

SYLLABUS

B.Ed. (Bachelor of Education)



School of Education

Academic Session : 2017-19

w.e.f. 03/01/2019

Course: B.Ed

Curriculum, Programme Implementation and Assessment

Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writing, seminar/ term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children and interactions with the community in multiple socio- cultural environments.

Information and Communication Technology (ICT), Gender, Yoga Education and Inclusive Education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspective in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies of Indian society and education. The course in childhood studies shall enable student-teachers to engage with studies of Indian society and education, acquire conceptual tools of sociological analysis and hands-on engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education with analysis of significant policy debates in Indian education. The course on 'Knowledge and Curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'Teaching and Learning' will focus on aspects of social and emotional development, self and identity and cognition and learning.

(b) Curriculum and Pedagogy Studies

Course in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus of the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of the knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's leaning. The design of the programme would enable the students to specialize in one disciplinary area, viz. Social Science,

Science, Mathematics, Language and a subject area from the same discipline at one/two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subjects knowledge through appropriate pedagogic process and to communicate meaningfully with children.

(ii) Engagement with the Field/ Practicum

The B.Ed. programme shall provide for sustained engagement with the self, the child, community and school, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular through its three components:

- (a) Tasks and Assignments that run through all the courses
- (b) School Internship
- (c) courses on Enlacing professional Capacities

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical framework studies in a teacher education classroom with field-based experiences. The task and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/ forums for professional development of in-service school teachers, or dialoguing with the School Management Committee etc. Community-based engagement may also include oral history projects with a community of artisans as part of 'contemporary India Education' or 'Pedagogy of Social Science/ History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/ city or a community.

Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as course on Language and Communication, Drama and Art, self development and ICT. A course on critical understanding of ICT shall be offered as an important curricular resource, according primary role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offers opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education developing social sensitivity and the capacity to listen and emphasize.

iii) School Internship

School Internship would be a part of the board curricular area of 'Engagement with the Field' and shall be designed to lead to development of a board repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with school in the

neighborhood throughout the year. Students-teacher shall be equipped to cater diverse needs of learners. These activities shall be organized for 4 weeks in the years of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary(XI-XII) with at least 16 weeks in secondary / senior secondary classes. These should be provided opportunities to teach in schools with supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observation and faculty observations of practice lessons.

Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including schools internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, and discussions on reflective journals and observation records, which would provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organize academic enrichment programme including interactions with faculty from parents' disciplines; and encourage faculty members to participate in academic pursuits and pursue research especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) Schools teachers shall be invited to teacher education institutions for feedback to student-teachers and for extensions/ guest lectures and organizing colloquium.
- (g) There shall be mechanisms and provision for addressing complaints of students and faculty, and for grievance redressal.

(h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

Assessment

For Perspectives in Education and Curriculum and Pedagogies Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/ weightage shall be allocated to assessment of practices teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assignment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System for the Session 2017-19

Total No. of Credits in Four Semesters = 98 (90 + 8) (B.Ed. Course + Course offered by other Department)

B.Ed. Semester-I

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
1	SOE020101C3014	4	Childhood and Growing Up	100	3	3	1	2	5	30%	70%
2	SOE020102C3014	4	Contemporary India and Education	100	3	3	1	2	5	30%	70%
3	SOE020103C3014	4	Assessment for learning	100	3	3	1	2	5	30%	70%
4	SOE020104C3014	4	Value and Peace Education	100	3	3	1	2	5	30%	70%
5	SOE020105C1012	2	Language Across the Curriculum	50	1	1	1	2	3	30%	70%
6	SOE020106C1012	2	Understanding Discipline and Subjects	50	1	1	1	2	3	30%	70%
7	SOE020107C1012	2	Reading and Reflection on Text	50	1	1	1	2	3	30%	70%
8		4	To be taken from other Department	100	4	4	0	0	4	30%	70%
	Total	26		650	19	19	7	14	33		

Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours

- **1 Credit Theory = 16 hours in a semester**
- **1 Credit Practicum = 32 hours in a semester**
- **1 Credit = 25 Marks**
- **Course Code offered to other Department in Semester I is presented in Table-4**

B.Ed. Semester-II

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
8	SOE020208C3014	4	Learning and Teaching	100	3	3	1	2	5	30%	70%
9	SOE020209C3014	4	Knowledge and Curriculum	100	3	3	1	2	5	30%	70%
10	SOE020210C3014 -- SOE020226C3014	4	Pedagogy of School Subject-1* (Part-I)	100	3	3	1	2	5	30%	70%
11	SOE020210C3014 -- SOE020226C3014	4	Pedagogy of School Subject-2* (Part-I)	100	3	3	1	2	5	30%	70%
12	SOE020227C2024	4	Drama and Art in Education	100	2	2	2	4	6	50%	50%
13	SOE020228C0044	4	School Internship**	100	0	0	4	8	8	50%	50%*
Total		24		600	14	14	10	20	34		

Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours

- **1Credit Theory = 16 hours in a semester**
- **1 Credit Practicum = 32 hours in a semester**
- **1 Credit = 25 Marks**
- ***Pedagogy of School Subject-1* & Subject-2* (Part-I) may choose from List given below in Table-1.**
- ****Students will be engaged with school for the four weeks during the Semester.**

B.Ed. Semester-III

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
14	SOE020329C1012 -- SOE020345C1012	2	Pedagogy of School Subject-1* (Part-II)	50	1	1	1	2	3	30%	70%
15	SOE020329C1012 -- SOE020345C1012	2	Pedagogy of School Subject-2* (Part-II)	50	1	1	1	2	3	30%	70%
16	SOE020346C001616	16	School Internship*	400	0	0	16	32	32	60%	40%
17		4	*To be taken from other Department	100	4	4	0	0	4	30%	70%
	Total	24		600	6	6	18	36	42		

Practicum includes lesson planning/ Engagement with the field/ Hands-on experience/activities/seminars/workshops etc.

courses for advanced level pedagogy (senior secondary level) can be offered to post graduates in a school subject.

@ internship + school and community-based activities (credits 14+2) = Marks 350+50=400

Note: During School Internship School and Community-Based Activities may be arranged in terms of resources available in the teacher education institutions/university.

***School Internship will be treated as Practicum Course.**

1Credit Theory = 16 hours in a semester

1 Credit Practicum = 32 hours in a semester

1 Credit = 25 Marks

***Pedagogy of School Subject-1* & Subject-2* (Part-I) maychoose from List given below in table-2.**

*** Students will be engaged with school for 16 weeksduring the Semester.**

***Courses offered by the other Department: maximum -4 Credits**

B.Ed. Semester-IV

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
18	SOE020447C3014	4	Gender, School and Society	100	3	3	1	2	5	30%	70%
19	SOE020448C3014	4	Transaction of Curriculum: Issues & Challenges	100	3	3	1	2	5	30%	70%
20	SOE020449C3014	4	Creating an Inclusive School	100	3	3	1	2	5	30%	70%
21	SOE020450C1012	2	Critical Understanding of ICT	50	0	0	2	4	4	50%	50%
22	SOE020451C1012	2	Understanding the Self	50	0	0	2	4	4	50%	50%
23	SOE020452C1012	2	Environmental Education	50	1	1	1	2	3	30%	70%
24	SOE020453C1012	2	Yoga Education	50	0	0	2	4	4	30%	70%
25	SOE020454DCEC1012- SOE020459DCEC1012	2	Optional Course*-1	50	1	1	1	2	3	30%	70%
26	SOE020454DCEC1012- SOE020459DCEC1012	2	Optional Course*-2	50	1	1	1	2	3	30%	70%
Total		24		600	12	12	12	24	36		

Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours

- 1Credit Theory = 16 hours in a semester ,1 Credit Practicum = 32 hours in a semester
- 1 Credit = 25 Marks*Optional Course may choose from Table-3.

Table-1: List of Pedagogical Courses* offered by the School of Education in Ist Year (Semester II)

Sl. No.	Course Code	Course Title (Group-I)	Sl. No.	Course Code	Course Title (Group-II)
1	SOE020210C3014	Pedagogy of Hindi	1	SOE020216C3014	Pedagogy of Hindi
2	SOE020211C3014	Pedagogy of English	2	SOE020217C3014	Pedagogy of English
3	SOE020212C3014	Pedagogy of Social Sciences	3	SOE020218C3014	Pedagogy of History
4	SOE020213C3014	Pedagogy of Mathematics	4	SOE020219C3014	Pedagogy of Geography
5	SOE020214C3014	Pedagogy of Life Science	5	SOE020220C3014	Pedagogy of Political Sciences
6	SOE020215C3014	Pedagogy of Physical Science	6	SOE020221C3014	Pedagogy of Economics
			7	SOE020222C3014	Pedagogy of Physics
			8	SOE020223C3014	Pedagogy of Chemistry
			9	SOE020224C3014	Pedagogy of Mathematics
			10	SOE020225C3014	Pedagogy of Biological Sciences
			11	SOE020226C3014	Pedagogy of Commerce

Note: Teaching subjects are likely to be added in due course. Group I is for Graduate Students. & Group II is for Post Graduate Students

Table-2: List of Pedagogical Courses offered by the School of Education in II Year (Semester III)

Sl. No.	Course Code	Course Title (Group-I)	Sl. No.	Course Code	Course Title (Group-II)
1	SOE020329C1012	Pedagogy of Hindi	1	SOE020335C1012	Pedagogy of Hindi
2	SOE020330C1012	Pedagogy of English	2	SOE020336C1012	Pedagogy of English
3	SOE020331C1012	Pedagogy of Social Sciences	3	SOE020337C1012	Pedagogy of History
4	SOE020332C1012	Pedagogy of Mathematics	4	SOE020338C1012	Pedagogy of Geography
5	SOE020333C1012	Pedagogy of Life Science	5	SOE020339C1012	Pedagogy of Political Sciences
6	SOE020334C1012	Pedagogy of Physical Science	6	SOE020340C1012	Pedagogy of Economics
			7	SOE020341C1012	Pedagogy of Physics
			8	SOE020342C1012	Pedagogy of Chemistry
			9	SOE020343C1012	Pedagogy of Mathematics
			10	SOE020344C1012	Pedagogy of Biological Sciences
			11	SOE020345C1012	Pedagogy of Commerce

Note: Teaching subjects are likely to be added in due course. Group I is for Graduate and Group II is for Post Graduate Students

**Table-3: List of Optional Courses offered by the School of Education in 2ndYear (Semester IV)
Choose any two from the following List**

Sl. No.	Course Code	Course Title
1	SOE020454DCEC1012	Educational Administration and Management
2	SOE020455DCEC1012	Life Skills in Education
3	SOE020456DCEC1012	Guidance and Counselling
4	SOE020457DCEC1012	Health &Physical Education
5	SOE020458DCEC1012	Education in Indian Constitution
6	SOE020459DCEC1012	Comparative Education

Table-4: List of Courses offered by the School of Education to other Departments in Semester-I

Sl. No.	Course Code	Course Title
1	SOE020157GEC3014	Value Based Education
2	SOE020158GEC3014	Art in Education

SEMESTER IV

GENDER, SCHOOL AND SOCIETY
COURSE CODE - SOE020447C3014

Year II
Semester IV

Credit : 4
Max Marks : 100

Essence of the Course:

Gender sensitivity is the dire need of the present society. This course is one of the stepping stone towards it as it has been designed with the vision of making prospective teachers not only familiarize with the gender related terms, concepts and issues, but also to capacitate them with the knowledge of initiatives on the part of family, caste, religion, state, school, society, mass media and government. It will make the student teachers realize their importance and potential in making this world free from the gender based stigma.

Objectives : Present course aims at developing among pupil teachers:

- basic understanding and familiarity with key concepts-gender, sex, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and matriarchy and feminism
- positivity about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
- sensitivity about gender issues in school, curriculum, and textual materials
- acquaintance with teaching strategies for creating gender parity and its intersection with class, caste, religion and region; and understand the need to address gender based violence in all social spaces
- familiarization with the outstanding personality who mark the women empowerment
- awareness about the role of mass media in bringing gender parity in society

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
Total	48	16	64	30 Marks	70 Marks	100 Marks
L = Lecture, T= Tutorial, P=Practicum						

Course Content / Syllabus

Unit -1 : Introduction to Gender, Gender Roles, Gender Identity and Socialization Process

- Gender: concept, meaning, definition, difference between gender and sex
- Gender related concepts: sexuality, feminism, equity and equality
- Gender related roles through variety of institutions: family, caste and religion
- Emergence of gender specific roles through sociological and psychological perspective: Conflict Theory by Karl Marx and Feminist Sociological Theory by Celia Winkler

Unit 2 : Gender and School

- Gender bias in school enrolments, dropouts, household responsibilities and societal attitudes towards girl's education.
- Gender issues in schools: curriculum, hidden curriculum, sexual abuse and sexual harassment.
- Gender parity development by the means of curriculum textbooks and teacher.
- Teaching ways to develop gender sensitivity

Unit 3 : Gender and society

- Concept of patriarchy and matriarchy related to Indian women.
- Issues related to women/ girl child: female infanticide and foeticide, sex ratio, honour killing, dowry, property rights and divorce.
- Contemporary women role models in India: Tessy Thomas (DRDO), Arundhati Bhattacharya (RBI Governor) and Chavi Rajawat (Women Sarpanch)

Unit 4 : Role of Media and Government in Gender Parity

- Role of media to ensure no: stereotypes, vulgarity in songs and films, print and electronic media
- Role of media in bringing respect for men and women.
- Provisions for developing gender parity:
 - Equal Remuneration Act(1976)
 - Domestic Violence Act(2005)
 - Reservation for Women (2008)
 - Supreme Court Verdict about Transgender(2018)

Transactional Strategies :

Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPT, Film Shows (selected films), Assignments on different key areas of gender related issues given in syllabus through Google Group, Google Classroom and other online resources.

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
	Total Marks		30

Practicum :

- Organising debates on equality cutting across gender, class, cast and religion.
- Case study on how students perceive role models in their own lives.
- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare an analytical report on portrayal of women in print and electronic media.

Suggested Readings :

- Chaudhary, D.R. (2007). *Haryana at cross roads, problems and prospects*. New Delhi: National Trust of India.
- Chowdhary, P. (1994). *The veiled women. shifting gender equations in rural Haryana (1980-1990)*. New Delhi: Oxford University Press.
- Chowdhary, P. (2004). *Caste panchayats and the policing of marriage in contribution to Indians*. Sociology. Vol. 38, (Jan to Aug): 1.
- Chowdhary, P. (2004). *Caste panchayats and the policing of marriage in haryana: Enforcing kinship and territorial exogamy*. Article in, Contribution to Indians Sociology, Vol. 38, (Jan to Aug 2004):
- Dasgupta, J.(2015). *Gender gap: Men get away with too many privileges*. Available: <http://www.dailyo.in/politics/gender-equality-men->

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- FAO (2010-11). *The state of food and agriculture 2010-11: Women in agriculture*. Food and Agriculture Organization of the United Nations, Rome
- Gandhi, R. (2015). *Women in business: Can P2P lending bridge gender gap in access to capital*. The Times of India. June 19.
- International Labour Organization. (2014). *Global employment trends 2014: Risk of jobless recovery*
- Zimmerman, J.; Tosh, N. and Nick, M. (2012). *Map: What countries have the worst gender gaps?* Slate. March 6.
- Kabir, N.(2014). *What works in reducing gender inequality*. Available: <https://oxfamblogs.org/fp2p/whatworks-in-reducing-gender-inequality-greatoverview-from-naila-kabeer/> [Accessed 2015, January, 12]
- Lal, N. (2016). *India needs to save its daughters through education and gender equality*. Inter Press Services, March 4.
- Jammer.V.(1998).*Attainment struggle to make healthier food choices: The importance of psychological and social factors*. Psychological Health. 24 (9): 1003-20. 156
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- McKinsey Global Institute. (2015). *The power of parity: How advancing women's equality can add \$12 trillion to global growth*. September.
- Misra, U. (2015). *How India ranks on gender parity- and why?* Indian Express November 4.
- Nair, S. (2015). *More gender inequality in India than Pakistan and Bangladesh*: UN.Indian Express December 15.
- Pulugurtha, S. (2008). *How a lack of education adversely affects girls*.Psychological Health. 26 (9): 1005-20. 158
- Available:<http://empowermentinternational.org/2008/08/01/how-a-lack-of-educationadversely-affects-girls/>[Accessed 2015, January 12].
- Tavares, Rebecca R. and Mishra, Y. (2016). *Budget 2016: To really transform India, focus on women first*. The Times of India. March 1.
- Reserve Bank of India (2013). *Outstanding credit of scheduled commercial banks according to organizations*. Reserve Bank of India. July 22.
- Salve, P. (2015). *#SelfieWithDaughter: Can India save 23 million girls?* Available <http://scroll.in/article/738068/selfiewithdaughter-can-india-save-23-million-girls>[Accessed 2015, June 23].
- Sen, K. and Kumar, S.(2001). *Women in India: How free; How equal*. Report Commissioned by the Office of the United Nations Resident Coordinator in India, UNDP.

- The World Bank (2014). *Financial inclusion data*. Global Index. Available <http://datatopics.worldbank.org/financialinclusion/country/india> [Accessed 2014, November 21].
- United Nations. (1995). *Fourth world conference on women*. United Nations Entity for Gender Equality and Empowerment of Women, Beijing, China.
- Wodon, Q. (2014). *Eliminating child marriage to boost girls' education*. The World Bank. Available: <http://blogs.worldbank.org/education/eliminating-child-marriageboost-girls-education> [Accessed 2015, January 6].
- World Bank. (2012). *HIV/AIDS in India*. Available: <http://www.worldbank.org/en/news/feature/2012/07/10/hivaids-india> [Accessed 2014, December 28]

Web Resources :

<https://www.amazon.in/Gender-School-Society-TEXT-TEACHERS-ebook/dp/B073Q8L39R>
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>
http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/Genderconcerns.pdf
<http://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-73>
<https://www.brookings.edu/blog/education-plus-development/2017/11/02/how-can-teachers-be-more-gender-inclusive-in-the-classroom/>
<https://www.ithaca.edu/wise/gender/>
<http://unesdoc.unesco.org/images/0017/001781/178125e.pdf>
<https://onlinelibrary.wiley.com/doi/abs/10.1002/tea.10044>
<https://www.sciencedirect.com/science/article/pii/S0360131508000201>
<https://www.cambridge.org/core/journals/language-teaching/article/issues-of-language-and-gender-in-second-and-foreign-language-education/9112FA5B296E2DD34DF71A3C3958A912>
<https://www.sciencedirect.com/science/article/pii/S0360131504000533>
<https://books.google.co.in/books?hl=en&lr=&id=DoZuDwAAQBAJ&oi=fnd&pg=PR3&dq=gender+issues+in+education+and+its+impact+on+society&ots=S3Bm0gVJ0m&sig=kykJnvoFT1HewCgzWDX-Xkp-O2w#v=onepage&q=gender%20issues%20in%20education%20and%20its%20impact%20on%20society&f=false>
<https://www.nytimes.com/spotlight/gender-and-society>
<https://www.ithaca.edu/wise/gender/>
<https://timesofindia.indiatimes.com/topic/gender-discrimination>
<https://www.washingtonpost.com/news/worldviews/wp/2018/03/12/why-indias-modern-women-say-its-a-burden-to-be-female/>
<http://theconversation.com/achieving-gender-equality-in-india-what-works-and-what-doesnt-67189>
<https://indianexpress.com/article/opinion/columns/indian-women-safety-economy-beti-bachao-gender-equality-5329742/>

TRANSACTION OF CURRICULUM-ISSUES & CHALLENGES

COURSE CODE – SOE020448C3014

Year II
Semester IV

Credit 4
Max Marks 100

Essence of the Course:

Every teacher has to deal with creation of congenial environment for curriculum transaction. Teachers' job is primarily concerned with operationalizing the various curricular practices. Teachers' understanding about the nature of knowledge in the context of school subjects is essentially desirable. It aims at providing knowledge and skills to student-teachers relating to curriculum development, its process, implementation and evaluation. Different concepts like types, models, approaches of curriculum development and modes of curriculum transaction have also been incorporated in this course for further enhancement of their understanding.

Objectives :

The student teachers will be able to:

- describe the concept of curriculum development, source of curriculum development and curriculum organizations
- familiar with the types and models of curriculum
- interpret the meaning of the recommendations of NCF 2005 and NCFTE 2009 pertaining to curriculum
- appraise the need, importance, sources and types of curriculum evaluation
- critically analyse the subject matter and content

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16	30 Marks	70 Marks	100 Marks	

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit -1 : Curriculum Development

- Curriculum Development : Concept and Sources
- Curriculum organization: Horizontal & Vertical
- Curriculum Development Considerations
- Selection of Content & Learning Experiences

Unit 2 : Curriculum Framework & Implementation

- NCF 2005 and NCFTE 2009: Recommendations on Curriculum
- Concept and Nature of Curriculum Implementation
- Curriculum Implementation Models : ORC Model, Organizational-Development Model
- Approaches of Curriculum Implementation : Academic, Behavioural & System approach

Unit 3 : Curriculum Model & Transaction

- Models of Curriculum Development - Tylor's Model, Hilda Taba's Model, Alexandar's Model
- Curriculum Transaction: Modes of transaction
- Role of different agents in curriculum transaction : Principal & Teachers
- Role of curriculum in effective teaching learning process

Unit 4 : Curriculum Evaluation

- Curriculum Evaluation: Concept, Need and Importance
- Sources of Curriculum Evaluation
- Types of Curriculum Evaluation
- Subject Matter Analysis

Transactional Strategies :

Lecture cum discussion, Assignments on various topics, PPT presentation and discussion, Preparation of activity based curriculum in groups and discussion, Analysis of curriculums at various levels, Group discussion bases, process and approaches of curriculum development, chart preparation on various models and process, panel discussion on various issues of curriculum development and reviewing B.Ed. curriculum.

