



PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

B.Ed. SYLLABUS 2019-21

Paper No	PAPER NAME	EXTERNAL	INTERNAL
			THEORY/PRACTICAL
SEMESTER I			
	THEORY		
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Nai Talim: An Experiential Learning	80	20
Paper 3	Pedagogy Part I	80	20
	PRACTICUM		
	Preparation of Teaching Aids 01. Minimum 6 charts on school contain 02. Minimum 5 sets of Transparency to Transact school content 03. Minimum 2 Power Point Presentations to transact school content 04. Minimum one static model to aid school teaching content		50
	Community Activities 1. Village Survey 2. Awareness Rally/Program		50
SEMESTER II			
	THEORY		
Paper 4	Sociological Perspectives of Education	80	20
Paper 5	Learner and Learning Process	80	20
Paper 6	Elective I	80	20
Paper 7	Curriculum and Knowledge	80	20
	PRACTICUM		
	Micro Teaching on Skills of Teaching Internship (Two weeks) School Experience a) Observation of School Documents b) Mentor's Report		50
SEMESTER III			
	THEORY		
Paper 8	Pedagogy Part II	80	20
Paper 9	Nai Talim: Skill Based Learning	80	20
	PRACTICUM		
	Internship (Eighteen Weeks)		100
	Reflective Diary & Supervisor's Assessment		50
SEMESTER IV			
	THEORY		
Paper 10	Gender, School and Society	80	20
Paper 11	Assessment in Learning	80	20
Paper 12	Elective II	80	20
	PRACTICUM		
	Training in Yoga and Sports & Games		50
	Psycho-Metric Assessment	50	
	Viva Voce on Teaching Experience	100	
	TOTAL	1110	240 + 350 = 590
	GRAND TOTAL	1700	

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S. Agwal

Curriculum Framework

B.ED. TWO YEAR COURSE 2019-2021.

Curriculum Organization based on NCTE framework			
Semester I	Semester II	Semester III	Semester IV
THEORY	THEORY	THEORY	THEORY
(C) Philosophical perspectives of Education (4 credits)	(C) Sociological perspectives of Education (4 credits)	(S) Pedagogy II (4 credits)	(C S) Gender, School & Society (4 credits)
(C) Nai Talim: An Experiential Learning (4 credits)	(C) Learner & Learning Process (4 credits)	(T E) Nai Talim: Skill Based Learning (2 credits)	(T E) Assessment in Learning (4 credits)
	(E) Elective I (4 credits)		(E) Elective II (4 credits)
(S) Pedagogy I (4 credits)	(T E) Curriculum & Knowledge (2 credits)		
PRACTICUM	PRACTICUM	PRACTICUM	PRACTICUM
Preparation of Teaching Aids (2 credits) Community Activities (2 credits)	Internship (2 Weeks) (2 credits) School Experience I (2 credits) a) Observation report of school documents b) Mentor's Report. c) Micro Teaching	Internship (18 Weeks) (12 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits)	Training in Yoga and Sports (2 Credits) Psycho-Metric Assessment (2 credits) Teaching Exam & Viva Voce on Teaching
12 + 4 = 16 Credits	14 + 4 = 18 Credits	6 + 16 = 22 Credits	12 + 4 = 18 Credits

C: Core Paper, E: Elective Paper, TE: Teacher Enrichment, CS: Contemporary Study

PSYCHOLOGY PRACTICALS

At least 5 practical's have to be conducted. Out of which 2 is compulsory.

