler, A. and Turbill, J. (1984) *Towards Reading-Writing Classroom*. Primary English Teaching Association Cornell University: New York.
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- Rosenblatt, Louise M. (1980) What Fact Does This Poem Teach? *Language Arts*. 57(4).
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- Tompkins, Gail E. (1994) *Teaching Writing: Balancing Process and Product*.
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Readings for Discussion

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Proficiency in English

Essential Readings

- Goodman, Sharon (1996) 'Visual English' 38-59 in *Redesigning English: New text, new identities* Sharon Goodman and David Graddol Routledge: London.
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- Morgan, J. and Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge University Press: Cambridge.
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- Sullivan, Mary (2008) *Lessons for Guided Writing*. Scholastic

Advanced Readings

- Hunsaker, R.A. (1990) *Understanding and developing the skills of oral communication: speaking and listening*, 2nd ed. New York, NY: Harper Collins.
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- Slatterly, M. & and J. Willis, J. (2001) *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press: Oxford

Pedagogy of English Language

Essential Readings

- Brewster, E., et.al. (2004) *The Primary English Teacher's Guide*. Penguin. :London. (New Edition)
- Ellis, G. and J. Brewster (2002) *Tell it again! The new Story-telling Handbook for Teachers*. Penguin: UK.
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- Tomlinson, Carol Ann (2001) *How to Differentiate Instruction in a Mixed Ability Classroom* ASCD: USA

Creative Drama, Fine Arts and Education

Essential Readings

- Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinmann.
- Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
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- NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: *Andha Yug-Dharam Vir Bharati, Tughlaq*: Girish Karnad.
- Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi.
- Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

Childhood and the Development of Children

Essential Readings

- Papalia, D. E. et al. (2008) *Human Development*. McGraw Hill Higher Education: New York. Part 1 to Part 5, covering physical and psychosocial development from infancy to middle childhood. Ten chapters. Omit sections in Chapters 5, 7, 9 relating to cognitive development; these will be read in the second year Child Studies course.
- Saraswathi, T.S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
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