Internal Assessment Strategies:

A total of thirty marks have allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Practicum and Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Preparation of unit plan of concerned Pedagogy Subjects
- Reflection on NCF 2005 or NCTEF 2009
- Content Analysis
- Book Review of a Text Book

Suggested Readings :

- Aggrawal, J.C., & Gupta, S. (2005). *Curriculum development*. New Delhi: Shipra Publisher.
- Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of curriculum renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers.
- Jenkins, D., & Shifnran, D.M. (1976). *Curriculum: An introduction*. London: Pitman Publishing House.
- Khan, M.I., & Nigam, B.K. (2007). *Curriculum reform change and continuity*. New Delhi: Kanishka Publication.
- Musgrave, P.W. (1974). *Contemporary studies in the curriculum*. Australia: Angus and Roberston Publishers.
- *National Curriculum Framework* (2005): New Delhi: NCERT.
- Nigam, B.K., & Khan, M.I. (1993). *Evaluation and research in curriculum construction*. New Delhi: Kanishka Publishers.
- Ornstein A. C., & Hunkins, F. P. (2009). *Curriculum foundations, principles and issues* (5th edition). Boston, MA: Allyn and Bacon
- Ornsttein, A.C., & Hunkins, F. (1988). *Curriculum foundations, principles and issues*. New Jersey: Prentice Hall.
- Panday, M. (2007). *Principles of curriculum development*. New Delhi; Rajat Publications.

- Sharma, R. (2002). *Modern methods of curriculum organisation*. Jaipur: Book Enclave.
- Sharma, S.R. (1999). *Issues in curriculum administration*. New Delhi: Pearl Publishing House.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Taylor, P. (2003): *How to design a training course: A guide to participatory curriculum development*. London: Continuum.
- Walker, D. F. (1990). *Fundamentals of curriculum*. Fort Worth. TX: Harcourt Brace College.
- Yadav, S.K (2013). *School curriculum: Structure and practice*. NCERT: New Delhi
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi; Shri Sai Printographers.

Web Sources

- NCF-2005 available on www.ncert.ac.in
- NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
- National Curriculum Framework for Teacher Education, 2009. Available online at www.teindia.nic.in/files/national_curriculu-for-teacher-education-2009.pdf

CREATING AN INCLUSIVE SCHOOL

COURSE CODE – SOE020449C3014

Year II

Semester IV

Credit 4

Max Marks 100

Essence of the Course:

This is a core course carrying 4 credits. It covers concept of special education, mainstreaming and inclusion, national policies, programmes and acts for inclusive education, nature and needs of the individuals having disabilities, inclusion in operation, and characteristics of inclusive school. The objective of this course is to bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school. It will help student-teachers in identification of barriers to learning and participation while formulating a policy of good practice and review. The objective of the course is to integrate the children with disabilities with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

Objectives : The student teachers will be able to:

- interpret the concept, significance and philosophy of inclusive education in the context of Education for All.
- identify and address the diverse needs of learners.
- compare and contrast the National & International Policies & Programmes with respect to the children with special needs
- explain the concept of Mainstreaming, Special Education and Inclusion.
- examine the status of Inclusive Education in India critically.
- define the role of different specialists in the area of special education.
- comprehend and apply the special techniques of teaching and evaluating the children with special needs.
- suggest and device the various inclusive practices to promote Inclusion in the classroom.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16				30 Marks

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit -1 : Exceptionality & Exceptional Children

- Concept of Exceptionality, Positive, Negative & Multiple Deviation
- Concept of Disability, Impairment and Handicapped
- Continuum of Special Education Services
- Special Need Children – Types, Characteristics and Educational Programme

Unit 2 : Conceptual understanding of Inclusive Education

- Inclusive education: Concept, Meaning and Characteristics
- Bases of Inclusive education
 - Philosophical
 - Social
- Difference between Special Education, Integrated Education and Inclusive Education.
- Benefits of inclusive education for Children with and without special needs

Unit 3 : Policies and Programmes for Inclusive Education

- International Policies & Programmes
 - Salamanca Statement (1994)
 - UN Convention on Rights of the Person with Disability, UNESCO-2006
 - Policies guidelines on Inclusive Education, UNESCO- 2009
- National Policies & Programmes
 - RCI Act 1992
 - PwD Act (1995)
 - National Policy on Disability (2005)
 - The Right of Persons with Disabilities Act, 2016.

Unit 4 : Preparing Schools for Inclusion

- School readiness for addressing the diverse needs of children with special needs :
 - Infrastructural
 - Technological

- Pedagogical
- Attitudinal needs
- Strengthening support services - collaboration of different specialists :
 - Special Education Teacher
 - Speech Therapist
 - Physiotherapist
 - Counsellor

Transactional Strategies :

Lecture-cum-Discussion, Group discussion on various policies and programmes, Power point presentation, Film shows, Sharing of experiences of people regarding issues of disabilities, Preparation of projects on various issues related to special education and exclusion.

Internal Assessment Strategies: A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Practicum & Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Case Study & Presentation (PPT)	05+ 10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Collection of data regarding children with special needs from school record.
- Visit to Inclusive Schools and to observe classroom transaction and prepare a report of the same.
- Case study of one main streamed (Inclusive) student with respect to
 1. Role of a parent
 2. Role of a teacher, special school teacher.
 3. Role of counselor

Suggested Readings :

- Alur, M., & Timmons, V .(2009). *Inclusive education across cultures: Crossing boundaries, sharing idea*. New Delhi: SAGE Publications India Pvt Ltd.
- Fimian, M.J., Fafard, M., & Howell, K.W. (1984). *A teacher's guide to human resources in special education: Para professionals, volunteers, and peer tutors*. Boston: Allyn and Bacon, Inc.
- Hallahan, D.P., and Kauffman, J.K. (1988). *Exceptional children: Introduction to special Education*. N.J.: Englewood Cliffs.
- Jangira, N.K. (1986). *Special education scenario in Britain and India*. Gurgaon: The Academic Press.
- Jangira, N.K. (2013). *The mother of inclusive education*. Regional Institute of Education, Ajmer. (Also available on Google search Jangira special education).
- Julka, A. Bharti. (2014). *Teachers creating inclusive classrooms: Issues and challenges: A research study*. New Delhi : Department of Education of Groups with Special Needs, National Council of Educational Research and Training
- Kapoor, S. (2015). *Index of inclusive school quality*. Delhi: Brotherhood.
- Cecil R. R., Kimberly, J. V., & Elaine, Fletcher-Janzen (2014). *Encyclopedia of special education: A reference for the education of children, adolescents, and adults disabilities and other exceptional individuals*. Wiley.
- Frederickson, N., & Cline, T. (2009). *Special educational needs, inclusion and diversity* (2nd edition). New York: McGraw Hill Education Open University Press.
- Gargiulo, R.M. (2015). *Special education in contemporary society: An Introduction to Exceptionality*. Canada: Sage Publications.
- Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2012). *Exceptional learners: An introduction to special education*. (12thed.). New Jersey: Pearson Education
- Kothari, R.G., & Mistry, H.S. (2011). *Problems of students and teachers of the special schools – A study of Gujarat state*. Germany: VDM Publication.
- Maitra, K. & Saxena, V. (edited) (2008). *Inclusion: Issues and perspectives*. Kanishka.
- Meadow, K.P. (1980). *Deafness and child development*. Berkley, C.A.: University of California Press.
- Messily,K. (2012). *Confronting marginalisation in education: A framework for promoting inclusion*. Rutledge: London.
- Mithu, A., & Michael, B. (2005). *Inclusive education: From rhetoric to reality*. New Delhi: Viva Books Pvt. Ltd.
- NCERT (2006). *Position paper: National focus group on education of children with special needs*. NCERT: New Delhi.
- Oza, D., & Pandit, R. (2011). *Management of behavioural problems of children with mental retardation*. Germany: VDM publication.

- Premavathy, V., & Geetha, T. (2006): *Integrated and inclusive education* DSE (VI) Manual. New Delhi: Krishana Publication.
- Reed, M. (1984). *Educating hearing impaired children*. Milton Keynes: Open University Press.
- Sharma, P.L. (1988). *A teacher's handbook on integrated education of the disabled*. New Delhi: NCERT.
- World Bank (2003). *Inclusive education: Achieving education for all including those with disabilities and special education Needs*.

Web Resources

- Consortium for Research on Educational Access, Transitions and Equity. Retrieved from http://www.create-rpc.org/pdf_documents/PTA15.pdf
- IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out To All Learners: a resource pack for supporting Inclusive Education, ibe.training@unesco.org, <http://www.ibe.unesco>
- The SALAMANCA statement and framework for action on special needs education. Available online www.unesco.org/education/pdfSALAMA_EPDF
- IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out To All Learners: a resource pack for supporting Inclusive Education, ibe.training@unesco.org, <http://www.ibe.unesco>
- Video on A World for Inclusion (2007) by UNESCO, directed by David Atrakchi, 20 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=213
- Children with Disabilities (2012), by UNESCO, 23 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2758
- <https://www.teachervision.com/teaching-strategies/special-needs>
- https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development
- <http://www.rehabcouncil.nic.in/writereaddata/Block2accie.pdf>

CRITICAL UNDERSTANDING OF ICT
COURSE CODE - SOE020450C1012

Year: II

Semester: IV

Credit: 2

Max Marks: 50

Essence of the Course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning process. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with skills of basic computer literacy and ICT-aided learning; and applications of ICT in administrative and academic support systems.

Objectives:

The student teachers will be able to:

- familiarize with computer system.
- work on Word processing, Spread sheets and Presentation software.
- operate on Internet with safety.
- elucidate the application of ICT for Teaching Learning.
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
- access on line course materials – MOOC and other platforms.
- develop conceptual understanding of Information & Communication Technology
- identify and discuss the policy concerns regarding ICT in Education

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	6	2	22	30	15 Marks	35 Marks	50 Marks
II	8	2	20	30			
Total	14	4	42	60	15 Marks	35 Marks	50 Marks

L= Lecture, T= Tutorial, P=Practical

Course Content / Syllabus

Unit -1 : Fundamentals of Computer

- Introduction of Computer, Components of Computer
- Hardware: Input and Output Devices, Central Processing Unit, Memory and Storage
- Software: Meaning and Types, Features of Application Software, Operating System and its functions, MS Windows, Linux, iOS
- MS WORD: Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae, Preparation of Worksheets
- MS Power Point:, Basic components of MS Power Point and its operation, creation of Power point Presentation Preparation of different types of slides, slide design, colour and background, slide transition, custom animation

Unit 2: Conceptual Understanding of Information and Communication Technology and Internet

- Information and communication technology: Meaning, Concept and Challenges of Integration of ICT in School
- Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India and National Mission on Education through ICT (NMEICT),
- Internet: Ways of using the Internet in teaching learning process, E-mail, Google Drive, Google Group, Search Engines, Safe surfing mode
- E- educational Resources & Platforms : MOOC's , SWAYAM, Gyan Darshan, Gyan Vani, Sakshat Portal, e-Gyan Kosh, Wikipedia, Face Book, You Tube, Google Scholar

Transactional Strategies :

Unit I

- i) Hands on experience in ICT Lab
- ii) Demonstration on various application of MS Office
- iii) Development of teaching learning resources using MS Office.
- iv) Internet Surfing/Web browsing in ICT Lab

Unit II

- i) Discussion on various ICT related issues
- ii) Lecture cum Demonstration method will be used,

- iii) Interaction with ICT software and hardware specialist
- iv) Power point presentation on various topics

Practicum: Choose any two of the following and Make a soft file and submit in CD form for evaluation:

- Making of a resume in MS Word.
- Making of a Lesson Plan in MS Word.
- Making of presentation in MS Power Point of any topic from B.Ed. Curriculum or school subject.
- Making of progress report-card and annual results in MS Excel.
- Graphical representation of data.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

NOTE: External practical will be conducted by external examiner at the end of the semester.

Internal Assessment Strategies : A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and Weightage of marks are as follows.

S. No	Activity	Mode	Weightage of Marks
1	Two Presentation from suggestive list (Best one out of Two will be considered) + Viva- Voce	Power Point Presentation	5+5
2	Preparation of a Practical File on various topics	Assignment	2.5
3	Percentage of attendance	-	2.5
Total Marks			15

Suggested Readings :

- Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale: University Press.
- Brian K. W. & Stacey, S. (2005). *Using information technology*, 6th Edition Tata McGraw Hill, Curtin,
- Dennis, Sen, Kunal, Foley, Kim, Morin & Cathy (1997). *Information technology: The breaking wave*. New York: Tata McGraw Hill.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*, Prentice Hall,
- DSERT, Karnataka (2012). *Position paper on ICT mediation in education*. DSERT.

- MHRD, GOI (2004 revised 2010). *National ICTC schools scheme, development of education and literact*. MHRD, New Delhi
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II and III). John Wiley and Sons.
- National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf
- NCERT (2013). *National repository of open educational resources*, CIET, New Delhi (nroer.gov.in)
- Rosenberg, M.J. (2001) *e-learning*. New York: McGraw Hill.

Web resources

- E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
- Free Software Foundation, www.fsf.org/
- www.unesdoc.unesco.org/images/0013/001390/139028e.pdf
- Information and Communication Technology Policy in School Education 2010.
www.mhrd.gov.in/sites/upload_files/mhrd/files/RevisedICT_School.pdf
- http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners
- National Policy on Information and Communication Technology (ICT) In School Education,
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revise_policy%20document%20ofICT.pdf
- Understanding MOOCs (2013), edited by Sanjaya Mishra,
http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%20Littlejohn_final_1June2013.pdf
- Increasing Access through Mobile Learning, (2014) edited by Mohamed Ally and Avgoustos Tsinakos,,
http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y
- David Porter and Russell Beale (2015) A Policy Brief on MOOCs,
<http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Mobile Learning – UNESCO, Steve Vosloo, 1 minute,
http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3601
- Expanding Mobile Learning, 2013, UNESCO, Nil Viasnoff (interviewer), 2 minutes,
http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999
- How ICT can Support Teacher Training. 2014, UNESCO, Asha Kanwar (speaker) 5 minutes,

- http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722 and video
- Leveraging Mobile Technology for Education, 2013, UNESCO, [Nil Viasnoff](#) (interviewer), 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2997
- Vidya M. S.(2014), Technology tools for Teachers, http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf
- E-learning: A Guidebook of Principles, Procedures and Practices, SOM NAIDU (2006), cemca.org.in/ckfinder/userfiles/files/e-learning_guidebook.pdf
- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>
- Educational Multimedia:A Handbook for Teacher-Developers (2003), cemca.org.in/ckfinder/userfiles/files/EdMul_Full.pdf
- EXCEL TUTORIAL, <http://www.excel-easy.com/>
- TONY BATES, Teaching in a Digital Age, <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=221> www.ictcurriculum.gov.in.

UNDERSTANDING THE SELF
COURSE CODE -SOE020451C1012

Year : II
Semester : IV

Credit: 2
Max Marks : 50

Essence of the Course

This course focuses on exploration of the self and conflict resolution in social context. The course culminates into realization of the self while developing a broad understanding of what affects development of self- identity. Various processes for understanding the self have also been specified in a broader context of different types personalities one may possess or encounter.

Objectives:

After completion of the course **Understanding the Self**, student teachers will be able to:

- identify their own potential and give conscious direction to their lives to take responsibility for their actions
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- develop the capacity for perspective taking and appreciating different points of view and develop sensitivity towards needs of children by connecting with one's own childhood experiences
- develop the capacity to establish peace within oneself
- develop the capacity to establish harmony within a group and methods of conflict resolution
- explain the meaning and importance of self-concept and self-esteem
- manage conflict effectively

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		C	Internal Assessment	External Assessment
1	12	2	3	17	15 marks (30%)	35 marks (70%)	50 Marks (100%)
2	12	2	4	18			
Total	24	4	7	35	15	35	50

L= Lecture, T= Tutorial, P= Practicum

Course Content / Syllabus

Unit 1: Exploring the Self

- Exploring Self Identity and Self Image
- Fundamentals of self-exploration: Self-concept, Self Identity, Self-Esteem, Self-motivation and Self-efficacy
- Factors affecting exploration of self: Heredity and environment
- Understanding the concept of Personality and its various types: Jung's Classification, Sheldon's Classification, Kretschmer's classification

Unit 2: Development of Self

- Techniques of Self Reflection (Introspection, Reflective Diary, Reflective Dialogue and discussion, Creative Imagery, Social media like blog and online communities)
- Stress Management and Techniques of Relaxation
- Social Interaction and Group Influence (Social Bonds, Group Formation , Cooperation & Competition)
- Group & Social Harmony
- Development of resilience
- SWOC: Strength, Weaknesses, Opportunities and Challenges

Transactional Strategies

- Lecture, PowerPoint presentations, MOOCs and e-platforms.
- Lecture cum discussion, Group Discussions, use of audio and video materials
- Review of various literature available
- Providing reading material to students
- Organising tutorials if needed

Suggestive List for Assignment/Practicum:

- Write a self-reflective journal (approx.600-800 words).
- Elaborate your own values towards self and society.
- Report on stress management techniques.
- Group discussion and presentation.

- SWOC analysis of one's own.
- Any other as prescribed by the institution

Internal Assessment Strategies:

A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	2 Sessional tests (Best one will be considered)	Written Test	5
2	Preparation of an assignment on various topics followed by presentation in the classroom and Practicum	Assignment/Practicum or PPT Presentation	5+2.5=7.5
3	Percentage of attendance		2.5
Total Marks			15

Suggested Readings

- Adair, J. and Allen, M. (1999). *Time management and personal development*. London: Hawksmere.
- Farrell, T. S. C. (2004). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.
- Feldonan, R.S. (2009). *Essentials of understanding psychology* seventh edition. New Delhi: Tata McGraw Hill.
- Gurol, A (2010) Determining the reflective thinking skills of pre-service teachers in learning and teaching process. Turkey: Firat University.
- Hadfield, J. A. (1983). *Psychology and morals*. London: Methuen & Co.
- Kubalker, R. (2015). *Know your stress-manage your stress*. New Delhi: Neel Kamal Publishers.
- Lewis, M. & Brooks-Gunn, J. (1978). *Selfknowledge and emotional development*. In M. Lewis & L. Rosenblum (Eds.), *The development of affect: The genesis of behavior*, 1 (pp. 205-226). New York: Plenum Press.
- Luft J and Ingham H. (1955). *The johari window: A graphic model for interpersonal relations*, University of California Western Training Lab.
- Rohrer, J. (2002). *ABC of awareness*. oberurnen: UTD Media.
- Sheorron, B. (2008). *The presentation skills workshop*. New Delhi: Prentice Hall of India.
- Simanowitz, V. and Pearce, P. (2003). *Personality development*. Beckshire: Open University Press.

- Snyder, C.R. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage Publishers.

Web resources

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https://s3.amazonaws.com/academia.edu.documents/42337592/Academic_Self-Concept_and_Self-Efficacy_20160207-29667-6myipg.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1543320724&Signature=jtfnc6KaNbX%2FvVylWNjmcFqtPoE%3D&response-content-disposition=inline%3B%20filename%3DAcademic_self-concept_and_self-efficacy.pdf
<https://onlinelibrary.wiley.com/doi/epdf/10.1348/014466699164149>
<http://southeastinform.org/Proceedings/2008/proc/p080527003.pdf>
<https://slideplayer.com/slide/4892851/>
<http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses>
<http://www.mindtools.com/pages/article/coaching-self-awareness.htm>
<http://www.selfawareness.org.uk/news/understanding-the-johari-window-model>
https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm
<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramchand.pdf
<http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>
<http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf>
<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral>
<http://www.ucd.ie/t4cms/Reflective%20Practice.pdf>
http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf
<http://www.learning-theories.com/experiential-learning-kolb.html>: Kolb's Experiential Learning
<http://www.nathanielbranden.com/ess/ess12.html>: Theory of Self Esteem by Nathaniel Brandon
http://www.mindtools.com/pages/article/newTCS_06.htm : Positive thinking.
http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_individuals.pdf: Resilience
<http://www.yorku.ca/rokada/psycytest/rosenbrg.pdf>: Rosenberg Self Esteem Scale.
<http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html>: Test on Learned Optimism.
<http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/>: Toronto Mindfulness Scale.

ENVIRONMENTAL EDUCATION
COURSE CODE - SOE020452C1012

Year II
Semester IV

Credit : 2
Max Marks : 50

Essence of the Course:

This course is designed to develop understanding about the nature of environment and various factors coming in the way of environment preservation. Education has to play a major role in learn to and learn for environment and making pupil teachers aware of various means of preserving environment and sustainable development. This course will also develop an understanding about various aspects of environment based observation and illustration, drawn from live experiences and physical, biological, social aspects of life, rather than abstractions. This course will also develop an awareness about environmental ethics.

Objectives :

The student-teachers will be able to:

- familiarize with concept and nature of Environmental Education.
- acquaint with the objectives, and importance of Environmental Education.
- identify various environmental problems affecting the human life.
- develop awareness about environment and associated problems.
- develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards the environmental problems solutions and prevention of new ones.
- grasp the significance of Environmental Education.
- recognize the way of protecting and managing of environment.
- analyze the various causes for environmental disequilibrium.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	15 Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
Total	24	8	32	15	35	50

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit -1 : Conceptual Understanding of Environmental Education

- Meaning, Definition, components, Scope, Characteristics, Strategy of Environmental Education.
- Aims and Objectives of Environmental Education at primary, secondary, senior secondary level
- Role of Education, School and Teacher in Environment Conservation
- Environmental Ethics: Concept, Approaches, Normative principles of Environmental Ethics.