01. Aptitude Test in any school subject (Compulsory)
02. Case Study to measure the problematic behavior of the child (Compulsory)
03. Achievement Test in any school subject with findings difficulty level only
04. Value Test
05. Reasoning Ability Test
06. Testing Individual differences/ Intelligence Test
07. Transfer of Learning
08. Span Of Attention

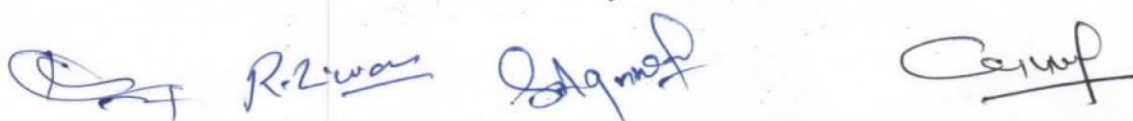
Note: "Subject" is compulsory to be present with the trainee during the annual Psychometric Practical Examination.

TEACHING PRACTICALS

During Annual Teaching Viva voce Practical Exam it is compulsory to produce all teaching related work from Semester I to III.

18 Lesson plan (9 each from Middle and High School) including 08 lesson plan is compulsory from the Nai Talim formate). (10 Lesson Plan+8 Nai Talim=18)

Note: Formate has been given at the end of the syllabus.



B.ED. SYLLABUS (SEMESTER IV)

PAPER -X

GENDER, SCHOOL AND SOCIETY

MARKS 80

Aims of the Course:

To enable the student-teacher to understand

1. Understanding the role of culture (apart from biology) as determinants of gender distinction in social living
2. Awareness of factors that shape gendered roles in Indian society
3. Understand the problems of girl child education in our society
4. Developing a critical perspective on gender-based discrimination and its effects
5. To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.
6. To develop a critical understanding of inter sectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.
7. To equip the teacher with the ability to create more meaningful and gender just experiences for her students

Course Outline:

Unit I: Gender: Key Concepts - Social Construction of Gender

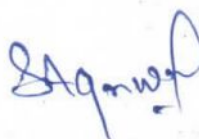
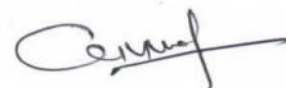
- i. Examining one's own growing up as a boy or a girl
- ii. Gender, sex, sexuality, patriarchy, masculinity and feminism
- iii. Gender bias, gender roles and stereotyping, and its consequences
- iv. Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc)
- v. Female sex ratio and child sex ratio.

Unit II: Gender and Schooling

- i. Schooling of girls (literacy rate, drop out rate, completion rate etc) and reasons why girls are not able to complete schooling
- ii. Why do girls feel uncomfortable in schools?
- iii. Can schools be different so that more girls can be educated?
- iv. Gender bias in curriculum, textbooks, analysis of hidden curriculum
- v. Critical examination of school and classroom processes- challenging gender biases and stereotypes
- vi. Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender
- vii. Feminization of teaching profession

Unit III: Gender and Sexuality

- i. Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality

- ii. Violence against women - empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women
- iii. Legal (sexual and reproductive) rights of women

Unit IV: Psychological and Sociological Perspectives

- i. Radical Feminist
- ii. Socialist-Feminist
- iii. Psychoanalytical and other perspectives
- iv. Recent debates

Unit V: Strategies for Change

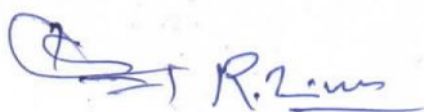
- i. Policy and management
- ii. In the school
- iii. Women's action groups
- iv. Mass media

Suggested themes for transaction of the content (Group discussions and review of case studies etc.)

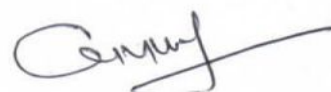
- i. Telling our own 'gendered' stories
- ii. En-culturing 'gendered' roles in upbringing within different kinds of families – case studies
- iii. Gender issues in school education – case studies
- iv. Gender issues manifest in contemporary public spaces – case studies
- v. Responding to various forms of gender discrimination

Suggested Readings:

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007) *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi:
7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunel University, Anthropology and Education.

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PAPER -XI**ASSESSMENT IN LEARNING****MARKS 80****Aims of the Course:****To enable the student-teacher to understand**

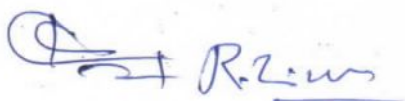
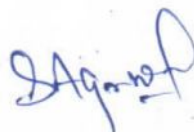

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

Course Outline**UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION**

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- Purposes of assessment in a 'constructivist' paradigm:
 - (i) To engage with learners' minds in order to further learning in various dimensions.
 - (ii) To promote development in cognitive, social and emotional aspects.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
 - (ii) Assessment, evaluation, test, examination, measurement
 - (iii) Formative and summative evaluation
 - (iv) Continuous and comprehensive assessment
 - (v) Grading.

UNIT 2: WHAT IS TO BE ASSESSED?

- Dimensions and levels of learning
- Retention/recall of facts and concepts; Application of specific skills
- Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection

- Originality and initiative; Collaborative participation; Creativity; Flexibility
- Contexts of assessment ;Subject-related ;Person-related

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Enlarging notions of 'Subject-based Learning' in a constructivist perspective
- Assessment tools
- Kinds of tasks: projects, assignments, performances
- Kinds of tests and their constructions
- Observation of learning processes by self, by peers, by teacher
- Self-assessment and peer -assessment
- Constructing portfolios Quantitative and qualitative aspects of assessment: Appropriate tools for each.

UNIT 4: TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS

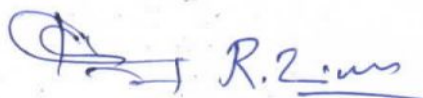
- Visualising appropriate assessment tools for specific contexts, content, and student
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
- Evolving suitable criteria for assessment
- Organising and planning for student portfolios and developing rubrics for portfolio assessment
- Using assessment feedback for furthering learning.

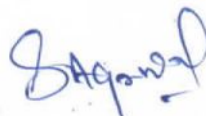
UNIT 5: DATA ANALYSIS, FEEDBACK AND REPORTING

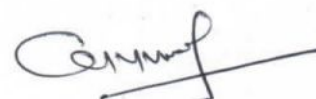
- Feedback as an essential component of formative assessment
- Use of assessment for feedback; For taking pedagogic decisions
- Types of teacher feedback (written comments, oral); Peer feedback
- Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: To communicate
- Progress and profile of learner
- Basis for further pedagogic decisions
- Reporting a consolidated learner profile.

Suggested Readings:

- Asthana, Biptn & Agrawal, R. N.: Mapan ewam moolyankan. Vinod Pustak Mandir, Agra.
- Asthana, Bipin and Agrawal, R. N.: Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
- Bhagwan, Mahesh: Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir, Agra
- Lindeman, R. H. annd Merenda, P.F.: Educational Measurement, Scott foreman & Company, London,
- Rawat, D.L.: Shaikshlk Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, Agra
- Sharma, R. A.: Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
- Sharma Shiksha Tatha Manovigyan nain mapan Evam moolyankan. Lyall Book Depot, Merrut.

 R. Z. Ansari

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- Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir. Agra.
- CBSE Grading system

PAPER XII

ELECTIVE GROUP- II

Note: Any one elective is to be chosen from the options.

- (E) COMPUTER EDUCATION
- (F) INCLUSIVE EDUCATION
- (G) TEACHING OF VALUES

PAPER XII (E) COMPUTER EDUCATION

MARKS 80

Aims of the Course:

To enable the student-teacher to understand

1. To appreciate the role of computer education in the context of modern technological society,
2. To develop understanding of computers and their application in education,
3. To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level,
4. To use computer based learning packages and organize effective classroom instructions,
5. To acquire necessary skills in using of modern word processing software,
6. To develop skills of creating and managing simple databases and handling of computers

Course Outline:


UNIT – I

- Importance of information technology
- Classification of computers by technology, type and size.
- Uses and scope of computers
- Fundamentals of computers.
- Input/output devices,
- Central processing unit storage devices,
- Operating systems
- Application software.