Unit 2 : Environmental Issues and Concerns

- Human interaction and dependency on Environment.
- Environmental Disequilibrium: Causes and Problems- Greenhouse Effect, Ozone Depletion, Acid rain, Pollution and its Consequences: Air pollution, water pollution, land pollution, Soil pollution, Noise pollution
- Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment.

Transactional Strategies :

Lecture cum discussion, Lecture cum demonstration, Use of laptop as audio-visual aid , Assignments on various topics, Presentation and group discussion, and presentations by Pupil Teachers will be encouraged.

Internal Assessment Strategies :

A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted. (Best one will be counted)	Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) Practicum	Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
Total Marks			15

Practicum :

- To prepare a report on present status of climate change.
- To prepare a report on recycling of non-decomposable material.
- To prepare a report on environment protection act.
- To prepare a report on environmental standards (any one)
- To prepare a report on environmental issues what you see in your surroundings.
- Any topic suggested by a teacher related to the entire syllabus.

Suggested Readings :

- Aggarwal, J. C.(2010). *Education for values, environment and human rights*. Delhi: Shipra Publications.
- Catherine, J. (2011). *Environmental education*. New Delhi: Neel Kamal Publication.
- Gopal Dutt, N. H. (2014). *Environmental education*. New Delhi: Neel Kamal Publication.
- Krishnamacharyulu, V. et al. (2017). *Environmental education*. New Delhi: Neel Kamal Publication.
- Packiam, S. (2018). *Education for sustainable development*. New Delhi : Neel Kamal Publication.
- Reddy, V. Purushotham et al. (2013). *Environmental education*. New Delhi: Neel Kamal Publication.
- Ravinder, Ch. & Ramakrishna, A. (2017). *Environmental education issues and concerns*. New Delhi: Neel Kamal Publication.
- Sharma, R. A. et. al. (2012). *Environmental education*. New Delhi: Surya Publication.
- Verma, K. & Kaur, G. & Singh, P. (2010). *Introduction to environment*. New Delhi: Indira Gandhi National Open University.

Web Sources:

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf>
- <http://www.unep.or.jp/ietc/Focus/pdf/ee-frame.pdf>
- http://shodhganga.inflibnet.ac.in/bitstream/10603/76004/8/08_chapter%202.pdf
- <https://www.unescap.org/sites/default/files/CH15.PDF>
- https://www.pro-e.org/files/environmental_education.pdf
- http://envfor.nic.in/divisions/ic/wssd/doc4/consul_book_persp.pdf
- <https://wedocs.unep.org/bitstream/handle/20.500.11822/9851/->

[The United Nations Environment Programme and the 2030 Agenda Global Action for People and the Planet-2015EO Brochure WebV.pdf.pdf?sequence=3&isAllowed=y](#)

- <https://nptel.ac.in/courses/120108004/module1/lecture1.pdf>
- <http://publishing.unesco.org/chapters/978-92-3-104039-9.pdf>
- http://ncert.nic.in/book_publishing/environ_edu/eei.pdf
- [http://www.ncert.nic.in/rightside/links/pdf/syllabus/vol1/08Environmental%20\(III-V\).pdf](http://www.ncert.nic.in/rightside/links/pdf/syllabus/vol1/08Environmental%20(III-V).pdf)
- <http://www.hbcse.tifr.res.in/resources/talks-by-hbcse-members/jr-2/utsav-nmsf-pbl-feb2013.pdf>
- https://nios.ac.in/media/documents/dled/Block1_505.pdf
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>.

YOGA EDUCATION
COURSE CODE - SOE020453C1012

Year: II
Semester: IV

Credit : 2
Max Marks : 50

Essence of the Course

This course aims at development of understanding of fundamentals of Yoga and Yoga Education among students. It will cover concept and components, importance and basic principles of Yoga, Ashtang Yoga of Patanjali, Yogic diet and its importance.

Objectives : The students will be able to:

- discuss how yoga and yoga practices are important for healthy living.
- explain the different limbs of Ashtanga Yoga.
- state the different types of Yogasanas.
- derive how yoga and education is complementary to each other.
- demonstrate some important asanas and pranayama.

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
					Internal Assessment	External Assessment	Total Marks
Unit	L	T	P	C	15 Marks	35 Marks	50 Marks
I	14	4	12	30			
II	10	2	18	30			
Total	24	6	30	60	15 Marks	35 Marks	50 Marks
L=Lecture, T=Tutorial, P=Practical							

Course Content / Syllabus

Unit 1 : Introduction to Yoga Education

- Yoga Education: concept, objectives and scope
- Importance of Yoga Education in daily life
- Difference between Yoga Asana and Physical exercise

- Methods and benefits of Asanas, Pranayama and Concentration.
- Pranayama: Meaning, Process and Types (Kapalbhati, Anulom Vilom, Bhramari, Ujjayi, Bhastrika, Kumbhak, Nadi Shodhan)
- Surya Namaskar: Its components and benefits.
- Role of Yoga Education in Character building.
- Role of yoga practice in developing concentration, will power and discipline.

Unit 2 : Yogasana and Pranayama

- Patanjali's Ashtang Yoga
- Yogasana: Meaning, Importance and Advantages
- Types of Yogasana: Sitting postures (Sukhasana, Siddhasana, Padmasana, Vajrasana, Paschimottanasana, Yoga mudra, Matsyasana, Ardha Matsyendrasana, Gomukhasana),
- Standing postures (Tadasana, Trikonasana, Vrikashana, Garudasana, Ardh Chakrasana, Chakrasana, Natarajasana, Virabhadrasana, Ardha Chandrasana, Utkatasana)
- Upside postures (Halasana, Pinch Mayurasana, Sarvangana, Sheersasana,)
- Laying postures (Uttanpadasana, Karnpidasana, Vipreet Karni, Adhomukh Vakrasana, Bhujangasana, Dhanurasana, Mayurasana).

Practical

- Demonstration of various sitting postures mentioned in the syllabus
- Demonstration of various standing postures, Upside postures, and Laying postures along with description of their benefits and cautions while practicing.
- Demonstration of various Pranayamas along with description of their benefits and cautions while practicing.
- Record of practical experiences of practicing Yogasanas/Pranayama.
- Any other as decided by the institution.

Transactional Strategies

Unit 1: Lecture cum discussion

- Review of various literature available on yoga
- Demonstration of yogic practices

Unit 2: Group discussion and presentation

- Review of various ancient literature and discuss with pupil teacher and Encourage them to find out practice yogic activities.
- Use of PPT
- Lecture cum demonstration
- Panel discussion

Internal Assessment Strategies :

A total of Fifteen marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows:

S. No.	Activity	Mode	Weightage of Marks
1	Demonstration of Yogasanas/Pranayamas	Practical	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) Practicum	Assignment & Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
Total Marks			15

Suggested Readings

- Kaul, H.K. (2013). *Yoga asana for everyone*. Surjeet Publishers.
- Kubalker, R. (2015). *Know your stress-manage*, Neel Kamal Publishers.
- NCERT (2015). *Yoga: A healthy way of living upper primary stage*, New Delhi (Also available in Hindi)
- NCERT (2015). *Yoga: A healthy way of living secondary stage*, New Delhi. (Also available in Hindi)
- Besant, A. (2005). *An introduction to yoga*, New Delhi: Cosmo.
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). *Yoga education*, New Delhi: Arya Publication.
- Omand, S.(2006). *Patanjali yoga*, Pradeep Gorakhpur: Gita Press.
- Yadav, Y.P. and Yadav, R. (2003). *Art of yoga*, New Delhi: Friends.
- Yogacharya, O. S. (2007). *Freedom of body and mind: yogasanas, pranayam and meditation*, New Delhi: Rawat.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT
COURSE CODE -SOE020454DCEC1012

Year II
Semester IV

Credit:2
Max Marks: 50

Essence of the Course :

This course covers the nature of the educational administration and management. Education has to play a major role in preparing the youth for educational administration and making people aware of various functions of educational administration and management. Emphasis is also given on school management, school organization and school administration in India.

Objectives :

After completing this course, the student-teachers will be able to:

- acquaint with the concept, objectives and importance of educational administration in India.
- develop awareness of various functions of educational administration and management.
- develop some leadership qualities in themselves.
- develop awareness of educational administration at local, state and central level.
- undertake practical participation in school activities as administrative and managerial work. (These activities would have been observed and practiced during the 16-week Internship in schools)
- inculcate friendly environment through proper functioning of educational administration and management.

Teaching Scheme(session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	15Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
Total	24	8	32	15 Marks	35 Marks	50 Marks

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit 1: Concepts Understanding the Concepts of Educational Administration, Educational Management and Resources

- School Administration: Meaning, Scope, Principles and Approaches.
- Educational Management: Meaning Scope, Principles and Approaches.
- Difference between School Administration and School Management
- Human and Physical Resources of School
- Headmaster/ Principal : Qualities, Role and functions

Unit 2 : Role & Function of Various Agencies & and Techniques of Educational Administration and Management

- Administration of School education at different levels – local, district, state and national (Panchayats, zilaParisad, SCERT, DIET, SIET, NCERT, IASE, NIEPA)
- Methods and Techniques of Teaching Educational Administration and Management (Field trips, Role play, Debate, Projects)

Transactional Strategies:

- Lecture cum discussion on concept and objectives.
- Organization of debates quiz on issues related to Educational Administration and Management.
- Sharing experiences of educational administrative.
- Review of existing role & functions of educational administrative bodies.
- Evaluation of existing materials prepared of reports and discussion.
- Assignments of various topics
- Demonstration.

Internal Assessment Strategies:A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (best one will be considered).	Test	5
2	Practicum/Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
Total Marks			15

Practicum :

- Preparation of chart on Educational Administration and Management
- Visit to field realities to know the role and functions of Headmaster/ Principal/Teacher.
- Posters on various issues.
- Presentation on various Administrative activities.

Suggested Readings:

- Bush T., L.B.(2003). *The principles and practice of educational management* (Edited). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan,S.(2012). *Educational management*. New Delhi: Pearson Publication.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Luthans, F. (2005). *Organisational behavior*. New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012). *Educational administration- concept & practices*, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). *The higher education manager's handbook*, New York and Canada: Routledge.
- Nangia, S.B.(2009). *Educational administration*, New Delhi: APH Publishing Corporation Publishing House.
- Owens, R.C. (2001). *Organizational behaviour in education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*, New Delhi: Deep& Deep Publications.
- Punia, V. (2004). *managerial skills in educational administration*, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Univesities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012). *Educational administration & management*. New Delhi: Pearson Publications

LIFE SKILLS EDUCATION
COURSE CODE -SOE020455DCEC1012

Year II
Semester IV

Credit : 2
Max Marks: 50

Essence of the Course:

This course aims at developing theoretical as well practical foundations of life skill education. The present course covers topic intended to promote personal, social and emotional well-being of the learners.

Objectives :

After completing this course, the student-teachers will be able to:

- define life skills education
- interpret the concept and significance of life skills education
- describe the theoretical foundations of life skills education .
- develop and apply thinking skills in various spheres of life .
- develop skills to cope with emotions and stress
- apply social and negotiation skills in day-to-day life
- comprehend and apply the special strategies to develop life skills

Teaching Scheme(session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	15 Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
Total	24	8	32	15 Marks	35 Marks	50 Marks
L= Lecture, T=Tutorial, P=Practicum						

Course Content / Syllabus

Unit -1 : Introduction to Life Skills

- Life Skills: Concept and significance of Life Skills
- Thinking: Critical and Creative thinking, Problem Solving and Decision Making
- Coping Skills: Coping with Emotions and Coping with Stress
- Social and Negotiation Skills: Self Awareness, Empathy, Effective Communication and Interpersonal Relationship

Unit 2 : Strategies of Life Skills Development

- Strategies of Life Skills Development: Classroom Discussion, Brainstorming, Role-plays, Audio and visual activities, Case Studies, Storytelling, Debates
- Role of teacher in encouraging them to practice core life skills in daily life

Transactional Strategies :

Lecture cum discussion, Group discussion and presentation, Brainstorming Session, Use of PPT, Assignments on various topics, Lecture cum demonstration, Preparation of activity based on the strategies of life skills development in groups and discussion, Debate on various problems, panel discussion, In depth analysis of various life skills by the student teachers and presentations will be encouraged.

Internal Assessment Strategies :

A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (best one will be considered).	Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
Total Marks			15

Practicum :

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same. ·
- The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional animal/with human being.

Suggested Readings :

- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf ·
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>
- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi.2 National Institute of Youth Development, Tamil Nadu. Page 8 of 62 UNESCO (1997).
- Adult Education: The Hamburg Declaration, UNESCO, Paris..3 UNESCO (2005).
- Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..4 WHO (1999).
- Partners in Life Skills Education: Conclusions from a United Nations.5 Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.

GUIDANCE & COUNSELLING
COURSE CODE -SOE020456DCEC1012

Year II
Semester IV

Credit : 2
Max Marks : 50

Essence of the Course:

This course aims at providing students with basic understanding of guidance and counselling. It also aims at equipping student-teachers with the capability of drawing out the true potentials of the learners. This course will help student- teachers understand the basic concept and procedure of counselling which in turn them identify the problem areas affecting learners' understanding of concepts and modify their instructions accordingly.

Objectives :

The student-teachers will be able to:

- explain the concept and importance of guidance
- comprehend the concept and importance of counselling.
- identify the principles , issues , problems and procedures of guidance & counselling
- apply the concept of testing in guidance & counselling.
- select appropriate test to identify the problem and strength areas of the learners.

Transactional Strategies :

Teaching Scheme(session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	15Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
Total	24	8	32	15 Marks	35 Marks	50
L= Lecture, T=Tutorial, P=Practicum						

Course Content / Syllabus

Unit -1 : Fundamentals of Guidance & Counselling

- Guidance and Counselling: Concept, Need & Importance.
- Principles of Guidance and Counselling.
- Personal, Educational and Vocational Guidance.
- Role of teacher and Principal as a Counselling.
- Organization of Guidance Programmes in schools.
- Relationship of Guidance and Counselling.

Unit 2 : Counselling Services & Ethics

- Types of Counselling services.
- Process of Guidance and Counselling.
- Counselling Skills.
- Characteristics of Counsellor.
- Directive, Non-directive and Eclectic Counselling ,Individual& Group Counselling.
- Professional ethics of Counsellors.

Transactional Strategies :

Lecture cum discussion, Use of PPT, Assignments on various types of knowledge, presentation and discussion, Lecture cum demonstration, Ask pupil teachers to prepare write up on various maxims of education, Preparation of activity based curriculum in groups and discussion.

Internal Assessment Strategies : A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted.(best one will be considered).	Test	5
2	Practicum/Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Presentation (PPT)	2.5+5
3	Percentage of attendance	-	2.5
Total Marks			15

Practicum:

- Case study of an adolescents and preparation of reports
- Elaborate your own values towards self and society.
- Report on stress management techniques.
- Any other project/assignment given by the institution

Suggested Readings :

- Goel, B. S. (1988). *Psycho-Analysis and meditation*, Third Eye Foundation of India, Sonapat, Haryana.
- Snyder, C.R. (2011). *Positive psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publishers.
- Topichik, G.S. (2008). *Managing workplace negativity*, PHI, Delhi.
- Hadfield, J. A. (1983). *Psychology and morals*, Methuen & Co. London.
- Feldonan, R.S. (2009). *Essentials of understanding psychology seventh edition*, Tata Mc Graw Hill, New Delhi.
- Kubalker, R. (2015). *Know your stress-manage your stress*, Neel Kamal Publishers.
- Sheorron, B. (2008). *The presentation skills workshop*, Prentice Hall of India, New Delhi.
- Steve, D. (2012). *The basics of communication: A relational Perspective* Sage Publishers.
- Oberoi, S.C (2015). *Educational vocational guidance & counselling*.

Web Resources :

- Systemic Reforms for Curriculum Change,
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Systemic_reforms_final.pdf
- Curriculum, Syllabus and Textbooks, http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf.

**HEALTH AND PHYSICAL EDUCATION
COURSE CODE - SOE020457DCEC1012**

**Year II
Semester IV**

**Credits: 2
Max Marks: 50**

Essence of the Course:

This subject area adopts a holistic definition of health within which physical education contributes to the physical, social, emotional and mental aspects of health there are many opportunities for cross curricular learning and integration in other subject area like science, social science and languages. This subject focuses on applied learning and therefore, innovative approaches need to be adopted for transaction of this curriculum.

Objective :The course will enable the pupil teachers to :

- be conscious towards the development of holistic health by understanding its various dimensions and determinants.
- develop understanding about fundamentals of physical and health education.
- adopt preventive measures from common communicable diseases by acquiring knowledge about these.
- identify the nature of injuries and to provide first aid.
- create awareness on different aspects of health and fitness.
- develop positive attitude towards health and physical education.
- comprehend various policies and programmes related to health & physical education.
- help them to understand the process of assessment of health and physical fitness.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	15 Marks	35 Marks	50 Marks
I	15	3	18			
II	15	2	17			
Total	30	5	35	15 Marks	35 Marks	50 Marks

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

UNIT 1: Health, Wellness and areas of concern

- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision, Health Instruction and Role of teacher in development of healthy habits.
- Concept of Wellness and measures to ensure wellness
- Communicable Diseases: Mode of Transmission, Methods of Prevention, Control and Immunisation.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition

UNIT 2: Physical Education and Integrated Personality

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Athletic meet – Meaning, need, importance and process to organize athletic meet at school level
- Rules, Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.
- Meaning and importance of first aid.
- Concept of integrated personality and its realization through physical education program.

Transactional Strategies

The following methods may be adopted :

- Interactive discussion, group-work, sharing of experiences, organizing various activities, analyzing various topics by using chart, photographs and other materials on aspects of health-related issues.
- Organizing school health check-ups, practical classes for first aid, blood donation, self-defense, awareness rally in nearby areas.
- Lecture, PowerPoint presentations, MOOCs and e-platforms.
- Lecture cum discussion, Group Discussions, use of audio and video materials
- Review of various literature available
- Providing reading material to students
- Organising tutorials if needed

Internal Assessment Strategies :

A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (best one will be considered)	Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment/ Practicum or Presentation through PPT	2.5+5
3	Percentage of attendance	-	2.5
Total Marks			15

Assignment/ Practicum:

- Prepare a Project Report on: Three types of Sports Ground.
- Write a detailed account of your participation in any team game (Kabaddi, Kho-Kho, Basket ball, cricket, hockey, Volleyball and Football) or individual game.
- Write a detailed account of your participation in any Self-defense training camp
- Write a detailed account of your participation in any Blood donation camp
- Write a Project Report on Do's and Don'ts of First aid.
- Write a detailed account of your participation in Health Check up camp
- Write a Project Report on Awareness rally for prevention from communicable diseases
- Any other, as decided by the institution.

Suggested Readings :

- Ajmer, S. (2003). *Essentials of physical education*. New Delhi: Kalyani Publishers.
- Chandra, S., Sothi, & Krishnan P. (2005). *Health education and physical education*. Delhi: Surjeet Publications.
- Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.

- John E, Nixon, Ann E. Jewett. 1980. "An Introduction to Physical Education, Thomson Learning 9th edition London.
- Kanele, B. S., & Kumar, C. P. (1996). *Text book on health and physical education*. Ludhiana: Kalyana Publishers.
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publication book market.
- Nash T.N. (2006). *Health and physical education*. Hyderabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). *Method of teaching physical education*. New Delhi: Discovery Publishing house.
- Ramachandran, L.T., & Dharmalingam. (1993). *Health education. A new approach*. New Delhi: Vikas Publishers Ltd.
- Reema, K. (1996). *Physical fitness*. New Delhi: Khel Sahitya Sports Publication.

Web Resources

<https://en.unesco.org/themes/education-health-and-well-being>

<https://www.pwc.in/assets/pdfs/india-publication-working-towards-wellness.pdf>

<http://www.ncert.nic.in/programmes/aep/pdfs/module%2011%20rti,%20sti%20and%20relationship%20with%20hiv.pdf>

<https://www.pdhpe.net/better-health-for-individuals/what-does-health-mean-to-individuals/meanings-of-health/dimensions-of-health/>

https://sporttudomány.uni-eszterhazy.hu/public/uploads/organising-sports-events_570f84971d1e4.pdf

<http://unesdoc.unesco.org/images/0024/002464/246453e.pdf>

EDUCATION IN INDIAN CONSTITUTION

COURSE CODE -SOE020458DCEC1012

Year : II

Credit: 2

Semester : IV

Max Marks : 50

Essence of the Course:

This course aims at developing theoretical as well practical knowledge and awareness about educational provisions in Indian Constitution. The present course covers topic intended to promote personal, social and educational well-being of the learners and nation.