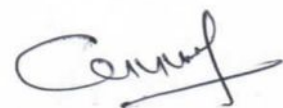
UNIT – II

Over view of Modern Operating Systems:

- Files and folders
- Use of pointing devices
- Cut and paste
- Shortcuts to applications

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- Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.
- Running applications and exiting applications.

UNIT – III

Modern word processing applications:

- Importance of word processing in education
- Characteristics of modern word processing applications
- Toolbars and menu
- Text and objects
- Text entry-Running text and paragraphs
- Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.
- Editing text- select text, find and replace, cut, copy and paste.
- Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript.
- Insertion of objects, pictures, symbols, fields, page break and section,
- Page setup – Margins, paper size, and layout, printing and saving documents.

UNIT – IV

Modern data base management applications:

- Importance of data base management in education,
- Characteristics of modern data base management applications,
- Concept of relational data base management system,
- Fields name, Type , Width
- Databases,
- Forms,
- Reports.

UNIT – V

Computers for joyful learning:

- Need for joyful learning,
- Computers as an aid for joyful learning,
- Computer games,
- Multimedia capabilities of modern desk top computers,
- Internet-importance and need,
- Use of interactive and educational software.

Assignments:

1. Write an essay on any topic using word-processing software. Document must include at least three of the following characteristics.
 - Pagination
 - Header
 - Two different paragraph styles
 - Two different fonts,
 - A picture object
 - Bullets and numbering

Prof. R. Kumar

S. Kumar

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- Subscript and super script
 - Symbols or special characters.
2. Use relational database management software for any one of the following activities:
- Developing question bank
 - Developing a data base for either students or staff including various fields like name, date of birth, date of joining, admission, salary/grade obtained etc.
 - Automated printing of salary statement/ GPF deduction statement or any other administrative activity.

References :

1. Admas, D.M; Computer and Teachewr Training.
2. Bhatnagar, S.C. & Ramani,K.V; Computers and Information management.
3. CO-ROM-Titles available at cyber media 35 (4 bays) Echelon Institutional area, sector 32, Gurgaon 122002.
4. Desai, B; Database Management system.
5. Rajaram, V; Fundamentals of computers, Prentice Hall of India, new delhi.
6. SAM's Teach Yourself Office 97 in 24 hrs., Prentice Hall of India, new delhi.
7. Shelly, John and Hunt Roger; Computer studies-first course (second edition), A.H.Wheeler & Co., Delhi.
8. Windows 96: simplified. Complex publishing, New Delhi.
9. Windows 98; No experience required, BPB Publications, New Delhi.

PAPER XII (F) INCLUSIVE EDUCATION

MARKS 80

Aims of the Course:

To enable the student-teacher to understand


- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

Course Outline:

UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- ❖ Historical perspectives and contemporary trends
- ❖ Approaches of viewing disabilities: The charity model, the bio centric model, the functional
- ❖ model and the human rights model







- ❖ Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006.
- Programmes and Schemes of Education of Children with Disabilities: Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).
- Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

UNIT 3: DEFINING SPECIAL NEEDS

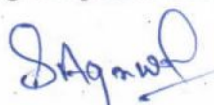
Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)


- Special needs in terms of the curriculum in the context of different disabilities and their learning styles
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- Community-based education.

UNIT 4: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties
- Assessment of children to know their profile
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Classroom management and organisation
- Making learning more meaningful—Responding to special needs by developing strategies for







differentiating content, curricular adaptations, lesson planning and TLM

- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor
- Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

UNIT 5: DEVELOPING SUPPORT NETWORKS


- Addressing social climate of the classroom
- Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals
- Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.

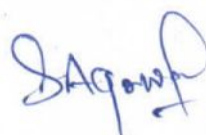
Books Recommended:

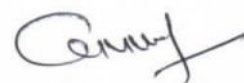
1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.

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10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment
Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and
Bacon, Massachusetts, 1991.
12. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.

 R. Z. man

 S. Agnew

 C. Amy

PAPER XII (G) TEACHING OF VALUES**MARKS 80****Aims of the Course:****To enable the student-teacher to understand**

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

Course Outline:**Unit – I**

- Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.

Unit – II

- Classification of values into various types, material, social, moral and spiritual values; status of values, how can these be realized through education.

Unit – III

- Corresponding to values there are evils or dis-values- material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

Unit – IV

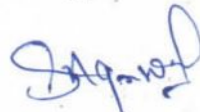
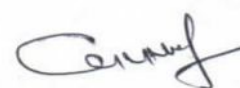
- Levels of values realization, how to resolve the conflicts among values, how to work for the intergration of values of values that are embedded in education.
- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit – V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.
- Value of self-sacrifice vs value of self centredness.
- Values of excellence vs values of ego-centralism.
- Values of work vs values of selfishness.
- Every teacher or all teacher need to teach values.

Reference:

1. Hassh, I R.H. Miller. J.R & fieding, G.D.: Models of moral Education, An Appraisal, Lorigman Inc New York.
2. Passi, B.K. & Singh, p.: Value Education, National Psychological Corporation. Agra.
3. Laths, L.E., Menu Harmins & Sydney. S.: value and Teaching, Menhill, Ohio.
4. Roclceach, M.: The Nature of human Values. Coiler McMilon Publisher, London.
5. Frank & JR. : How to teach Value: Art. Analytical Approach Prentice Hall, New Jersey.

Pt. RaviShankar Shukla University , Raipur Bachelor of Education

Internship Guide

Description of Roles

Interns are students who are a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

Supervisors work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- Keep supervisor informed about classroom schedules and events
- Direct questions or concerns to supervisors or mentor
- Schedule observations and conferences with the mentor and inform supervisor of changes promptly
- Meet regularly with the mentor to discuss planning for instruction
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations
- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times

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S. Aggarwal

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- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors
- Provide mentor/supervisor with copies of plans and materials
- Confer regularly with the mentor teacher and supervisor about progress and concerns

Professional Activities

- Prepare for and participate in seminars
- Participate in orientation activities, faculty meetings and other school events
- Initiate introductions to school faculty, staff and administrators
- Maintain accurate contact information for mentor teacher(s) and supervisor
- In case of absence, inform everyone affected promptly, i.e. prior to the absence
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence
- Comply with the internship attendance policy
- Dress professionally
- Comply with the Professional Conduct policy
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule


Personal Learning

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments
- Prepare a professional portfolio (reflective diary)
- Observe teachers and students carefully, taking notes and asking questions
- Study and participate in the formation and maintenance of a classroom learning community
- Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses

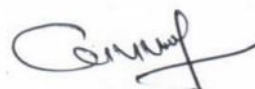
Mentor Teacher Responsibilities

Planning and Communication

- Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards
- Provide intern with an outline or list of topics intern will be responsible for teaching,

 R. L. Lewis

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allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise

- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
- Help identify places in the curriculum where the intern can try out ideas learned in seminars
- Confer regularly with the supervisor about progress and concerns
- Participate in all school activities from morning assembly to evening assembly

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

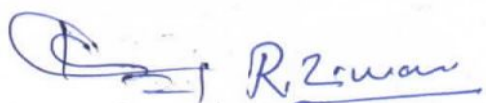
Assessment

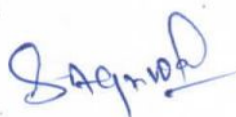
- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

Supervisor Responsibilities

Meetings, Observation Visits, and Assessments

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week

 R. Zaman





- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference
- Write and submit an Exit Performance Description at the end of the internship programme


Communication

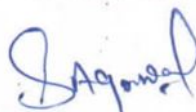
- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards
- Keep informed about program developments and pass this information on to interns and mentors promptly
- Know where to direct questions and relay answers as soon as possible

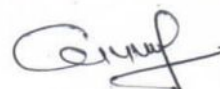
Support of Intern Learning by the supervisor

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the intern and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed


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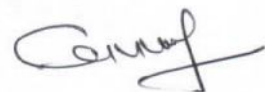
 G. Lewis

throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead(sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.