Objectives :

After completing this course, the student-teachers will be able to:

- orientate about constitutional provisions of education
- aquitant with the educational policies and acts for education
- develop the sense of democracy and values of equality, justice, freedom, secularism, respect for human dignity and rights
- define the role and duties of Central and State government for Educational enhancement.
- recognize the importance of Universalization of Education and RTE Act, 2009
- examine the status of education in special reference to equality and inequality in India critically.
- foster the spirit of social responsibility to promote education.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T		Internal Assessment	External Assessment	Total Marks
I	12	4	16	15 Marks	35 Marks	50 Marks
II	12	4	16			
Total	24	8	32	15 Marks	35 Marks	50 Marks

L= Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit -1: Constitutional Provisions related to Education

- Constitutional provisions related to education that reflect National ideals:
- Democracy and the values of equality, justice, freedom, secularism, respect for human dignity and rights.
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Aims and purposes of education drawn from constitutional provision
- Role of Central and State governments in the development of education

Unit 2 : Contemporary Indian Education: Concerns and Issues

- Constitutional interventions for universalization of education and RTE Act 2009
- Challenges in Implementation of RTE Act 2009
- Equality of Educational Opportunity: Meaning of equality and constitutional provisions and Issues of equality and equity.
- Inequality in schooling: Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

Transactional Strategies:

Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration, Preparation of activity based on the Constitutional provisions in groups and discussion, Debate on various problems, panel discussion, In depth analysis of various life skills by the student teachers and presentations will be encouraged.

Internal Assessment Strategies :

A total of fifteen marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted.(best one will be considered)	Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment/ Practicum or Presentation through PPT	2.5+5
3	Percentage of attendance		2.5
Total Marks			15

Practicum :

- Reflection on various Constitutional provisions
- Visit in school and assess the provisions of RTE, 2009.
- Survey/Project on Constitutional awareness in education.

Suggested Readings:

- Anand, C.L. et.al. (1983). *Teacher and education in emerging in indian society*, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Govinda, R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press.
- Mohanty, J., (1986). *School education in emerging society*. New Delhi: Sterling Publishers.
- Mukherji, S.M., (1966). *History of education in India*. Baroda: Acharya Book Depot.
- GOI(1964-1966): 'Education and National Development'. Ministry of Education, Government of India 1966.
- Education Act. Ministry of HRD, Department of Education, October, 2004.
- NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.
- NCERT. (2006a). Position paper-National focus group on education with special needs
- NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum
- NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
- NCERT. (2006d). Position paper-National focus group on teaching of Indian language
- Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.
- Sykes, Marjorie (1988): *The Story of Nai Talim*, Wardha: Naitalim Samit.
- UNESCO. (2004) *Education for all: The quality imperative*. EFA Global Monitoring Report, Paris.
- Complete Indian Constitution in [Hindi](#) and [English](#).

COMPARATIVE EDUCATION
COURSE CODE -SOE020459DCEC1012

Year II
Semester IV

Credit: 2
Max Marks: 50

Essence of the Course:

Comparative Education has two complementary goals. First, it should provide students with some of the information and concepts necessary for comparing different educational systems, their contexts, and educational outcomes. Second, it should help students sharpen their own research and analytic skills for independent, comparative insight about a specific education system (India, U.K. and U.S.A). If these goals are achieved, students would be able to form judgments about which aspects of a nation's education system are unique to a particular context and which aspects represent features found generally in other schools throughout the world. This ability is important for educators who want to improve education systems anywhere through policy.

Objectives : The student-teachers will be able to:

- acquaint with educational systems prevailing in various nations.
- acquainted with the concepts of comparative education
- recall history and developmental stages of comparative education
- familiar with educational systems in terms of factors and approaches of comparative education.
- assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- create a perspective about the implications of educational policies and for solving the educational problems in India.
- acquaint about the concept of secondary education and its implication in India.
- interpret the need & importance of secondary education and its vocationalization

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T		Internal Assessment	External Assessment	Total Marks
I	12	4	16	15 Marks	35 Marks	50 Marks
II	12	4	16			
Total	24	8	32	15 Marks	35 Marks	50 Marks
L= Lecture, T=Tutorial, P=Practicum						

Course Content / Syllabus

Unit -1 : Conceptual Understanding of Comparative Education

- Concept of Comparative Education: History and Developmental Stages of Comparative Education
- Aims of Comparative Education
- Need and scope of Comparative Education
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach
- Factors affecting Education System and Comparative Education

Unit 2 :Primary and Secondary Education in India, U.K. and U.S.A.

- Secondary Education :Concept, meaning and need
- Secondary Education in India, U.K. and U.S.A. (Aims, Content, Methods & Instruction and Evaluation System) and its Vocationalization in India.

Transactional Strategies :

Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration, Ask pupil teachers to prepare write up on various factors influencing of Education System and Comparative Education, debate on aims, content, methods & instruction and evaluation system in India, U.K. and U.S.A., chart preparation on education system in India, U.K. and U.S.A., In depth analysis of various education system by the student teachers and presentations will be encouraged.

Internal Assessment Strategies : A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted. (best one will be considered)	Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Presentation (PPT)	5 + 2.5
3	Percentage of attendance		2.5
Total Marks			15

Practicum:

- Write up on various factors influencing of education system.
- Chart preparation on education system in India.
- Reflections on secondary education in India, U.K.and U.S.A.

Suggested Readings :

- Andrey, A. & Howard N. (1978). *Developing curriculum: A practical guide*. London:George Allen and Unwin.
- Baradey, G.Z.F. (1964). *Comparative methods in education*. New Delhi: Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown, G.S. (1965). *Contemporary education: A comparative study of national system*. New York: Harcourt Brace & Company.
- Dent, H.C. (1981). *Educational system of England*. London: George Allen and Unwin.
- Denis, L. (1986). *School curriculum planning*. London: Hodder ad Stoughton.
- Edward, A. K. (1960). *The secondary schools curriculum*. New York: Harper and Row Publishers.
- Hans, N. (1961). *Comparative education*. London: Routledge and Kegan Paul.
- Harold A. & Elsic, J. A. (1957). *The curriculum*. New York: The MacMillan Company.
- International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
- Sodhi T.S. (1988). *A text book of comparative education*. New Delhi: Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963). *Studies in comparative education*. New York: George Harrup.
- Parmaji, S, (1984). *Distance education*. New Delhi: Sterling Publishers Pvt. Ltd.,
- William, M. A. (1966). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston.
- Rajput, J.S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.

EDUCATIONAL LEADERSHIP AND MANAGEMENT
COURSE CODE:SOE020439GEC3104

Year : II
Semester : IV

Credit : 4
Marks : 100

Essence of the Course :

This course covers the nature of the educational administration and management. Education has to play a major role in preparing the youth for educational administration and making people aware of various functions of educational administration and management. Emphasis is also given on school management, school organization and school administration in India.

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

- know and understand the concepts of educational management and leadership
- develop awareness of various functions of educational management.
- understand various styles of leadership
- develop some leadership qualities in themselves.
- develop some leadership qualities in themselves
- understand educational administration in India at local, state and central level

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
Total	48	12	04	64	30	70	100

Course Content / Syllabus

Unit-1 : Educational Management: Conceptual Understanding

- Meaning, Concept, Needs of Educational Management
- Objectives & Scope of Educational Management
- Educational Manager: Functions and Roles
- Professional Ethics

Unit -2 : School Management and Communication

- Role and functions of Headmaster/ Principal/ Teacher
- Process, Human Relations Approach to Management.
- Types of Communication
- Barriers of Communication

Unit – 3 : Leadership : concept and skills

- Meaning and Concept of Leadership
- Difference between Leader and Manager
- Leadership Traits and Skills
- Functions and Styles of Leadership

Unit- 4 : Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)

Transactional Strategies :

Lectures, field visits to various educational institutions, case studies, assignments, discussions etc.

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing People*. New Delhi: Excel Books.
- Bush T., L. B. (2003). *The principles and practice of educational management*, (Edited, Ed.). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan, S. (2012). *Educational management*. New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management thought*. New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Luthans, F. (2005). *Organisational behavior*. New York: McGraw – Hills Inc.
- Lunenburg, F.C. & Orenstein, A.C. (2012). *Educational administration-Concept & practices*. USA: Wadsworth, Cengage Learning Solutions, Canada.

- McCaffery, P. (2004). *The higher education manager's handbook*. New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational behaviour- Texts and cases*. Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). *Educational Administration*. New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). *Leadership theory and practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational behaviour in education*. Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*, New Delhi: Deep& Deep Publications.
- Punia, V. (2004). *Managerial skills in educational administration*. New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012). *Educational administration & management*. New Delhi: Pearson Publications

PEACE EDUCATION
COURSE CODE -SOE020440GEC3104

Year II
Semester IV

Credit : 4
Max Marks : 100

Essence of the Course:

Peace is considered as one of the main core values out of the five basic human values. The five basic / core human values are Truth, Righteous conduct, Peace, Love and Non-violence. Every teacher must realize the significance of values in individual and social life. In the present scenario Peace Education and Education for Peace, its concept and understanding is of paramount significance in Teacher Education. This course focuses on the concept, importance nature of Peace and Peace education and pedagogy of Peace Education.

Objectives : The student teacher will be able to:

- Explain the need and importance of peace.
- Know the different approaches to peace.
- Develop personal initiative and resources for the pursuit and Promotion of peace.
- Describe the nature of peace education.
- Manage conflicts of their life and business.
- Appreciate the developments in Peace Education in India and Abroad.
- Understand various methods, techniques and approaches of Peace development.
- Appreciate the importance of living together and imbibe in their attitude and behavior.

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
					Internal Assessment	External Assessment	Total Marks
Unit	L	T	P	C	30 Marks	70 Marks	100 Marks
I	12	4	0	16			
II	12	4	0	16			
III	12	4	0	16			
IV	12	4	0	16			
Total	48	16	0	64	30 Marks	70 Marks	100 Marks

Course Content / Syllabus

Unit -1 : Conceptual fundamental of Peace

- Concept and importance of Peace
- Gandhian Concept of Peace
- Different Approaches of Peace

Unit 2 : Peace Education

- Peace Education: Meaning, Definition, Concept, Scope
- Aim and objectives of Peace Education
- Organizations involved in promoting peace Education (UNO, UNESCO)

Unit 3 : Peace for Conflict Management

- Conflict : Meaning, Nature
- Conflict Management
- Peace and Conflict Management

Unit 4 : Pedagogy of Peace Education

Approaches and Techniques for Peace Education:-

- Roll Playing, value based Story-telling
- Group activities (literary activities, games and sports, service activities),
- Counselling, organizing value based co-curricular activities.

Transactional Strategies :

Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPTs, Assignments on different key areas of Peace related issues.

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)& Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum – Suggestive List

- Seminar and group discussion on importance peace in the class.
- Chart preparation on various Peace Education
- Reflection on various conflicts in day to day life.
- Organize mock activities on working of UNO for Peace Education.

Suggested Readings :

- Barash, P. David (2000). *Approaches to peace*, Oxford University Press, New York.
- Bernard, Jessie (1957). *The Sociological study of conflict*. International Sociological Association, The Nature of Conflict, UNESCO Paris.
- Galtung, J. (2003). *Searching for Peace – The road to TRANSCEND*, Sterling Virginia.
- Galtung, Johan (1996). *Peace by peaceful means: peace and conflict*, Development and Civilization. Sage Publications, New Delhi.
- Galtung, Johan (1984). *The Struggle for Peace Gujarat Vidyapith*, Ahmedabad.
- Gandhi, M.K. (1944). *Non-Violence in Peace and War* Navajivan Publishing House, Ahmedabad.
- Govt of India (1983). *Report on Education in Human Values in Teacher Training Programmes*, New Delhi, Ministry of Human Resource Development.
- Harris Ian. M. (1998). *“Peace education”* McFarland& Company, Inc Publisher London
- Howlett, Charles F., John Dewey and Peace Education, *Encyclopedia of Peace Education*, Teacher College, Columbia University 2008.
- Kapani, Madhu (2000). *Education in Human Values – concept and practical implications*, New Delhi; Sterling Publishers.
- Krishnamurti, J.: *“Total freedom”*, Krishnamurti Foundation Chennai.
- NCERT National Curriculum Framework (2005). *Position Paper, National focus Group on Education for Peace*, NCERT, New Delhi (2006).

- National Curriculum Framework (2005) position paper, National Focus group on Education for Peace, NCERT, New Delhi.
- NCTE (1998). Curriculum Framework for Quality Teacher Education, NCTE, New Delhi.
- Pandey, S. (2004). Education for Peace, Self Instructional Package for Teacher Education, NCERT, New Delhi.
- Sri SathyaSaiBalVikas Education Trust (1985). Curriculum and Methodology for integrating Human Values Education, PrashanthiNilayam (International Education).
- Sri SathyaSai International Center for Human Values (2009). Education in Human Values: Course Book for Training of Master Trainers, New Delhi.
- The Curriculum framework for Quality Teacher Education (1998) NCTE, New Delhi
- UNESCO (2001) Learning the way of Peace, “A Teacher Guide to Education for Peace”, UNESCO, New Delhi.
- Position Paper National Focus Group on Education for Peace, NCERT
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf
- www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf
- <http://www.gordontraining.com/free-parenting-articles/the-nature-of-conflict/>
- <https://journals.sagepub.com/doi/abs/10.1177/106591295100400201?journalCode=prqa>
- <https://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>
- <https://www.managers.org.uk/knowledge-bank/conflict-management>
- cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi.../10472-10011.pdf
- <https://www.jagran.com/editorial/apnibaat-the-importance-of-peace-10751783.html><https://www.quora.com/What-is-the-importance-of-peace-in-our-life-Why-and-how-do-you-achieve-it>
- <http://www.eolss.net/sample-chapters/c04/e1-39a-06.pdf><https://unesdoc.unesco.org/ark:/48223/pf0000150262>https://dialog1.webs.com/sejv2i1/samwaad_2.pdf
- <http://shodhganga.inflibnet.ac.in/bitstream/10603/36399/7/chapter%202.pdf>

SYLLABUS

B.Ed. (Bachelor of Education)



School of Education

Academic Session : 2018-20

w.e.f 03/01/2019

Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System for the Session 2018-20

Total No. of Credits in Four Semesters = 98 (90 + 8) (B.Ed. Course +Course offered by other Department)

B.Ed. Semester-I

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/Practicum)	Class Teaching Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020101C3104	4	Childhood and Growing Up	100	4	4	30%	70%
2	SOE020102C3104	4	Contemporary India and Education	100	4	4	30%	70%
3	SOE020103C3104	4	Assessment for learning	100	4	4	30%	70%
4	SOE020104C3104	4	Value and Peace Education	100	4	4	30%	70%
5	SOE020105C1102	2	Language Across the Curriculum	50	2	2	30%	70%
6	SOE020106C1102	2	Understanding Discipline and Subjects	50	2	2	30%	70%
7	SOE020107C1102	2	Reading and Reflection on Text	50	2	2	30%	70%
8		4	To be taken from other Department/MOOC	100	4	4	30%	70%
	Total	26		650	26	26		
Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours								
	<ul style="list-style-type: none"> • 1 Credit Theory = 16 hours in a semester • 1 Credit = 25 Marks 							
	<ul style="list-style-type: none"> • Course Code offered to other Department in Semester I is presented in Table-1 							

Table-1: List of Courses offered by the School of Education to other Departments in Semester-I and III

Sl. No.	Course Code	Course Title	
1	SOE020134GEC3104	Value Based Education	Semester I
2	SOE020135GEC3104	Art in Education	Semester I

B.Ed. Semester-II

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/ Practicum)	Practical	Class Teaching/ Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020208C3104	4	Learning and Teaching	100	4	0	4	30%	70%
2	SOE020209C3104	4	Knowledge and Curriculum	100	4	0	4	30%	70%
3	SOE020210C3104 -- SOE020217C3104	4	Pedagogy of School Subject-1*	100	4	0	4	30%	70%
4	SOE020210C3104 -- SOE020217C3104	4	Pedagogy of School Subject-2*	100	4	0	4	30%	70%
5	SOE020218C2024	4	Drama and Art in Education	100	2	2	6	50%	50%
6	SOE020219C0022	2	Critical Understanding of ICT	50	0	2	4	50%	50%
7	SOE020220C0044	4	School Internship**	100	0	4	8	50%	50%*
Total		26		650	18	8	34		

Practicum/Hands on/ Students Activity /Seminar/Workshopetc. during Practicum hours

- 1Credit Theory = 16 hours in a semester
- 1 Credit = 25 Marks
- *Pedagogy of School Subject-1* & Subject-2* may choose from List given below in Table-2.
- **Students will be engaged with school for the four weeks during the Semester.

Course Code offered to other Department in Semester II is presented in Table-3

Table-2: List of Pedagogical Courses* offered by the School of Education in Ist Year (Semester II)

Sl. No.	Course Code	Course Title
1	SOE020210C3104	Pedagogy of Hindi
2	SOE020211C3104	Pedagogy of English
3	SOE020212C3104	Pedagogy of Social Sciences
4	SOE020213C3104	Pedagogy of Mathematics
5	SOE020214C3104	Pedagogy of Life Science
6	SOE020215C3104	Pedagogy of Physical Science
7	SOE020216C3104	Pedagogy of Economics
8	SOE020217C3104	Pedagogy of Commerce

Table-3: List of Courses offered by the School of Education to other Departments in Semester-II

Sl. No.	Course Code	Course Title	Semester
1	SOE020236GEC3104	ICT in Education	Semester II
2	SOE020237GEC3104	Essentials of Guidance and Counseling	Semester II
3	SOE020238GEC3104	Performing and Visual Arts	Semester II

B.Ed. Semester-III

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/ Practicum)	Practical	Class Teaching/ Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020321C001616	16	School Internship*	400	0	32	32	60%	40%
2		4	*To be taken from other Department	100	4	0	4	30%	70%
	Total	20		500	4	32	36		

Practicum includes lesson planning/ Engagement with the field/ Hands-on experience/activities/seminars/workshops etc.

courses for advanced level pedagogy (senior secondary level) can be offered to post graduates in a school subject.

@ internship + school and community-based activities (credits 14+2) = Marks 350+50=400

Note: During School Internship School and Community-Based Activities may be arranged in terms of resources available in the teacher education institutions/university.

***School Internship will be treated as Practicum Course.**

1Credit Theory = 16 hours in a semester

1 Credit = 25 Marks

*** Students will be engaged with school for 16 weeksduring the Semester.**

***Courses offered by the other Department: maximum -4 Credits**

B.Ed. Semester-IV

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/ Practicum)	Practical	Class Teaching/ Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020422C3104	4	Gender, School and Society	100	4	0	4	30%	70%
2	SOE020423C3104	4	Transaction of Curriculum: Issues & Challenges	100	4	0	4	30%	70%
3	SOE020424C3104	4	Creating an Inclusive School	100	4	0	4	30%	70%
4	SOE020425C1102	2	Understanding the Self	50	2	0	2	50%	50%
5	SOE020426C1102	2	Environmental Education	50	2	0	2	30%	70%
6	SOE020427C2024	4	Yoga Education	100	2	2	6	30%	70%
7	SOE020428DCEC1102- SOE020433DCEC1102	2	Optional Course*-1	50	2	0	2	30%	70%
8	SOE020428DCEC1102- SOE020433DCEC1102	2	Optional Course*-2	50	2	0	2	30%	70%
	Total	24		600	22	2	24		

Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours

- 1Credit Theory = 16 hours in a semester
- 1 Credit = 25 Marks*Optional Course may choose from Table-4.

Course Code offered to other Department in Semester IV is presented in Table-5

**Table-4: List of Optional Courses offered by the School of Education in 2ndYear (Semester IV)
Choose any two from the following List**

Sl. No.	Course Code	Course Title
1	SOE020428DCEC1102	Educational Administration and Management
2	SOE020429DCEC1102	Life Skills Education
3	SOE020430DCEC1102	Guidance and Counselling
4	SOE020431DCEC1102	Health &Physical Education
5	SOE020432DCEC1102	Education in Indian Constitution
6	SOE020433DCEC1102	Comparative Education

Table-5: List of Courses offered by the School of Education to other Departments in Semester-IV

Sl. No.	Course Code	Course Title	Semester
1	SOE020439GEC3104	Educational management and Leadership	Semester IV
2	SOE020440GEC3104	Peace education	Semester IV

ABOUT INTERNSHIP

4 weeks of internship preparation and exposure to school life spread through different courses in First year and 16 weeks of internship in Second year which shall include two weeks of community based activities.

Marking Scheme:

School Based Internship Programme	Examination Scheme		
	Internal Assessment	External Assessment	Total Marks
	60 Marks	40 Marks	100 Marks

Evaluation Strategies:

S. No.	Activity	Mode	Weightage of Marks
1	Skills in teaching (10 micro teaching lessons in both pedagogy Papers)	Presentation	10+10
2	School observation/Class room observation (both Teaching Subject)	-	10+10
3	Internal Viva	Viva-Voce	10+10
Total Marks			30+30=60

Essence of School Internship Programme (SIP)

- School Internship would be a part of the broad curricular area of “Engagement with the field” and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the year. Student teachers shall be equipped to cater to diverse needs of learners in schools. The preparation of internship would be done through practicum activities across different courses and by making provisions for organising activities like visit to

educational resource centres, innovative centres of pedagogy and learning, etc. It shall be organised for 4 weeks in the **first year** of the course and spread throughout the year as per the resources available to the Teacher education institution (TEI)/ University.

- Students are to be actively engaged in planned teaching for 16 weeks in the **Second year** of the course. This should include two weeks of school and community based activities like cleanliness drive in the neighbourhood, awareness on environmental concerns, etc.
- Students are to be engaged in teaching at any two levels, namely, upper primary, secondary or senior secondary levels classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty. This should also include, besides practice teaching, an initial phase of classroom observation and faculty observations of practice lessons. The students will engage with 80 lessons in the B.Ed. practice teaching (i.e. 40 lessons in each of the two levels of education). Interns would also engage with peer observations, write reflective journals and take up short action research/mini projects on any aspect of the school life.
- Each student-teacher/intern is expected to divide the school internship time in two types of schools in the proportion of 80%-20% (i.e. Government-Private; English-vernacular; Rural-urban; Single-Multi grade; Tribal, minority schools, etc).
- TEI shall select schools as per their choice where student teachers will be allowed as Full Time Interns to undertake various activities. TEI Faculty shall mentor and monitor the internship activities while the Principal and subject teachers shall also support/guide the intern in various activities. All of them will assess the interns and a collated grade shall be awarded to the student-teacher.

The main aim of School Internship is the development of a broad repertoire of Perspectives in:

- Professional competencies;
- Teacher dispositions, sensibilities and Teacher Interns (TI) towards catering to diverse needs of learners in schools; and
- Entire school organisation and management, including teaching-learning, co-curricular activities, school environment and cleanliness, and school innovation and leadership.

Teaching Learning Experience

During the Internship, a student-teacher shall work as a Full time teacher and participate in all the school activities and experience the school life, including:

- Planning;
- Teaching;
- Assessment;
- Interacting with school teachers;
- Interacting with community members; and
- Interacting with children.

Expected Learning Outcomes

The achievement of above aims of SIP will be done through the below mentioned goals, objectives and competencies:

Goal 1: Teacher Interns will develop competence and professional identity as a Teacher, by means of their engagement in school-classroom-community matters that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher.

Objectives

- Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
- Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
- Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
- Interns will demonstrate professional responsibility with 'self- classroom- school' management, proper documentation & reporting, timely submissions-correction-signature and time management.
- Interns will be knowledgeable about their academic programs' requirements, inform their Supervisors/Mentors/Director of those requirements and communicate their needs if they feel that their internship needs are not being adequately met in the school.

Activities

- 1 . Interns will conduct themselves in accordance with ethical principles of the practising school.
- 2 . Interns will identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
- 3 . Interns will apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools.
- 4 . Interns will be able to articulate individual theoretical perspectives and approaches, prior to, during, and after completing, internship experience and how they utilize it within the context of treatment in and outside classroom in school.
- 5 . Interns will demonstrate awareness of the impact teachers' behaviour has on school children, staff members, the public, and the profession.
- 6 . Interns will complete required case documentation, report it and get it evaluated (signed) promptly and accurately.
- 7 . Interns will facilitate completion of individual program requirements including necessary hours.

Goal 2: Interns will inculcate and demonstrate necessary skills (*communicative-administrative-managerial*) in different roles (*as a subject teacher, class teacher, individual and group counsellor in school premise, as performance assessor, reporting assessments and providing*

feedback, as a leader effectively responding to crisis situations in the school campus, and a proactive manager engaging in consultation and collaboration) for excelling as a professional teacher.

Objectives

- Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom (class, laboratories, play-fields, common places like canteen, library, office, entertainment spots etc.).
- Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
- Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
- Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
- Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

Activities

1. Interns will participate in all regularly scheduled activities of the school.
2. Interns will become familiar with all sorts of formal and informal activities in and outside classroom in the school campus.
3. Interns will better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community members.
4. Interns will identify their own weaknesses in dealing with students and themselves; hence will handle oneself in a more appropriate professional manner.
5. Interns will learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager.

Goal 3: *Interns will develop skills and competencies for working with diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.*

Objectives

- Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
- Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
- Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

Activities

1. Interns will explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher.
2. Interns will provide, culturally-relevant and competent services for holistic growth, to students from diverse populations attending the schools.
3. Interns will become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher.

Goal 4: *Interns will demonstrate the professional ability to provide education; outreach and liaison including school and neighbourhood watch and cleanliness through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.*

Objectives

- Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
- Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
- Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTA meetings in the school.

Activities

1. Interns will be knowledgeable about consultation and liaison relationships in general and with particular regard to a school community.
2. Interns will develop ability to participate in various extension activities and administrative works related to welfare of individual students and community.
3. Interns will become efficient in CCE based assessment procedures, reporting and PTA meeting conduction in schools.

Duration: 16 weeks

The B.Ed. curriculum shall provide for sustained engagement with:

- the Self,
- the Child,
- the Community, and
- the School

At different levels, and by establishing close connections between different curricular areas.

- In the first year, there shall be engagement with the field and practicum through different courses to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc.
- Minimum 16 (Sixteen) weeks are for school internship which would include engaging with teaching and experiencing school life. It would also include community based activities and observation and documentation of at least two types of Schools- Government/private,rural/urban,single/multi grade,tribal and Inclusive/Special schools / Low achievement schools / high achievement schools etc.

Suggested outline of School Internship Programme

The Pupil Teachers/Teacher Interns will have the opportunity to enhance planning, teaching and assessment, interacting with school teachers, interacting with community members and interacting with children.

The Teacher Intern will have opportunity to work as a regular teacher and participate in all the school activities, including:

- Planning,
- Teaching,
- Assessment,
- Interacting with School Teachers,
- Interacting with Community Members,
- Interacting with Children.

- Crisis Management, and
 - Involvement in Outreach Activities.
1. On every working day Pupil Teacher (PT) /TI will get direction by a Mentor School Teacher (MST) during school hours. During four weeks in Semester I and II the Mentor Prospective Teacher Educator (MPTE) and Mentor Teacher Educator (MTE) will observe (**regularity and up keep of records**), interact, advise and instruct the PT/TI.
 2. During sixteen weeks internship, each week Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor Teacher Educator/s (based on group discussion among internees, problems, experiences, cases will be discussed and Day-wise Weekly Reports will be checked and verified), and 2 hours of weekly training seminars by Internship Director (ID) and Core Group for Internship (CGI).

Seminars and consultations will be provided by the CGI which will include a team of Teacher Educators, School Teachers/ Educational Administrators i.e. professionals in the field of teaching and school administration.

Suggested Training Activities

i) Individual Supervision

Each intern will receive at least 2 hours per week of regularly scheduled effective supervision from a Teacher Educator. Additional unscheduled supervision and consultation with the supervisor and other staff members are available and encouraged. Individual supervision will focus primarily on an intern's personal strengths and weaknesses as a teacher, communicator and leader/ manager of the classroom events. Conduct in the class and teacher ethics (ethical conduct towards students, ethical conduct towards profession, ethical conduct towards peers and colleagues, and ethical conduct towards community and parents) and other professional issues are to be monitored and equally valued for discussion.

Supervisor/Mentor Teacher Educators may be rotated during mid-semester so that interns will have an opportunity to experience different supervisory styles. The primary supervisor/mentor will be responsible for ensuring that intern is getting a comprehensive experience in holistic terms of theory and practice in school and classroom (inside and outside). The primary supervisor/mentor will monitor all written and verbal communications regarding all aspects and will co-sign progress notes and reports. The primary supervisor will also monitor the intern's adherence to internship guidelines and procedures. Additionally, the primary supervisor/mentor will be responsible for evaluating the intern's performance during internship and providing feedback to the intern.

It is the responsibility of the intern to keep his/her supervisor/mentor apprised of all issues during internship. In the event that a supervisor/mentor is unavailable (leave etc.), the intern should inform/consult with another professional staff member who has taken the responsibility during that period.

ii) Group Supervision

Interns will meet together with the Internship Director (ID) and Core Group for Internship (CGI) for at least 1/2 hour/s each week to discuss internship issues and seek advice to gain additional support for holistic development as a school teacher.

Suggested SIP Authorities and Key-Terms

The effectiveness of SIP depends on the authorities and their professional touch related to SIP. Therefore, for effective implementation of SIP following authorities'/key terms will be in use.

*Internship Director (ID):*The Head / Principal or his/her nominee shall be the Internship.

Core Group of Internship (CGI): It will consist of a group of Teacher Educators of which there shall be at experts from different pedagogy areas. Besides, there will be one senior teacher educator (preferably Professor) and one Teacher Educator (Associate Professor/ assistant Professor). All members will be nominated by the Head / Principal. One of them will be the convenor. For smooth conduction, facilitation and official liasoning the core should be provided Secretarial assistance through one office assistance and a peon. The CGI will also be responsible for allotment of Mentors and attaching five TIs with each Mentor. Similarly, the attachment of MPTE will be ensured by CGI in the case where M.Ed. course also exists. Thus CGI will work out modality for ensuring successful organization of “engagement with school” in coordination with ID.

*School Principal:*Principal/s of the school/s chosen for SIP.

*Mentors:*There will be following three categories of mentors (Number of TI allotted to each mentor should be preferably five to ten only) –

- Mentor School Teacher (MST): School teacher assigned the responsibility of mentoring.
- Mentor Teacher Educator (MTE): School teacher assigned the responsibility of mentoring. (At least five MPTE will be attached to each MTE for smooth mentoring. Five TI will be allotted to each MTE)
- Mentor Prospective Teacher Educator (MPTE)*: M.Ed. Students and Research Scholars will be MPTE. (At least five MPTE will be attached to each MTE for smooth mentoring.)

* Subject to M.Ed. Course being run in an institution. *Teacher Intern (TI) or Pupil Teacher*: The B.Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the CGI in consultation with the ID.

Suggested Specific Procedure of SIP

First Year: Gaining some experience with the child, the community and schools in First Year through practicum and engagement with field across different courses.

Annexure-3: List of Abbreviations

The following terms have been used as abbreviations in the SIP document:

<u>SIP</u>	:	<u>School</u> Internship Program
<i>PES</i>	:	Pre-internship Engagement in Schools
<i>PESCL</i>	:	Pre-internship Engagement in Schools Completion Letter
<i>SIPPL</i>	:	School Internship Program Permission Letter
<i>SIPD</i>	:	School Internship Program Diary
<i>ID</i>	:	Internship Director
<i>CGI</i>	:	Core Group of Internship
<i>TI</i>	:	Teacher Intern/Pupil Teacher
<i>MTE</i>	:	Mentor Teacher Educator
<i>MST</i>	:	Mentor School Teacher
<i>ICT</i>	:	Information and Communication Technology
<i>CCE</i>	:	Continuous and Comprehensive Evaluation
<i>PTA</i>	:	Parents Teachers' Association
<i>SMC</i>	:	School Management Committee
<i>BOD</i>	:	Board of Directors
<i>SIPCL</i>	:	School Internship Program Completion Letter
<i>TISIPES</i>	:	Teacher Intern School Internship Program Evaluation Sheet.
<i>SICC</i>	:	School Internship Completion Certificate

SEMESTER II

LEARNING AND TEACHING
COURSE CODE -SOE020208C3104

Year: I

Semester: II

Credit: 4

Max Marks: 100

Essence of the Course

This course focuses on developing understanding of concept of teaching along with phases, levels and maxims of teaching. It also focusses on theories of learning and their educational implications. The course aims to develop conceptual understanding of process of creativity and intelligence along with its various theories. The course also highlights about the teaching as profession, skills of teachers for effective teaching and approaches to teaching.

Objectives: After completing this course, the pupil-teachers will be able to:

- relate variables of teaching process with the concept of teaching
- identify the relationship between teaching style & learning styles
- apply the maxims of teaching and approaches to teaching
- estimate the use of Phases of Teaching and Levels of Teaching
- explain the educational implications of different theories of learning
- identify the creative potentiality of learners
- comprehend the concept, nature and various theories of intelligence
- identify and suggest various skills & competencies in classroom teaching & management
- critically evaluate the role of a teacher as transmitter and facilitator of knowledge

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	10	4	14	30 Marks	70 Marks	100 Marks
II	14	4	18			
III	12	4	16			
IV	12	4	16			
Total	48	16	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content:**Unit I: Understanding the Teaching**

- Teaching : Concept, Nature & Characteristics
- Phases and Levels of Teaching
- Maxims of Teaching
- Teaching & Learning Styles: Concept, Meaning, & implications for classroom environment

Unit II: Learning and Its Theories

- Learning: Meaning, Definition and Characteristics and Factors affecting learning
- Learning Theories and their Educational Implications
 - Learning by Trial and Error (Thorndike)
 - Learning by Stimulus – Response Conditioning (Pavlov & Skinner)
 - Gestalt theory – Learning by insight
 - Cognitive theory - Ausubel
 - Social Cognitive theory – Vygotsky

Unit III: Creativity & Intelligence

- Creativity: Concept, nature, process
- Identification & Techniques of fostering creativity in classroom
- Intelligence: concept, meaning and nature
- Theories of Intelligence
 - Spearman's Two Factor Theory
 - Thurston's Group Factor Theory
 - Gardner's Theory of Multiple Intelligence

Unit IV: Teaching Profession and Approaches of Teaching

- Teaching as Profession
- Role of a teacher in teaching-learning process (as Transmitter of knowledge and Facilitator of Knowledge)
- Professional Ethics of Teachers
- Skills & Competencies of 21st century teachers

- Approaches to Teaching: Behaviourist and Constructivist

Transactional Strategies:

Interactive development of concerned topics and theories with the help of various multimedia applications like; Google Classroom, Google Group, Google Drive, related Articles and other materials from various reputed online resources, Lecture cum discussion, Use of PPT, Assignments on various topics. Debate on various factors affecting teaching learning process & panel discussion, Brainstorming Session and in-depth analysis of various theories of learning by the pupil teachers.

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted	Test	10
2	Preparation of the assignments on various topics and followed by presentation in the classroom (Group activity) + Practicum	Assignment & Presentation (PPT)	05 + 10
3	Percentage of attendance	---	05
	Total Marks		30

Practicum: Suggestive List:

- 1) Presentation on the comparative analysis of the various learning theories through multimedia approach.
- 2) Analysis of influential factors affecting learning to the same class and students on the basis of regular visit (one week) to school.
- 3) Report on effective teacher behaviour or classroom instruction strategies of effective teacher.

Suggested Readings:

- Bigge, M. L. (1982). *Learning theories for teachers* (4th Edition). New York: Harper and Row Publishers.
- Chauhan, S.S. (2007). *Advanced educational psychology*(7thEdition). New Delhi: Vikas Publishing House Private Ltd.
- Chauhan, S.S. (2014). *Innovations in teaching learning process*. Noida: Vikas Publishing House Private Ltd.
- Chauhan, S.S. (2014). *Innovations in teaching learning process*. Noida: Vikas Publishing House Private Ltd.
- Dececco, J.P. (1988). *The psychology of learning and instruction*. New Delhi: Prentice Hall.
- H.P.B Wheldall, K. (2006). *Developments in educational psychology*. New York: Routledge.

- Hergerhahn, B.R. (1976). *An introduction to theories of learning*. Englewood Cliffs, NJ: Prentice Hall.
- Kumar, S. (2014). *Child development and pedagogy*. Pearson Publishers.
- Lefrancois, G. (1991). *Psychology for teaching*. Woodsworth Publishing Co.
- Lefrancois, G.R. (1999). *Psychology for teaching* (10th Edition). London: Wadsworth Publishing.
- Ohles, J.F. (1970). *Introduction to teaching*. New York: Random House, INC.
- Ormrod, J.E. (2000). *Educational psychology: Developing learners* (3rd Edition). New Jersey: Prentice Hall.
- Pandey, K.P. (1983). *Dynamics of teaching behaviour*. Ghaziabad: Amitash Parkashan.
- Rinehart, Winston, & Bhatia, K.K. (2008). *Basis of educational psychology*. Ludhiana: Kalyani Publishers.
- Siddiqui, M. H. (2005). *Techniques of classroom teaching*. Delhi: APH Publishing Corporation.
- Skinner, E.C. (1984). *Educational psychology* (4th Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Snowman & Baihler. (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
- Snowman, J., & Biehler, R. (2002). *Psychology applied to teaching*. New York : Houghton Mifflin.
- Stephens, L.M., & Evans, E.D. (1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston, Inc.
- Tanner, L.N. & Lindgren, H.C. (1971). *Classroom teaching and learning*. New York: Holt, Rinehart and Winston, Inc.
- Upadhyay, B., & Singh Y.K. (2011). *Encyclopaedia of education psychology* (Vol. I to II). Delhi: APH Publishing Corporation.
- Woolfolk, A. (2005). *Educational psychology* (9th Edition). Delhi: Pearson Education (Singapore) Pvt. Ltd., Indian Branch.

Web Resources:

Jane Ciumwari Gatumu, Reflective Teaching, <http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVE-TEACHING.pdf?sequence=1>
<https://www.ibo.org/globalassets/digital.../approaches-to-teaching-learning-dp-en.pdf>

KNOWLEDGE AND CURRICULUM
COURSE CODE -SOE020209C3104

Year: I
Semester: II

Credit: 4
Max Marks: 100

Essence of the Course

Every teacher deals with creation of congenial environment for curriculum transaction. Teacher's job is primarily concerned with operationalizing various curricular practices. Teacher's understanding of the nature of knowledge in the context of school subjects is considered most essential. It aims to provide knowledge and skills to student teachers relating to curriculum development, implementation and evaluation. Different concepts like types & sources of knowledge, methods of acquiring knowledge and their interrelations with education have been covered in this course. The nature of school curriculum and its foundations, transaction process etc. have also been highlighted in this course.

Objectives: After completing this course, the student-teachers will be able to:

- describe epistemological bases of knowledge.
- list the source of knowledge and various methods of acquiring knowledge.
- compare the Indian and Western views about knowledge
- acquaint with the meaning and concepts of curriculum.
- differentiate curriculum and syllabus
- identify factors affecting curriculum
- familiar with the types of curriculum
- develop activity based curriculum
- elaborate the concepts and approaches of curriculum development.
- apply the various models of curriculum development
- acquaint with the curriculum reforms in the Indian context.

Teaching Scheme (Session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16				30 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content:

Unit I: Epistemological Bases of Knowledge

- Concept of Knowledge: Meaning of information, knowledge and wisdom.
- Types & Sources of Knowledge
- Methods of Acquiring Knowledge
- Structures and Forms of Knowledge

Unit II: Knowledge: Indian and Western Views

- Indian Views:
 - ✓ Shankhya
 - ✓ Vedanta
 - ✓ Buddhism
- Western Views:
 - ✓ Idealism
 - ✓ Naturalism
 - ✓ Pragmatism

Unit III: Conceptual understanding of Curriculum

- Meaning and concept of curriculum; Difference between Curriculum and Syllabus

- Characteristics of curriculum
- Factors affecting curriculum i.e. Philosophical, Sociological, Psychological, Historical
- Types of curriculum: Core, Hidden, Null, Differentiated curriculum and Activity -based curriculum

Unit IV: Basics of Curriculum Development

- Meaning of Curriculum development
- Need, Importance and Process of Curriculum development
- Principles of curriculum development
- Models of curriculum development
 - ✓ Grass Root Model
 - ✓ Administration Model
 - ✓ System Analysis Model

Transactional Strategies

Lecture cum discussion, Use of PPT, Assignments on various topics, presentation and discussion, Lecture cum demonstration, Preparation of activity based curriculum in groups and discussion, Debate on various factors affecting curriculum, chart preparation on various models and process, In depth analysis of various models of curriculum development by the student teachers and presentations will be encouraged.

Internal Assessment Strategies

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of marks
1	Two sessional test (best one test will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) + Practicum	Assignment & Presentation (PPT)	5+10
3	Percentage of attendance		05
Total Marks			30

Practicum:

- Preparation of activity based curriculum in groups and discussion.
- Chart preparation on various models of curriculum

- Visit to DIET, Schools to find out the role personnel in curriculum development process.

Suggested Readings:

- Aggrawal, J.C., & Gupta, S. (2005). *Curriculum development*. New Delhi: Shipra Publisher.
- Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of curriculum renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D.R., & Lulla, B.P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L. (2007). *Concept based curriculum and instruction for the thinking classroom California*: Corwin Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
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Web Resources:

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- Curriculum, Syllabus and Textbooks, http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

PEDAGOGY OF HINDI
COURSE CODE -SOE020210C3104

Year: I
Semester: II

Credit: 4
Max Marks : 100

पाठ्यक्रम का सार

यह पाठ्यक्रम एक बहु सांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की हिन्दी भाषा और संचार क्षमता के विकास पर केन्द्रित है। यह छात्र शिक्षकों के अलग-अलग हिन्दी भाषा के विकास को ध्यान में रखते हुए तैयार किया गया है और यह पाठ्यक्रम शिक्षक शिक्षकों को हिन्दी भाषा एवं हिन्दी भाषा शिक्षण की विधियों में निपुण बनायेगा।

उद्देश्य :

- भाषा की अलग-अलग भूमिकाओं को जानना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध जानना
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जानना
- भाषा के विभिन्न कौशलों का विकास करना
- भाषा के मूल्यांकन की प्रक्रिया को जानना।

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

पाठ्यक्रम की विषय वस्तु

इकाई-1: हिन्दी भाषा अधिगम की प्रक्रिया

- हिन्दी भाषा की भूमिका, प्रकृति एवं महत्व।
- हिन्दी भाषा अधिगम के सामान्य सिद्धान्त।
- हिन्दी शिक्षण के उद्देश्य:- ज्ञानात्मक उद्देश्य, कौशलात्मक उद्देश्य, सौन्दर्य बोधात्मक उद्देश्य, रचनात्मक उद्देश्य, अभिरुच्यात्मक तथा अभिवृत्तात्मक उद्देश्य।
- मातृभाषा शिक्षण का अर्थ, स्वरूप, महत्व, सामान्य सिद्धान्त, लक्ष्य एवं उद्देश्य।

इकाई- 2 : हिन्दी भाषा शिक्षण की विभिन्न विधाएँ

- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण ।
- हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान-अर्थ, महत्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध योजना का प्रारूप ।
- पद्य, गद्य एवं व्याकरण शिक्षण का अर्थ उद्देश्य, महत्व, विधियाँ एवं सोपान ।
- वाचन प्रक्रिया एवं प्रकार ।

इकाई-3 : हिन्दी भाषा शिक्षण के भाषाई कौशलों का विकास

- श्रवण कौशल:- अर्थ, प्रकार, शैक्षिक क्रिया क्लाप ।
- मौखिक अभिव्यक्ति कौशल के उद्देश्य, मौखिक अभिव्यक्ति विकास की क्रियाएं, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियाँ का निवारण ।
- पठन कौशल की प्रक्रिया, प्रकार, पठन अभिरुचि का विकास, पठन सम्बन्धी त्रुटियाँ का निवारण ।
- लिखित अभिव्यक्ति कौशल का विकास, लेखन का महत्व, प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण ।

इकाई-4: हिन्दी भाषा शिक्षण के लिए अनुदेशन योजना

- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।
- हिन्दी शिक्षण कौशलों का विकास, प्रस्तावना कौशल, श्यामपट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल ।
- हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्व, एवं रूपरेखा ।
- हिन्दी में मूल्यांकन- अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन ।

कार्य सम्पादन रणनीतियाँ

इकाई-1 व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग

इकाई-2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग ।

इकाई-3 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग ।

इकाई-4 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग, एमओओसी का उपयोग ।

आन्तरिक मूल्यांकन रणनीतियाँ : आन्तरिक मूल्यांकन हेतु 30 अंक निर्धारित है। अंकों का निर्धारण इस प्रकार है:-

S.No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted. (best one test will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) + Practicum	Assignment & Presentation (PPT)	05 +10
3	Percentage of attendance	---	05
Total Marks			30

व्यावहारिककार्य—

- छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा।
- श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने के लिए खेल और व्यायाम करना।
- श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने पर गतिविधियाँ—मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेन स्टार्मिंग, अनुच्छेद एवं निबंध लेखन।

इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे।

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- राष्ट्रीय पाठ्यचर्चा की रूपरेखा (2005), प्रकाशनविभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नईदिल्ली।
- *समझ का माध्यम*, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली।
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PEDAGOGY OF ENGLISH
COURSE CODE -SOE020211C3104

Year: I
Semester: II

Credits: 4
Max Marks: 100

Essence of the Course

This course is designed to enrich the prospective teachers in terms of their understanding of the functions, importance, linguistic principles and other important aspects of the English language and its teaching in India. It aims at, apart from enriching already existing knowledge of the students about the subject, developing their pedagogical competencies for teaching of English.