 R. Z. L. L. L.





Format B

SCORE SHEET FOR REFLECTION LOG ON FOCUS LESSON*(To be filled by the trainee, based on student reflection)*

Name of the Trainee:

Duration:

Class:

Section:

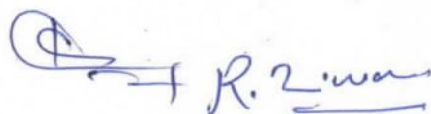

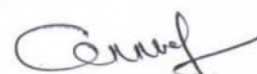
Unit of Teaching:

S.N.	CRITERION ON STUDENT RESPONSE	0	1	2	3	4
1	Ability to identify specific and/or varied instructional strategies.					
2	Examples to support the strategy					
3	Connectivity across disciplines					
4	Ability to identify learning styles					
5	Examples to reflect according to learning styles					
6	Ability to display personal reflections					
7	Examples reflected in support of personal reflection					
8	Group conformity					
9	Contribution to activity/ strategy					
10	Acceptance in group / solo activity or strategy					

Any other remarks by the trainee: Mentors' remarks:

Mentor's Signature

Trainee's Signature

Format C

MENTOR'S EVALUATION REPORT OF TRAINEE

Name of the Trainee:

Period of Evaluation: From: to:

Focus Lesson No.:

Subject:

S.N.	CRITERION	0	1	2	3	4
I	<i>INSRUCTINAL STRATEGIES USED -</i>					
1.	Are appropriate for the topic/topics					
2.	Has scope for learner engagement					
3.	Has suitability of learning materials					
4.	Assess learner's understanding throughout the lesson					
5.	Has effective displays					
6.	Are consistent with the objectives					
II	<i>LEARNER'S(LEARNING STYLES) IN CLASS</i>					
7.	Identification of personalities and talents of learners					
8.	Identification of learning styles of learners					
9.	Ensuring learner participation					
10.	Identification of learner's pace					
III	<i>LEARNING ENVIRONMENT</i>					
11.	Learners are motivated, appreciated and involved.					
12.	Learners are relaxed and confident					
13.	Management of classroom					
14.	Teacher – Student relationship					
15.	Class Control					
	Overall Performance					

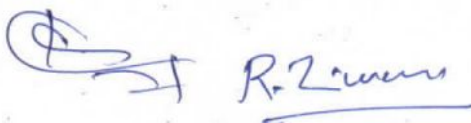
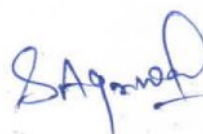
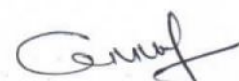
Strengths of the trainee:

(May use separate papers for detailed report)

Areas of Improvement:

(May use separate papers for detailed report)

Sign. of Mentor with Name

(Format D)

Weekly Reflective Diary Format

We learn by doing and reflecting on what we do. (John Dewey)

Use this template to record your observations weekly. This document will be turned in every Monday following each week in the field. The weeks you teach will have a different format to follow. Please note that your document will be longer than one page.

Name:

Date:

Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students. You may include your behavior if you are involved in the teaching process. Include more than one strategy.


Instructional Strategies (Include more than one strategy)	Specific example describing how the strategy was implemented

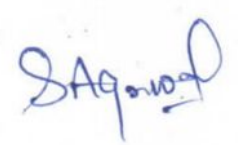
Learning Styles observed	Specific examples how the learner was supported through instructional delivery

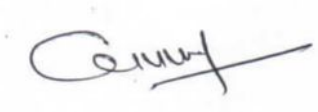
1. What have you learned about teaching this week?
2. What have you observed/learned about students and their learning this week?

Theory base observed	Specific example from classroom to apply/support theory

Personal Reflection: Reflect specifically on something you observed and connect to personal opinions.

 R. L. Lewis

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 C. M. J.

(Format A)

TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the week you teach.)

Objectives for day:

Materials for day:

Instructional Strategies used (Explain how the strategies were implemented):

What I did well:

What my students did well:

What I didn't do so well:


What my students didn't do so well:


What I would keep the same:

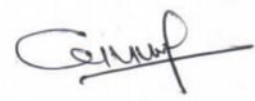
What I would Change:

What did I learn about teaching today?

(If you had to modify your lesson to help students, briefly explain here).

 R. L. Wass





Formate for Nai Talim Lesson Plan

छात्राध्यापक का नाम :- _____
 शिक्षणशास्त्र :- _____
 सेमेस्टर :- _____

कार्य अनुभव पाठ योजना [नई तालिम]

Structure of the Experiential Lesson Plan [Nai Talim]

पाठ योजना क्रं.

Date:.....

Class: स्कूल का नाम.....

पाठ योजना के सोपान [Steps of Lesson Plan]

1. प्रकरण [Title of the Lesson Plan/Active Lesson Plan]

2. सामान्य उद्देश्य [General Objectives/Goals/Purpose]

A _____

B _____

C _____


D _____

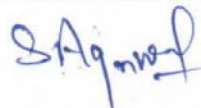
E _____

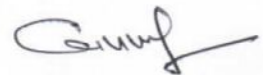
3. सक्रिय उद्देश्य [Active/Specific/ Productivity Objectives [Role of H3]
 मस्तिष्क [Head]-

हृदय [Heart]-

हाथ [Hand]-

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 G. Singh

4. पूर्व ज्ञान [Previous Mind/Knowledge/Memory]

5. शिक्षक की तैयारी [Teacher's Preparation]
शिक्षण सामग्री [Resources/Material]

शिक्षण विधि [Teaching Method] (A)

शिक्षण प्रविधि [Teaching Technique] (A)

(B)

शिक्षण सूत्र [Teaching Maxim] (A)

(B)

पाठ योजना कहाँ करवाया जाना है [Field/Community/Working Place]


Field Community School Campus

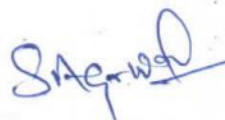
6. प्रस्तावना [Introduction]

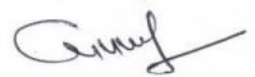
7. उद्देश्य कथन [Statement of the Aim]

8. प्रस्तुतीकरण [Presentation/Classroom Activity]

महत्वपूर्ण गतिविधियां [Performing Activity/key Activity]	शिक्षक कार्य Teachers [Role/Instructional Area]	छात्र कार्य [Students Role/Activity Phase]	अधिगम के परिणाम [Learning Outcome/Panel Board/Field]
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 S. Aggarwal

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9. पुनरावृत्ति [Recapitulation]


क्र.	छात्राध्यापक का कार्य	छात्र कार्य

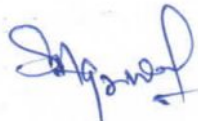
10. अनुप्रयोग/ दत्त कार्य/ परियोजना कार्य [Application/Assignment/Project Work]

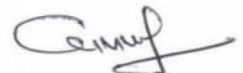
11. आकलन एवं मूल्यांकन [Assessment and Evaluation]

A. विकास मस्तिष्क, हृदय, हाथ [Development of H3 [Head + Heart + Hand]

मस्तिष्क (Head) -

 R. Z. Mas





हृदय (Heart) -

हाथ (Hand) -

B. सीखने के परिणामस्वरूप परिणाम [Learning cum Productive Outcome]

पर्यवेक्षक का हस्ताक्षर

छात्राध्यापक का हस्ताक्षर

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