Objectives: Present course aims to develop among prospective teachers:

- an understanding of the Concept, Nature and Functions of Language.
- comprehension of importance of English in a multilingual society.
- ability to critically explain and adopt various teaching methods and approaches as per their suitability to the content to be taught.
- skill to design and develop effective lesson-plans for various genres such as Poetry, Prose, Fiction etc.
- skill to develop and use teaching-aids in the classroom both in the print and audio-visual formats.
- ability to develop and incorporate teaching skills for effective teaching and learning
- efficiency of developing and using resources like the Language Lab and ICT-enabled Smart class-room
- ability to harness basic language skills among learners.
- a metacognitive awareness of teaching and learning of the English language.
- an understanding of the process of language-assessment
- ability to organize remedial teaching.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P	C	Internal Assessment	External Assessment	Total Marks
I	12	1	13	30 Marks	70 Marks	100 Marks
II	18	1	19			
III	18	2	20			

IV	12	1	13			
Total	60	5	65	30 Marks	70 Marks	100 Marks
L=Lecture, T=Tutorial, P=Practicum						

Course Content:

Unit I: An Overview of specificities of the English Language and its importance

- Concept, Nature, Functions and Importance of English language.
- Linguistic characteristics of English- Features of English Pronunciation, Elementary knowledge of English sounds, Stress, Rhythm, Intonation and their Implications
- Basic Language Skills: Listening, Speaking, Reading and Writing.
- Aims and Objectives of Teaching English at secondary level.

Unit II: Approaches and Methods to Teaching of English

- Difference between 'Approach' and 'Method'
- Inductive and Deductive Approach
- Multilingual Approach
- Whole Language Approach
- Structural Approach
- Communicative Approach,
- Constructivist Approach
- Grammar Translation Method,
- Direct Method,
- Bi-lingual method

Unit III: Materials of Teaching English, Lesson Planning and Evaluation

- Teaching of Prose, Poetry, Composition and Grammar.
- Lesson Plan for different genres based on the Bloom's taxonomy.
- Steps of designing a lesson-plan in English for power-point and multimedia applications.
- Teaching Learning Materials and Aids- Print media; other reading materials such as learner-chosen texts, newspapers, class libraries, ICT – audio-visual aids including CALL programmes.
- Concept of unit test, construction of objective type test and online testing.

- CCE (Continuous and Comprehensive Evaluation), its meaning and importance, Assessment formats (Formative assessment, Summative Assessment).

Unit IV: Basic Teaching Skills, Activities for Language Acquisition and Evaluation

- Basic Teaching Skills: Skills of Introduction, Explanation, Probing question, Illustration with examples, Stimulus Variation, Using Writing Board and Reinforcement.
- Importance of Planning co-curricular activities- Discussions, Debates, Speech, Language Games, Workshops, Seminars.
- Importance of Role Play, Simulations, Language Laboratories and Smart classrooms.
- Concept and importance of Action Research for effective teaching.
- Meaning, significance and strategies of Remedial Teaching.

Transactional Strategies:

Unit I: Lecture, Discussion, Debates, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, pause short and long lecture, e-learning etc.

Unit II: Lecture, Discussion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, Reading practice, audio- feedback, listening etc.

Unit III: Lecture, Discussion, Excursion, Games, Exercises, Use of audio-visual materials, Exposition, Demonstration, Games, Exercise, pause short and long lecture, e-learning, Field visits etc.

Unit IV: Lecture, Discussion, Excursion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, practice, audio- feedback, listening etc.

Evaluation Strategy: (70 External+ 30 Internal)

Term end exam will be of 70 marks.Division of 30 marks of internal assessment will be done as mentioned below.

Internal Assessment

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests (Best one will be considered)	Written Test	10
2	Preparation and presentation of a lesson plan and other given assignments+ Practicum	Written as well as multimedia presentation	10+5
3	Percentage of attendance	-	5
Total Marks			30

Practicum – Suggestive List

- 1) Planning and presentation of lesson plan on any topic demonstrating all the major teaching skills.
- 2) Record of any event organized in schools to develop reading, writing, speaking and listening skills through extempore, declamation, discussion etc.
- 3) Construction of objective type test items of different types.
- 4) Presentation of Action Research on any problem encountered during English language teaching.

Suggested Readings:

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- https://books.google.co.in/books?id=RIaeh-xeCzEC&pg=PR4&lpg=PR4&dq=The+Teaching+of+English+in+India+H.Wyatt&source=bl&ots=7rwEw3K6fa&sig=FYFStIr8GpLEgFNMU4UeRR9N0cs&hl=en&sa=X&ved=0ahUKewjKj_m38J_UAhWLOY8KHTGJBrEQ6AEIKDAC#v=onepage&q=The%20Teaching%20of%20English%20in%20India%20H.Wyatt&f=false
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17). Dordrecht: Kluwer.

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- Underwood, G. & Batt, V. (1996). *Reading and understanding*. Oxford: Blackwell.
- Venkateswaran, S. (1995). *Principles of teaching English*. New Delhi: Vikas Publishing House.
- Wilkins, D.A. (1982). *Linguistics in language teaching*, Edward Arnold, London.
- Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
- Yule, G. (1985). *"The study of language"*. Cambridge: Cambridge University Press.

Web Resources :

- <https://books.google.co.in/books?id=HrhkAAQBAJ&lpg=PR1&ots=LeBso7khd&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PA3#v=onepage&q=latest%20approaches%20and%20methods%20of%20teaching%20english&f=false>
- <https://books.google.co.in/books?id=VxnGXusQII8C&lpg=PR7&ots=qhsplbbygN&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PR7#v=onepage&q=latest%20approaches%20and%20methods%20of%20teaching%20english&f=false>
- `<iframe border="0" scrolling="no" style="border:0px" src="https://books.google.co.in/books?id=VxnGXusQII8C&lpg=PR7&ots=qhsplbbygN&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PR7&output=embed" width=500 height=500></iframe>`
- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/cambridge-guide-learning-english-second-language/cambridge-guide-learning-english-second-language-apple-ibook-google-ebook-kindle-ebook-ebookscom-ebook?format=36&isbn=9781108408455>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/teaching-and-developing-reading-skills?format=41&isbn=9781316647370>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/teaching-and-developing-reading-skills?format=ET&isbn=9781316647349>
- <https://play.google.com/store/apps/details?id=com.gutenbergtechnology.cupcambridge.bookshelf>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-grammar-use-4th-edition/product-details/cambridge-lms>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/academic-vocabulary-use-2nd-edition/academic-vocabulary-use-2nd-edition-answers/resources>
- <https://www.cambridge.org/cambridgeenglish/catalog/skills/final-draft/resources>
- <https://www.cambridge.org/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-grammar-use-4th-edition/resources>

PEDAGOGY OF SOCIAL SCIENCE
COURSE CODE: SOE020212C3104

Year: I
Semester: II

Credit: 4
Max Marks: 100

Essence of the Course

This course will enable the students to develop deeper understanding about the structure and functions of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to organize one's teaching keeping in view the background of students. Also, he/she will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.

Objectives: This course will enable the student-teachers to :

- explain the concept, nature and importance of Social Science.
- appreciate the importance of teaching of Social Science at the Secondary School level.
- apply the methods and approaches for organizing Social Studies curriculum..
- develop skills to teach and evaluate Social Science.
- equip the student trainees with the skills of diagnostic and remedial teaching.
- equip the student trainees with the skills for teaching gifted and under average students.
- critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
Total	48	16	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content:**Unit I: Conceptual understanding, aims and objectives of Social Science**

- Concept, Need and Importance of Social Science
- Nature and Scope of Social Science and Place of Social Science in school curriculum
- Aims & Objectives Teaching of Social Science
- Bloom taxonomy

Unit II: Methods, Planning and Instructional aids of Teaching Social Science

- Narration cum discussion, role-play, Project method, Problem solving, storytelling, Source method (meaning, uses and limitations)
- Unit Plan: objective, needs and importance
- Lesson plan : objective, needs and importance
- Teaching Aids: Audio, Visual and Audio-visual (meaning, use, merit and limitation)

Unit III: Basic teaching skills, Teacher, Resource center and Text book of teaching social science

- Teaching skills : introductory, reinforcement, writing board, stimulus variation, probing questioning and Illustration with example
- Characteristics and qualities of Social Science teacher
- Need, importance and arrangement of Social Science Resource centre
- Text book: Characteristics of good text book, analysis of text book in Social Science

Unit IV: Evaluation in Teaching Social Science

- Meaning of evaluation and examination
- Tools of evaluation in social science (Check list, observation, interview)
- Types of test (Meaning, Construction, Merit, Limitation)
- Concept, Need and importance of diagnostic and remedial work in social science

Transactional Strategies

Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brainstorming and simulation in the form of mock session, Bal Panchayat etc.

Internal Assessment Strategies

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S.No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best two will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum – Suggestive List

Arrange any two activity : each out of the following two groups:

1) Educational visit:

- (i) Historical places
- (ii) Ecological places
- (iii) Political places

2) Organisation of Programme

- (i) Social Awareness
- (ii) Election Awareness
- (iii) Exhibition
- (iv) Preparation of Annual Plan, Unit Plan and Lesson Plan
- (v) Scrapbook

Suggested Readings

- Agrawal, J.C.: *Teaching of social studies*, Vikas Publishing House, New Delhi.
- Bhattacharya, S. & Darji, D.R. (1966). *Teaching of social studies in indian schools*, Acharya Book Depot, Baroda.
- Binning, A.C.: *Teaching social studies in secondary schools*, McGraw Hill and Co., New York.
- Desai, D.B.: *Samaj vidyana shikhan*, Bal govind Prakashan, Ahmedabad.
- Greene, H.A., Jozgensen, A.N. Gerberi, J.R. (1959). *Measurement and evaluation in the secondary school*, Mongmans, Green and Co., New York.
- Holt, Rinchart and Winston (1967). *Handbook for social studies teaching*, The Association of Teachers of Social Studies .New York:INC
- Konli, A.S. (1996). *Teaching of social studies*, Anmol Publications Pvt. Ltd., New Delhi.

- Mathias, Paul (1973). *The teacher's handbooks for social studies*, Blandford Press, London.
- Mehlinger. Howard, D. (ed.) (1981). UNESCO, *Handbook for the teaching of social studies*, Gareem Helm, London, UNESCO.
- Misra,S.& Ranjan, A. (2011). *Teaching of social science:history,context ,challenges in Saxena,V.(ed.)* Contemporary Trends in Education,Delhi: Pearson

Web Resources

- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf>
- <http://www.ignouhelp.in/ignou-bes-142-study-material/>
- http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf
- Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation
<http://azimpremjifoundation.org/pdf/LCXV.pdf>
- Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT
http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf

PEDAGOGY OF MATHEMATICS
COURSE CODE -SOE020213C3104

Year: I
Semester: II

Credit: 4
Max Marks: 100

Essence of the Course

This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. For providing students with pedagogical content knowledge different methods, approaches, strategies of teaching mathematics have been included. This course on teaching of mathematics will help student-teachers understand key concepts of mathematics as well as methods and procedure of teaching mathematics effectively and efficiently.

Objectives: After completing this course, the student-teachers will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics education
- appreciate the role of mathematics in day-to-day life
- select appropriate methods of teaching mathematics at secondary level
- select appropriate teaching strategies of teaching mathematics at elementary and secondary level
- analyse the content scientifically
- explore new strategies to plan lesson
- plan their lesson to connect life outside the school
- construct appropriate assessment tools for evaluating mathematics learning
- apply a variety of assessment techniques and practices by formal or informal ways

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
					Internal Assessment	External Assessment	Total Marks
Unit	L	T	P	C	30 Marks	70 Marks	100 Marks
I	12	4	0	16			
II	8	2	6	16			
III	10	2	4	16			
IV	10	2	4	16			
Total	48	16	14	64	30 Marks	70 Marks	100 Marks
L= Lecture, T=Tutorial, P=Practicum							

Course Content:**Unit I: Mathematics as a School subject**

- Meaning, Nature, Scope and Significance of teaching mathematics
- Meaning and building blocks of mathematics-undefined terms, definitions, axioms, postulates
- Correlation of Mathematics with other school subjects
- Contribution of Great mathematicians(Aryabhata, Bhaskaracharya, Ramanujan, Brahmgupta, Pythagores)
- Position Paper of National Focus Group on Mathematics(NCF2005)

Unit II: Aims, Objectives and Skills of teaching Mathematics

- Aims and Objectives of teaching mathematics
- Bloom's Taxonomy of Instructional Objectives
- Approaches of Formulation of instructional objectives in Behavioural Term: Robert Mager's, Robert Miller's RCEM(Regional College of Education Mysore)
- Basic Skills of Teaching Mathematics: Introducing the Lesson, Probing Question, Explanation, Illustration with Examples. Stimulus Variation, Board Writing

Unit III: Methods, Techniques and Resources of Teaching of Mathematics

- Difference between Methods & Techniques
- Methods of Teaching Mathematics: Inductive- Deductive Method, Analytic –Synthetic Method, Lecture Cum Demonstration Method, Laboratory Method, Activity Based Method, Project Method, Problem Solving Method
- Techniques of Teaching Mathematics: Oral, Written, Assignment, Drill & Homework
- Mathematics Text Book, Mathematics Labs, Mathematics Club, Mathematics Library, ICT equipped classroom, Mathematics Learning Software, Audio- Visual Aids

Unit IV: Planning & Evaluation

- Planning: Yearly, Unit and Lesson
- Meaning, Need and Importance, Qualities of Good Lesson Plan
- Approaches of Lesson planning: Herbertian and Constructivist
- Evaluation
- Formative and Summative Evaluation,
- Continuous and Comprehensive Evaluation,

- Tools and Techniques of Evaluation
- Construction of An Achievement Test with Blue Print

Transactional Strategies

Unit I: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation

Unit II: Lectures, discussions, Lecture cum demonstration,

Unit III: Lecture cum Discussion should follow around readings. Students should be given hands on experiences and appropriate illustrations be made around methods and strategies. Visit to mathematics library and laboratory and hands on experience to students, e-platforms, library assignment. Critical analysis of the school text book and syllabus will be made.

Unit IV: Lecture cum Discussion should follow around readings. Demonstration of lesson planning on innovative approaches. Power Point Presentation on different types of evaluation, hand on activity on Making Blue print of Achievement Test

Internal Assessment Strategies: A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be counted)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) + Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance	---	05
Total Marks			30

Practicum: Practical/Assignment Suggestive List:

- Content Analysis of Position paper of National Focus Group on Teaching of Mathematics
- Prepare a report about contribution of Indian Mathematicians Mathematics.
- Critically Review of Mathematics Text book and make a report
- Observation of children doing everyday Maths, community numeracy practices and make a report.
- Development and trying out of Teaching-learning strategy for teaching of particular Mathematical concepts.
- Construction of Mathematical Working and Non-Working 2D and 3D Models
- Development and use of Mathematics laboratory.
- Organizing a 'Mathmela' in a school or a locality and write a report

- Lesson Plan on one topic from secondary school mathematics
- Construction of an achievement test with blue print
- PP Presentation on give topic of syllabus.

Suggested Readings:

- Anice, J. (2008). *Methods of teaching mathematics*. New Delhi: Neelkamal Publications.
- Butler, C.H., Wren, F.L. & Banks, J.H. (1971). *The teaching of Secondary Mathematics*. New York: McGraw Hill.
- Coney, T.J., Davis, G.J., & Hen Derson, K.B. (1975). *Dynamics of teaching secondary school mathematics*. Boston: Houghton-Mifflin Co.
- Ediger, M., & Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Kidd, P.K., Myers, S.S. & Cilley David, M. (1970). *The laboratory approach to mathematics*. Chicago: Science Research Associates Inc.
- Kinney, L.B., & Purdy, C.R. (1965). *Teaching of mathematics in secondary school*. New York; Holt, Rinchart and Winston.
- Kolb, J.R., & Bassler, O.C. (1979). *Learning to teach secondary school mathematics*. London: In text Educational Pub.
- Kothari, R.G., & Mistry, H.S. (2012). *Diagnosis of learning difficulties on fractions and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G., and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of mathematical discovery*. Oxford: Basil black Wall.
- NCERT (2006) , *Position paper-National focus group on teaching of Mathematics*. New Delhi: NCERT.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. London: Continuum.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, C. (2008). *Teaching mathematics: Developing as a reflective secondary Teacher*. New Delhi: Sage Publication.
- Rao, N.M. (2007). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W.D. (1954). *Mathematics for the secondary school*. New York: Holt, Rinehart and Winston, Inc.
- Russel, J. (2007). *Teaching of mathematics*. New Delhi: Campus Books International.
- Servais, W. & Varga, T. (ed.) (1971). *Teaching school mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G.B. (1964). *New dimensions in teaching of Mathematics*. Baroda: CASE.
- Sidhu, K.B. (1974). *The teaching of mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R. & Singh, V.P. (2008). *A handbook for designing Mathematics*. New Delhi: APH Publishing House.
- Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi: APH Publishing House.

Web Resources

- <https://www.youtube.com/watch?v=hbDkSaSnbVM>
- <https://www.youtube.com/watch?v=IO19-MTWTwThI>
- <https://www.youtube.com/watch?v=MrIdc-Hs-is>
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU>
- <http://mathigon.org/resources/value-of-mathematics.pdf>
- <http://mathedu.hbcse.tifr.res.in> (Unit 3)
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
- <http://nrich.maths.org>
- <http://www.slideshare.net/MiraculeDanielGavor/ict-tools-in-mathematics-instruction>
- <http://www.arvindguptatoys.com/math-magic.php>
- <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
- <http://www.mathcelebration.com/index.html>
- <http://map.mathshell.org>
- <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
- <http://mathbits.com>
- <http://www.math-play.com>
- <http://www.geogebra.org>
- <http://classroom-aid.com/educational-resources/mathematics>
- <http://etc.usf.edu/math>
- <http://mathworld.wolfram.com>
- <https://www.merlot.org/merlot/materials.htm?category=2513>
- <https://www.khanacademy.org>
- <http://www.learner.org/resources/browse.html?d=5>
- https://blossoms.mit.edu/resources/math_resources
- <https://currikidn.s3-us-west-2.amazonaws.com/resourcefiles/54d2dd15bb67b.pdf>
- Teaching of Mathematics, NCERT http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- <http://www.epathshala.co.in/>

PEDAGOGY OF LIFE SCIENCE
COURSE CODE:SOE020214C3104

Year: I
Semester: II

Credit: 4
Max Marks: 100 Marks

Essence of the Course Content

This course covers the content areas which develop comprehension and familiarity about different concepts like educational objectives, teaching methods, basic teaching skills, instructional aids, resources, life science laboratory and different co-curricular activities used in life science so that pupil teachers would be able to apply the knowledge to keep their students on task and engaged in their classroom. The role and responsibilities of life science teachers have also included in this course so that the pupil teachers would be able to develop necessary qualities to perform their duties during their internship and in their profession. This course will enable the student teachers in planning, organizing, managing the classroom interactive.

Objectives : after completing this course, the student teachers will be able to :

- develop a comprehensive understanding about the pedagogy of life science.
- describe the concept, nature, aims and objectives of teaching of life science.
- articulate various teaching methods and skills used in teaching of life science and they will apply them making their teaching effective.
- construct lesson plan based on various skills.
- write instructional objectives in behavioral terms
- acquire skill in constructing blueprint.
- familiarize with the learning resources and instructional aids.
- acquaint the importance of evaluation and assessment in pedagogy of life science.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
Total	48	16	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content

Unit I: Conceptual understanding of pedagogy of Life Science

- Concept, Nature, importance and Scope of Life Science.
- Various branches related to life Science: Mathematics, Geography, Chemistry, Physics, Statistics, Language, Social Science.
- Aims and Objectives of teaching of Life Science at Primary, Secondary and Senior Secondary.
- Bloom's Taxonomy of Educational Objectives: Traditional and Revised.
- Writing Instructional Objectives: RCEM approach, Robert Magar and Robert Miller.

Unit II: Basic Teaching Skills, Methods and Lesson Planning

- Basic Teaching skill: Meaning, and components of various teaching skills: (Introducing the Lesson, Reinforcement Skill, Questioning, Explaining, Illustration with Example, Board Writing, Stimulus Various Skill)
- Methods of Teaching: Lecture Method, Demonstration Method, Laboratory Method, Project Method, Heuristic Method, Constructivist Method: constructivism, 5 E's of Constructivism, Constructivist classroom and teacher.
- Lesson Plan: Meaning, Concept, importance and construction (Constructivist Approach)

Unit III: Co-curricular Activities, Learning Resources and Instructional Aids and life science teacher

- Co-curricular activities and Learning Resources: Science Club, Science Exhibition, Science fair, Science Museum, Field Trip, text book, internet, aquarium, vivarium and Herbarium,
- Instructional Aids: Meaning, Concept, Importance and types (Audio, Visual and Audio-Visuals).
- Science Laboratory and Practical Work: Planning, organization and Equipping, Safety measures and importance of practical work.
- Role, duties and qualities of life science teacher.

Unit IV: Assessment and Evaluation in Life science

- Assessment and Evaluation: Meaning, Concept, importance and types (Formative and Summative)
- Devices and Techniques of Evaluation in Life Science.
- Blueprint and Test: Definition, characteristics of good test, Types (Achievement Test, Teacher made & Diagnostic) of test and test items and importance.
- Assessment of Practical Work in life Science.
- Action Research: Meaning, steps and importance.

Transactional strategies

Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and

presentations by Pupil Teachers will be encouraged.

Internal Assessment

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two sessional tests will be conducted (Best one will be considered) .	Test	10
2	Assignment + Practicum	Assignment & Presentation (PPT)	5+10
3	Percentage of attendance	---	05
Total Marks			30

Practicum – Suggestive List

- 1) Presentation of lesson plan using various basic teaching skills
- 2) Visit nearby 5 school and prepare a report on Science Laboratory.
- 3) Critical analysis of a test paper of Biological Science.
- 4) Critical review of a text book of science.
- 5) Planning and conducting experiments of science/Biology
- 6) Storage of chemicals and specimens.
- 7) Safety measures being taken in the science laboratories and steps taken by student teachers.
- 8) Construction of blueprint.

Suggestive Readings:

- Ahmad, J. (2014). *Teaching of biological science*. Delhi: PHI Learning Private Limited
- Amit (2002). *Teaching of physical sciences*. New Delhi: Anmol Publications.
- Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications (Pvt.) Limited.
- Kootchar, S.K. (2003). *Methods and techniques of teaching*. Sterling Publishers Pvt Limited.
- Kohli, V.K. (1998): *How to teach science*. Ambala: Vivek Publishers.
- Kulshrestha, S.P. & Singh, G. (2013). *Teaching of physical science*. Meerut: R. Lall Book Depot.
- Kulshrestha, S. K. (2007). *Teaching of science*. New Delhi: Lotus Press.
- Kumar,R. & Kumar. (2000). *Teaching of science*. Mangal Deep Publication.

- Kumar, P & Ramaiah, K. & Sreedharacharyulu, K. (2016). *Pedagogy of physical science*.
- Laxmi, G. B.& Rao, Bhaskara (2004). *Methods of teaching life Science*. Neelkamal Publication.
- Mangal, S.K. (1997). *Teaching of life science*. New Delhi:Discovery Publishing House.
- Nagaraju, M.T. V& Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: Neel Kamal Publications.
- NCF (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Position paper on teaching of science*. New Delhi:NCERT.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Prasad Janardan. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Soni, A. & Tyagi, A. S. (2002). *Biology teaching*. Jaipur:Arihant Shiksha Publication.
- Sood, J.K. (1992). *New directions in science teaching*. Chandigarh: Kohli Publishers.
- Shankar, T. (2007). *Methods of teaching life science*. Delhi: Crescent Publishing Corporation
- Yadav, M.S., *Teaching of science*. New Delhi:Mangaldeep Publication.

Web Resources:

- <http://epathshala.nic.in/wp-content/doc/NCF/Pdf/science.pdf>
- http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf
- <http://www.senthilcollegeedu.com/Pedagogy%20of%20Biological%20Science.pdf>
- <http://www.tnteu.in/pdf/BS-I.pdf>
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf
- http://www.ncert.nic.in/rightside/links/pdf/h_focus_group/Vigyan%20Shikshan.pdf
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/aims_of_education.pdf
- http://www.ncert.nic.in/departments/nie/desm/publication/pdf/basic_in_education.pdf
- http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_PartII.pdf
- http://www.ncert.nic.in/departments/nie/niew/school_kits/secondary_level/pdf/Manual_Sci_KitClass%20IX%20&%20X.pdf
- http://www.ncert.nic.in/departments/nie/niew/school_kits/upper_prm_level/pdf/LMUPS_Science.pdf
- <https://ignou.devsamaj.org/wp-content/uploads/2018/05/BES-141-BLOCK-23.pdf>
- http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf

- http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_5.pdf
- <http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20%28Science%29%20Final.pdf>
- <http://www.icbse.com/cce/formative-assessment>
- <http://cbse.nic.in/cenbosec/oct-dec-2009/31-40.pdf>
- http://www.cbse.nic.in/publications/CCE_Manual_Class_VI_VII_2010.pdf
- http://www.cbse.nic.in/cce/cce-manual/chapter_1.pdf
- http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf
- <https://www.ucd.ie/t4cms/UCDTLT0029.pdf>
- <https://www.ijser.org/researchpaper/The-Use-of-Laboratory-Method-in-Teaching-Secondary-School-Students-a-key-to-Improving-the-Quality-of-Education.pdf>

PEDAGOGY OF PHYSICAL SCIENCE
COURSE CODE: SOE020215C3104

Year: I
Semester: II

Credit: 4
Max Marks: 100 Marks

Essence of the Course

This course will enable the ‘would be teachers’ to know why and how to teach Physical Science to students. Pupil teachers will be able to know about the teaching methodology of physical Science. They will know the importance of teaching Physical Science with the help of different methods. Pupil teachers will know about the aims and objectives of teaching Physical Science. They will know the importance of teaching aids, microteaching skill and lesson plan for teaching Physical Science.

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

- familiarize with concept and nature of physical science.
- acquaint with the importance of teaching of physical science.
- develop scientific thinking in themselves, students and communities
- prepare a lesson plan
- familiarize with the learning resources and instructional aids
- describe the importance of educational technology for teaching physical science
- learn the methods and pedagogical analysis of teaching physical science.

Teaching Scheme (session)*			Total (L+T+P) C	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16	30 Marks	70 Marks	100 Marks	

L=Lecture, T=Tutorial, P=Practicum

Course Content:**Unit I: Conceptual Understanding and Objectives of Teaching Physical Science**

- Concept, Nature, Scope and Value of Physical Science as a Subject of the School Curriculum
- Correlation of Science with subjects (Mathematics, Social Studies, Geography, Health & Physical Education).
- Aims and Objectives: Meaning and Difference between the terms, Aims of teaching Physical Sciences at Middle and Secondary level with special reference to NCF 2005
- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor): Traditional and Revised
- Approaches of writing objectives in behavioral terms: Robert Mager, Miller and RCEM approach

Unit II: Basic Teaching Skills, Methods and strategies of Teaching Physical Sciences

- Basic teaching skill: Meaning and Components of Skills (Skill of Introducing the Lesson, Skill of Reinforcement, Skill of Probing Questioning, Skill of Illustration with Example, Skill of Explanation, Skill of Stimulus Variation, Skill of Board Writing, Skill of Classroom Management)
- Methods of Teaching Physical Science: Lecture-Cum Demonstration, Project Method, Laboratory Method, Heuristic Method, Brain Storming
- Strategies of Teaching Physical Science: Team Teaching, Panel Discussion, Field Trips, Science Club, Science Fairs and Exhibition

Unit III: Pedagogical Analysis, Lesson Planning & Evaluation

- Pedagogical analysis: Utility, Principles, Steps in Pedagogical Analysis
- Pedagogical analysis of any one of the topic from Science text book from class 6th to 10th referred by NCERT
- Lesson Plan: Essential features, Advantages, Requirement, Approaches to Lesson Plan: Herbatian Approach, Constructivist Approach
- Evaluation: CCE, meaning and needs, Types, Qualities of a good test, Blue Print
- Action Research: Meaning, Steps and importance

Unit IV: Instructional material and Teacher of Physical Science

- Instructional Aids: Meaning, Need, Types (Charts, Models, Display Boards, and Black Board, Computer, Science Kit and their merits & demerits.)
- Improvisation: Meaning, need and importance
- Laboratory: Planning, equipping and organization
- Text book: Meaning, Qualities of a good Science Textbook, Critical Analysis of a Secondary School Physical Science Textbook, Procedure of Textbook selection

- Physical Science Teacher: Qualities and Duties

Transactional strategies

Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

Internal Assessment

A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr.No.	Activity	Mode	Weightage of Marks
1	Two Sessional will be conducted (Best one will be considered)	Test	10
2	Assignment + Practicum (Lesson Plan Presentation on Any topic of Physical Science From NCERT Science Book From class 6 th to 10 th by using all (as mentioned in syllabus) basic teaching skills)	Assignment + Lesson Plan Presentation	5 + 10
3	Percentage of attendance	---	05
Total Marks			30

Practicum – Suggestive List : Lesson plan presentation on any topic of Physical Science book from Class VIth-Xth by using all (mentioned in syllabus) basic teaching skills.

Suggestive Readings:

- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt Ltd..
- Kohli, V.K. (1998). *How to teach science*. Ambala: Vivek Publishers.
- Kulshrestha, S.P., Singh, Gaya (2013). *Teaching of physical science*. Meerut: Raj Printers.
- Mangal, S.K. (1997). *Teaching of science*. New Delhi: Arya Book Depot.
- Nagaraju, M.T.V., Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: NeelKamal Publications.
- NCF (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Position paper on teaching of science*. New Delhi: NCERT.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Radha Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Sharma, R.P. (2010). *Teaching of physical science*. Meerut: R.Lall.

- Sood, J.K. (1992). *New directions in science teaching*. Chandigarh: Kohli Publishers.

Web Resources:

- <http://sprabhakngce.blogspot.com/>
- <http://www.ncert.nic.in/textbook/textbook.htm>
- <http://www.ncert.nic.in/ncert/textbook>
- http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

PEDAGOGY OF ECONOMICS

Course Code: SOE020216C3104

Year: I

Semester: II

Credit :4

Max Marks : 100 Marks

Essence of the course:

Economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. Economics introduces the learners to key economic concepts and issues that affect their everyday lives. After studying this course, Pupil Teachers will be able to organize various programmes to develop an understanding about the state, market, national income, development and other concepts of economics.

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

- familiarize the pupil teacher with various teaching resources and aids of teaching Economics at the senior secondary level.
- introduce various activities (micro teaching, lesson plan etc) for teaching economics.
- develop competence in use of instructional media in teaching economics
- promote reflection on issues pertaining to teaching of Economics.
- develop competence in designing effective instructional material to teach Economics.
- develop ability to design, develop; and use various tools & techniques of evaluation.
- develop awareness about syllabus prescribed by different State/Central Boards.
- develop competence in preparing Achievement Test Report of Students in Various forms.
- familiarize the pupil teacher with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- introduce various methods, strategies and techniques of teaching economics.
- develop competence in use of appropriate strategy in relation to teaching economics
- promote reflection on issues pertaining to teaching of Economics.
- develop competence in designing effective instructional material to teach Economics.
- develop awareness about syllabus prescribed by different State/Central Boards.
- develop awareness about recent advancements in teaching of Economics.

Teaching Scheme (session)*			Total (L+T+P) C	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	30 Marks	70 Marks	100 Marks	
II	12	4				
III	12	4				
IV	12	4				
Total	48	16				30 Marks

L=Lecture, T=Tutorial, P=Practicum

Course content :

Unit 1 :Introduction to Economics as a Discipline

- Meaning, Nature and Scope of Economics as a Discipline
- Aims and objectives of teaching Economics at secondary and senior secondary school level including Instructional objectives of teaching Economics.
- The Curricular linkages with regard to contemporary issues in social science and Relation of economics to interdisciplinary knowledge
- Schools of Economics: introduction, theories, relevance and criticism (Classical, Keynesian, Contemporary and Modern)
- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- Development, National Income, Analyzing & interpreting Data (Graphs, Diagrams, tables, Measure of Central Tendency and Percentage)

Unit 2:Methods & Skills of teaching Economics-I

- Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method, Storytelling and Simulation
- Innovative Practices in Economics Teaching – Brain Storming, work shop
- Small group and whole group activities
- Class and outside class teaching learning strategies
- Role and Characteristics of Economics teacher
- Recent advancements in teaching of Economics – Team teaching, Co-operative learning, Computers in teaching of Economics Developing Critical thinking, Creative thinking and Problem solving
- Challenges in teaching Economics

- Use of ICT in Economics

Unit 3: Instructional Media: Teaching Resources & Aids

- Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics
- Text Book , Map, Charts, Models, PowerPoint presentations and MOOCs(Massive Open Online Courses)
- Micro Teaching
- Unit Planning
- Lesson Planning

Unit 4 : Evaluation of learning outcomes

- Evaluation- Nature of educational evaluation, its need, role in education process
- Methods of Assessment: Formative, Summative, Diagnostic
- Preparation of test items and portfolios in Economics: types of questions, blue print
- Planning & preparation of achievement test in Economics
- Assessment techniques
- Diagnostic and Remedial teaching
- Achievement Test Report (ATR): meaning, concept and importance, Components of ATR in Economics
- Credits based system, GPA (Grade Point Average) and CGPA (Cumulative Grade Point Average): meaning, importance and methods
- Report Card: Meaning, Components, Types, Importance and Method

Transactional strategies

Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brain storming and simulation in the form of mock session, case study of banks and insurance etc

Internal Assessment: A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr.No.	Activity	Mode	Weightage of Marks
1	Two Sessional will be conducted (Best one will be considered)	Test	10
2	(Lesson Plan Presentation on Any topic of Economics From NCERT Social Science Book From class 6 th to 10 th by using all as mentioned in syllabus) Micro teaching skills) + Practicum	Lesson Plan & Presentation	10+5
3	Percentage of attendance	---	05
Total Marks			30

Practicum : Suggestive List:

- Critical study (Review) of any one Economics book
- Development and organization of co-curricular activities
- Preparation of Annual plan, Unit plan and Lesson plan
- Identifying and Evaluating ICT resources suitable for teaching Economics
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Action Research Project Report
- Visits can be organise to
 - ✓ RBI and other Banks
 - ✓ Any Industry or Factory
 - ✓ Finance ministry

*** In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.**

Suggested Readings

- Koutsoyiannis. (1979), 'Modern Microeconomics', International Edition, Palgrave Macmillan.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
- Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
- Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
- Blanchard, O., 'Macroeconomics', 4th Edition, Prentice Hall.
- Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.
- Dornbusch, R., Fischer, S and Startz, R., (2015), 'Macroeconomics', 11th edition, McGraw Hill.
- Economic development and planning. (1995). Mishra & Puri, Himalaya Publishing house
- Economics of Development and Planning. (2014).RK Lekhi, kalyani Publishers

- Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
- Hodkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
- Indian Economy. (2015). Mishra & Puri, Himalaya Publishing house
- Indian Economy. (2016). Dutt and Sundaram, S.Chand Publisher
- Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.
- Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.
- Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
- Macroeconomics. (2015). HL Ahuja, S.Chand Publishers
- Mankiew, G, N, 'Principles of Macroeconomics, 9th edition, Macmillan Learning.
- Micro Economics. (2016). HL Ahuja, S.Chand Publishers
- NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.
- Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.
- Pindyck, R.S., Rubinfeld, D.L. and Mehta, P.L., (2015), 'Microeconomics', 8th edition, Prentice Hall.
- Ray, D., (1998), 'Development Economics', Princeton University Press.
- Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics, London, Macmillan.
- Salvatore, D., and Reed, (2013), 'International Economics' 11th edition, Wiley. 11. Soderston, B.O. (1991), 'International Economics', Macmillan.
- Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.
- Srivastava, H.S. (1976), Unit Tests in Economics, New Delhi, NCERT.
- Thirawall, A., 'Growth and Development', Macmillan Publication.
- Todaro, M.P. and Smith, S.C., 'Economic Development', 8th edition, Pearson.
- Tyagi, S.D. (1973), Teaching of Economics (In Hindi), Agra: Vinod Pustak Bhandar.
- Varian, Hall R. (1992), 'Microeconomic Analysis' 3rd edition, W.W. Norton & Company, New York.
- Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books

Web Resources

- www.cseindia.org (for documentary films and DVD)
- www.india-seminar.com

- Janchetana.blogspot.com (Hindi and English)
- <http://www.ibe.unesco.org/publications/educationalpracticesseries>
- 1947PartitionArchive.org
- <http://www.indiabudget.nic.in/survey.asp>
- dsal.uchicago.edu
- <http://bombay.indology.info/mahabharata/statement.html>
- <http://archive.is/http://www.sdstate.edu/projectsouthasia>
- www.harappa.com
- <http://www.mughalgardens.org>
- <http://persian.packhum.org>
- www.museum.upenn.edu
- www.alifindia.or
- www.edumaritime.org
- <http://parliamentofindia.nic.in>
- www.gandhiserve.org
- www.copsey-family.org/~allenc/lakshmibai
- <https://earth.google.com>
- <http://www.mapsofindia.com>
- Position Paper National Focus Group on Teaching of Social Sciences, NCERT
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf
- Package in social science for professional development of in-service teachers, NCERT
http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf
- Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation
<http://azimpremjifoundation.org/pdf/LCXV.pdf>
- Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT
http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf
- <http://nroer.in/home/>
- <http://www.eathshala.co.in/>

Audio Visual Resources

- <http://www.kabirproject.org/the%20films>
- <https://www.youtube.com/watch?v=-E6Z-oSwfTA>
- <https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FStlCRg9hPujnRb5fsNmycez>

PEDAGOGY OF COMMERCE
COURSE CODE - SOE020217C3104

Year I
Semester II

Credit :4
Max Marks : 100

Essence of the Course

This course aims to provide student-teachers with the content and pedagogical aspects of Commerce. This course includes basic concepts of commerce discipline as sound content knowledge is essential for effective teaching. For providing students with pedagogical content knowledge, different methods, approaches and strategies of teaching commerce have been included. This course will help student-teachers understand key concepts of commerce as well as methods and procedure of teaching commerce effectively and efficiently.

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

- explain Meaning, & Scope of commerce.
- develop an understanding about important commercial operations like Trade, Insurance etc.
- know the aims and objectives of teaching commerce at secondary level.
- familiarize various approaches of writing instructional objectives.
- formulate instructional objectives in behavioural terms.
- use various approaches to lesson planning and enable them to design their lesson so as to make them interesting and understandable to the learners.
- familiarize the concept and true purpose of evaluation and be able to construct a test to identify the strength and problem areas of students.
- select appropriate methods, aids and techniques of teaching commerce at secondary level.
- select appropriate co-scholastic activities to promote meaningful learning of concepts.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
Total	48	16	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit 1 : Introductory Commerce

- Meaning, definition & Scope Of commerce.
- Trade: Meaning, Concept, Importance & Functions.
- Business organization: Meaning, Concept, characteristics & Types.
- Insurance: Meaning, Concept, Need, Importance, Types & Principles.

Unit 2 Writing Instructional Objectives

- Aims and objective of teaching commerce at secondary level
- Bloom's Taxonomy
- Approaches of writing Instructional Objective: Mager, Miller & RCEM Approach
- Writing Instructional Objectives in behavioural terms.

Unit 3 Lesson Planning in Commerce

- Meaning, Concept & Importance of Lesson Planning
- Various approaches to lesson planning: Herbart approach & Morrison approach.
- Preparation of Lesson Plan.

Unit 4 Teaching Methods & Evaluation

- Methods of teaching commerce: Lecture, Project, Problem solving
- Co-curricular activities: Objectives & Various types.
- Different Types of Co-Scholastic activities for strengthening the understanding of commerce.
- Formative V/s Summative Assessment
- Construction of Achievement test in commerce

Transactional Strategies

Unit 1: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.

Unit 2: Lectures, discussions, use of MOOCs, e-platforms, library assignment

Unit 3: Lectures, discussions, library assignments, PowerPoint presentations on various approaches to lesson planning, discussion on model lesson plan of commerce formulated by RIE's..

Unit 4: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.

Internal Assessment : A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr.No.	Activity	Mode	Weightage of Marks
1	Two Sessional will be conducted (Best one will be considered)	Test	10
2	(Lesson Plan Presentation on Any topic of Commerce From NCERT Commerce Book From class 10 th to 12 th by using all as mentioned in syllabus) Micro teaching skills) + Practicum	Lesson Plan & Presentation	10+5
3	Percentage of attendance	---	05
Total Marks			30

Practicum

- Design and Deliver a 15 Minutes presentation on any topic by using Lecture method.
- Prepare a report on India's Trade pattern.
- Prepare PowerPoint presentation on any topic covered in pedagogy of commerce syllabus.
- Sessional work/unit test/practicum/ project based activities and Terminal Assessments
- Construction of Achievement test in commerce

Suggested Readings

- Agrawal, J.C. (2008). *Teaching of commerce: A practical Approach*. New Delhi: Vikas publishing House
- Babu, M. (2009). *Teaching of commerce and accountancy*. Centrum Press.
- Bansal, R.R.(1994). *New trends in teaching of commerce; Models of teaching and conceptual learning*. Anmol Publishing House.
- Busham, Y.K. (1991). *Fundamentals of business organization & Management*. New Delhi: Sultan Chand & Sons
- Chandra, S.S. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications
- Doshi, S. (2009). *Modern methods of teaching commerce*. Paradise Publishers.
- Jawawi, R. (2010). *Reflective practices in teaching economics and commerce*. VDM Verlag Publications.
- Khan, M.S. (1982). *Commerce education*. New Delhi: Sterling Publications.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publishing House.
- Lloyd V. D.(1972). *Teaching business subjects (3rd Ed.)*. New Jersey: Prentice Hall Publications.
- Singh, R.P. & Mansoori, I. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications
- Singh, Y.K. (2009). *Teaching of commerce*. New Delhi: APH Publishing House.
- Tonne, H.A. (1975). *Methods of teaching business subjects*. New York: McGraw Company Ltd.
- Venkateswarlu, K. (1993). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.

DRAMA AND ART IN EDUCATION
COURSE CODE - SOE020218C2024

Year :I

Semester : II

Credit : 2+2 (Theory + Practicum)

Max Marks :100 (Theory + Practicum)

Essence of the Course

The course on Drama and Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of students in school through arts in education to be practiced by every teacher. Two year B.Ed. programme offers school based learning and draws on the latest research into effective teaching, ensuring graduates are well equipped to teach. The course will unfold the aesthetic potentialities of prospective teachers for enabling them to become contributing citizens by promoting all forms of arts in school through hands on experience and integration of art as pedagogy in different subject areas. Pupil teachers will also use these skills in practice teaching during school internship. The essence of Arts Education is to enhance analytical and critical thinking among students, Learning through arts will help student teachers in developing communication and interpersonal as well as presentational skills by bringing these in their teaching practice.

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

- familiar with the concept of art and its importance in daily life and education.
- develop competencies and skills for teaching of Art.
- acquire skills for integrating different art forms across school curriculum for better learning and develop.
- develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms.
- develop imagination and sense of art and creative interest in art in teaching learning process.
- develop and understanding of drama and art, the scope and purpose of art education and art as the basis of education.
- acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
- aware of forms of art, performing and visual and their significant role in human life.
- explore various dance forms and their integration in education practices.
- learn to identify areas that are best suited for drama exploration.
- recognize the role of drama as education in the elementary school and will learn about the different dance styles driven in India.

Teaching Scheme (session)*				Total (L+T+P) C	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	13	0	0	13	15 Marks (Theory) 15 Marks (Practicum)	35 Marks (Theory) 35 Marks (Practicum)	100 Marks
II	13	0	0	13			
III	0	0	20	20			
IV	0	0	18	18			
Total	26	0	38	64	30 Marks	70 Marks	100 Marks
L= Lecture, T=Tutorial, P=Practical							

Course Content

Unit -1 : Concept of Art and Education

- Concept of Art and meaning of Visual Communication.
- Elements of Art.
- Importance of colours in human life.
- Art in daily life.
- Art in Education.
- Folk Art- Madhubani, Warli.

Unit 2 : Aesthetic Sense and Performing Art

- Importance of Aesthetic sense in human life.
- Transformation of art and Aesthetic sense through Education.
- Introduction of Drama and its types, social and educational relevance of performing art and its place in contemporary Indian society.
- General introduction of seven classical Dance styles, knowledge of Indian Dance & Drama traditions both in classical and Folk Song.
- Drama and Arts as pedagogy of learning and development.
- Exposure to selective Basic skills required for Drama and Art.

Unit 3 : Methods and Materials of Art and Performing Art

- Making of Still-Life, Landscape, Portrait Painting, Clay Model and Glass Painting.

- Calligraphy in Hindi and English.
- Stage craft & design, technology and direction of performance.
- Acting for production, play production process.

Unit 4 : Printing, Painting & Crafting

- Making Show-Pieces by Paper-cutting and folding.
- Waste Utilization.
- Arrangement Painting with Ladyfinger, Potato, Onion and leaf- any simple block etc.
- Representational Drawing and Painting from Nature - Birds, Animals, Flowers, and Fruits etc.
- Collage-Making, Poster-Making.

Transactional Strategies

Hand on experience of working in different medium and materials, preparation and presentation of teaching learning materials, workshop, exhibition, slid/film show, project work, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs brain-storming, interaction with artists, lectures and demonstration.

Internal Assessment Strategies: A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practicum respectively as follows.

S. No.	Theory		Practical	
	Mode	Marks	Mode	Marks
1	Two- Internal Assessment (Best one will be considered)	5x2=10	File work and Viva	10
2	Assignment	2.5	Live performance	2.5
3	Percentage of attendance	2.5	Percentage of attendance	2.5
	Total	15	Total	15
	Total Mark: 30			

External Assessment Strategies :

A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term end semester examination	35	35
2	Practical	Project Reports	15	35
		Spot visual/performing activity	10	
		viva	10	
Total Marks				70

Practicum – Suggestive List

- 1) Still life Painting.
- 2) Landscape Painting.
- 3) Portrait Painting.
- 4) Poster Making.
- 5) Clay Model
- 6) Glass Painting.
- 7) Products making out of Waste material.
- 8) Collage making.
- 9) Folk arts.
- 10) Paper folding and cutting.

Suggested Readings :

- Kakkar Rekha, Makkhar Ragini (2018), *Drama, art and aesthetics in education*, Agra: Rakhi Prakashan.
- Gill Rajesh (2018), *Art Education*, New Delhi: Paragon International Publishers.
- Gill Rajesh (2017), *A textbook of art education*, New Delhi: Paragon International Publishers.
- Singh Chitralekha (2016), *Drama and art in education*, Agra: Publisher Shri Vinod Pustak Mandir.
- Chetan Bharti (2016), *Drama and art in education*, Kalyani Publishers.
- Raw K. Ravikant and P. Ananad Kumar (2017), *Drama and Art in Education*, Neelkamal.
- Saxena Avnish and Sirth Sushil (2016), *Drama, art and aesthetics in education*, Agra:Rakhi Prakashan Raman Tower, Sanjay place.
- Sharma R. P., Sharma R. K.(2016), *Drama and art in education*, Agra: Radha prakashan mandir.
- Kumar Rajender (2016), *Drama and art in education*,Rajsthan: Jain Prakashan Mandir.

- Roy Reeta (2017), *Perfect art education*, Arya: Publisher Company.
- Chandok Amargeet (2016), *Art and education*, Delhi: Bookman.
- Jain Ritu (2016), *Art education*, Delhi: Bookman.
- Chaturvedi Snehlata (2016), *Art education*, Delhi: Bookman.
- Sharma Sudhir, Singh Kuljeet (2016), *Art Education*, Delhi: Bookman.
- Prasad Devi (1998), *Art as the basis of Education*, New Delhi: NBT.
- Chawla S.S. (1986), *Teacher of Art*, Patiala: Publication bureau Punjabi university.
- NCERT (2006), *Position paper national focus group on Arts. Music, Dance and theatre*. New Delhi: NCERT.
- CCRT official website.
- Vatsyayan, kapila (1977), *classical India Dance in literature and the Arts*, New Delhi: Sangeet natak Akademi.
- Chauhan Rita (2016), *drama, Art and Education*, Agra: Agrawal Publications, Sanjay Place.
- Bhattacharya Dilip (1999), *Musical Instrument of tribal India*, New Delhi.

CRITICAL UNDERSTANDING OF ICT
COURSE CODE - SOE020219C0022

Year :II
Semester: IV

Credit: 2
Max Marks: 50

Essence of the Course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with skills of basic computer literacy and ICT-aided learning; and applications of ICT in administrative and academic support systems.

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

- familiarize with computer system.
- work on Word processing, Spread sheets and Presentation software.
- operate on Internet with safety.
- elucidate the application of ICT for Teaching Learning.
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
- access on line course materials – MOOC and other platforms.
- develop conceptual understanding of Information & Communication Technology
- identify and discuss the policy concerns regarding ICT in Education

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
					Internal Assessment	External Assessment	Total Marks
Unit	L	T	P	C	15 Marks	35 Marks	50 marks
I	6	2	22	30			
II	8	2	20	30			
Total	14	4	42	60	15 Marks	35 Marks	50 Marks

L=Lecture, T=Tutorial, P=Practical

Course Content / Syllabus

Unit -1 Fundamentals of Computer

- Introduction of Computer, Components of Computer
- Hardware: Input and Output Devices, Central Processing Unit, Memory and Storage
- Software: Meaning and Types, Features of Application Software, Operating System and its functions, MS Windows, Linux, iOS
- MS WORD: Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae, Preparation of Worksheets
- MS Power Point:, Basic components of MS Power Point and its operation, creation of Power point Presentation Preparation of different types of slides, slide design, colour and background, slide transition, custom animation

Unit 2: Conceptual Understanding of Information and Communication Technology and Internet

- Information and communication technology: Meaning, Concept and Challenges of Integration of ICT in School
- Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India and National Mission on Education through ICT (NMEICT),
- Internet: Ways of using the Internet in teaching learning process, E-mail, Google Drive, Google Group, Search Engines, Safe surfing mode
- E- educational Resources & Platforms : MOOC's , SWAYAM, Gyan Darshan, Gyan Vani, Sakshat Portal, e-Gyan Kosh, Wikipedia, Face Book, You Tube, Google Scholar

Transactional Strategies:

Unit I

- i) Hands on experience in ICT Lab
- ii) Demonstration on various application of MS Office
- iii) Development of teaching learning resources using MS Office
- iv) Internet Surfing/Web browsing in ICT Lab

Unit II:

- i) Discussion on various ICT related issues
- ii) Lecture cum Demonstration method will be used,

- iii) Interaction with ICT software and hardware specialist
- iv) Power point presentation on various topics

Internal Assessment Strategies :

A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Presentation from suggestive list (Best one out of Two)+ Viva- Voce	Power Point Presentation	5+5
2	Preparation of a Practical File on various topics	Assignment	2.5
3	Percentage of attendance		2.5
	Total Marks		15

Practical

Choose any two of the following and Make a soft file and submit in CD form for evaluation:

- Making of a resume in MS Word.
- Making of a Lesson Plan in MS Word.
- Making of presentation in MS Power Point of any topic from B.Ed. Curriculum or school subject.
- Making of progress report-card and annual results in MS Excel.
- Graphical representation of data.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

NOTE: External practical will be conducted by external examiner at the end of the semester

Suggested Readings

- Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale: University Press.
- Brian K. W. & Stacey, S. (2005). *Using information technology*, 6th Edition Tata McGraw Hill, Curtin,
- Dennis, Sen, Kunal, Foley, Kim, Morin & Cathy (1997). *Information technology: The breaking wave*. New York: Tata McGraw Hill.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*, Prentice

Hall,

- DSERT, Karnataka (2012). *Position paper on ICT mediation in education*. DSERT.
- MHRD, GOI (2004 revised 2010). *National ICTC schools scheme, development of education and literact*. MHRD, New Delhi
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II and III). John Wiley and Sons.
- National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf
- NCERT (2013). *National repository of open educational resources*, CIET, New Delhi (nroer.gov.in)
- Rosenberg, M.J. (2001) *e-learning*. New York: McGraw Hill.

Web resources

- E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
- Free Software Foundation, www.fsf.org/
- www.unesdoc.unesco.org/images/0013/001390/139028e.pdf
- Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/RevisedICT_School.pdf
- http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners
- National Policy on Information and Communication Technology (ICT) In School Education, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
- Understanding MOOCs (2013), edited by Sanjaya Mishra, http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%202_Littlejohn_final_1June2013.pdf
- Increasing Access through Mobile Learning, (2014) edited by Mohamed Ally and Avgoustos Tsinakos,, http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y
- David Porter and Russell Beale (2015) A Policy Brief on MOOCs, <http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Mobile Learning – UNESCO, Steve Vosloo, 1 minute, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3601
- Expanding Mobile Learning, 2013, UNESCO, Nil Viasnoff (interviewer), 2 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999

- How ICT can Support Teacher Training. 2014, UNESCO, [Asha Kanwar](#) (speaker 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722 and video
- Leveraging Mobile Technology for Education, 2013, UNESCO, [Nil Viasnoff](#) (interviewer), 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2997
- Vidya M. S.(2014), Technology tools for Teachers, http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf
- E-learning: A Guidebook of Principles, Procedures and Practices, SOM NAIDU (2006), cemca.org.in/ckfinder/userfiles/files/e-learning_guidebook.pdf
- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>
- Educational Multimedia: A Handbook for Teacher-Developers (2003), cemca.org.in/ckfinder/userfiles/files/EdMul_Full.pdf
- EXCEL TUTORIAL, <http://www.excel-easy.com/>
- TONY BATES, Teaching in a Digital Age, <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=221> www.ictcurriculum.gov.in.

ICT in Education
COURSE CODE - SOE020236GEC2024

Year I
Semester: II

Credit: 4
Max Marks: 100

Essence of the Course:

The ultimate aim of teaching ICT in Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation. Using technology in a classroom is an important skill for pursuing ICT enabled education. This course focuses on equipping the students with skills of basic computer literacy and ICT-aided learning.

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

- familiarise with computer system.
- work on Word processing, Spread sheets and Presentation software,
- operate on Internet with safety.
- elucidate the application of ICT for Teaching Learning.
- develop various skills to use computer technology for sharing the information.
- access on line course materials – MOOC and other platforms.
- develop conceptual understanding of Information and Communication Technology.
- discuss and formulate an opinion about recent trends of ICT in education

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	10	2	3	15	30 Marks (15 Theory + 15 Practical)	70 Marks (35 Theory +35 Practical)	100 Marks
II	10	2	3	15			
Practical	0	6	54	60			
Total	20	10	60	90	30 Marks	70Marks	100 Marks

L= Lecture, T=Tutorial, P=Practical

Course Content / Syllabus

Unit –I Fundamentals of ICT and its Tools

- Introduction of Computer, Components of Computer
- Hardware: Input and Output Devices, Central Processing Unit, Memory, Storage
- Software: Meaning and Types, Features of Application Software
- ICT tools and their utility

Unit II: Conceptual Understanding of Information and Communication Technology

- Meaning & Concept of Information and communication technology
- Types of Communication: Verbal, Nonverbal, Synchronous and Asynchronous Communication
- Role, importance and challenges of utilisation of ICT in education
- Recent trends of ICT in education: MOOCs, Blended learning, Flipped classroom.

Practical:

- MS WORD: Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae, Preparation of Worksheets
- MS Power Point:, Basic components of MS Power Point and its operation, creation of Power point Presentation Preparation of different types of slides, slide design, colour and background, slide transition, custom animation
- Internet: Ways of using the Internet in teaching learning process, E-mail, Google Group, Google Drive, Search Engines, Safe surfing mode
- Accessing E- educational Platforms: Gyan Darshan, Gyan Vani, Sakshat Portal, e-Gyan Kosh, Wikipedia, Face Book, You Tube, Google Scholar.

Transactional Strategies:

Unit I:

- Discussion on various tools of ICT
- Demonstration of hardware of computer in ICT lab
- Lecture-cum-discussion on softwares

Unit II:

- Discussion and demonstration of various types of communication
- Lecture-cum-discussion on role, importance, challenges and recent trends of ICT in education
- Debate on whether ICT is bane or boon in education.

Internal Assessment Strategies: A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two sessional tests (Best one will be considered)	(One written + one practical)	10
2	Preparation of an Practicum File on various topics followed by presentation in the classroom	Practicum + Presentation (PPT)	10+ 5
3	Percentage of attendance	As per University rules	5
	Total Marks		30

Practical

Choose any two of the following and Make a soft file and submit in CD form for evaluation:

- Making of a resume in MS Word.
- Making of presentation in MS Power Point of any topic.
- Making of progress report-card and annual results in MS Excel.
- Graphical representation of data.
- Making of projects using internet.
- Report of experience of e-learning using any platform mentioned in the syllabus.
- Any other project/assignment given by the institution.

NOTE: External practical will be conducted by external examiner at the end of the semester

Suggested Readings

- Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale: University Press.

- Brian K. W. & Stacey, S. (2005). *Using information technology*, 6th Edition Tata McGraw Hill, Curtin,
- Dennis, Sen, Kunal, Foley, Kim, Morin & Cathy (1997). *Information technology: The breaking wave*. New York: Tata McGraw Hill.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*, Prentice Hall,
- DSERT, Karnataka (2012). *Position paper on ICT mediation in education*. DSERT.
- MHRD, GOI (2004 revised 2010). *National ICTC schools scheme, development of education and literact*. MHRD, New Delhi
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II and III). John Wiley and Sons.
- National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf
- NCERT (2013). *National repository of open educational resources*, CIET, New Delhi (nroer.gov.in)
- Rosenberg, M.J. (2001) *e-learning*. New York: McGraw Hill.

Web resources

- E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
- Free Software Foundation, www.fsf.org/
- www.unesdoc.unesco.org/images/0013/001390/139028e.pdf
- Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf
- http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners
- National Policy on Information and Communication Technology (ICT) In School Education, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
- Understanding MOOCs (2013), edited by Sanjaya Mishra, http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%202_Littlejohn_final_1June2013.pdf
- Increasing Access through Mobile Learning, (2014) edited by Mohamed Ally and Avgoustos Tsinakos,, http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y
- David Porter and Russell Beale (2015) A Policy Brief on MOOCs, <http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Mobile Learning – UNESCO, Steve Vosloo, 1 minute,

- http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3601
- Expanding Mobile Learning, 2013, UNESCO, [Nil Viasnoff](#) (interviewer), 2 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999
- How ICT can Support Teacher Training. 2014, UNESCO, [Asha Kanwar](#) (speaker) 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722 and video
- Leveraging Mobile Technology for Education, 2013, UNESCO, [Nil Viasnoff](#) (interviewer), 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2997
- Vidya M. S.(2014), Technology tools for Teachers, http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf
- E-learning: A Guidebook of Principles, Procedures and Practices, SOM NAIDU (2006), cemca.org.in/ckfinder/userfiles/files/e-learning_guidebook.pdf
- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>
- Educational Multimedia: A Handbook for Teacher-Developers (2003), cemca.org.in/ckfinder/userfiles/files/EdMul_Full.pdf
- EXCEL TUTORIAL, <http://www.excel-easy.com/>
- TONY BATES, Teaching in a Digital Age, <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=221> www.ictcurriculum.gov.in.
- <https://swayam.gov.in/about>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315591/DfE_RR355 -
_Opportunities for MOOCs in schools FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315591/DfE_RR355_-_Opportunities_for_MOOCs_in_schools_FINAL.pdf)

ESSENTIALS OF GUIDANCE AND COUNSELING

COURSE CODE : SOE020237GEC2024

Year : I

Credit : 2+2 (Theory + Practicum)

Semester : II

Max Marks : 100 (Theory + Practicum)

Essence of the Course

The course on Essentials of Guidance and Counseling has been designed keeping in view the proper development of the individual. This course aims to counsel and guide the young generation for defining their career path ahead. It also helps to develop understanding and competencies required to counsel students. The course will unfold the potentialities of learners for enabling them to live life smoothly. The essence of Guidance and Counseling is to enhance analytical and critical thinking among students which will help students in developing their abilities as well as skills.

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

- develop conceptual understanding of guidance and its importance in daily life
- provide comprehensive training to learners
- help learners develop skills and techniques to provide the needed services to individuals, groups and organizations
- assess and diagnose the nature and intensity of day to day problems of the masses.
- enable the learner to integrate psychological principles and therapeutic techniques as required during the Counseling Process.
- develop professional competence among the learners
- differentiate between guidance and counseling
- develop the skills to establish congenial “on relationship” with the client/sufferers.
- identify principles that govern the guidance and counseling process
- list the main objectives of guidance and counseling programmes in education
- explore various types of guidance and counseling
- encourage learners to maintain the highest standards in offering services to individuals, groups and organizations
- critically analyze the role of a teacher as a guide in school
- differentiate among various guidance services
- identify various qualities of a teacher necessary for a counseling role
- develop competencies and skills to live life smoothly.

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		C	Internal Assessment	External Assessment
I	13	0	0	13	15 Marks (Theory) 15 Marks (Practicum)	35 Marks (Theory) 35 Marks (Practicum)	100 Marks
II	13	0	0	13			
Practicum	0	0	38	38			
Total	26	0	38	64	30 Marks	70 Marks	100 Marks

L=Lecture, T=Tutorial, P=Practicum

Course Content / Syllabus

Unit -1 Conceptual Understanding of Guidance

- Concept, Nature and areas of Guidance
- Fundamental Principles of Guidance
- Need for Guidance Services in India
- Types of Guidance: Educational, vocational and Personal
- Role of Parents and teachers in Guidance

Unit 2 Counseling

- Concept of Counseling
- Difference between Guidance and Counseling
- Types of Counseling:
 - (a) Direct Counseling
 - (b) Indirect Counseling
 - (c) Eclectic Counseling
- Teacher as a Counselor

Practical: 1. Administration and interpretation of any two of the following :

- Intelligence Test
 - Interest Inventory
 - Aptitude Test
 - Personality Test
2. Prepare a case study of two students one general and one problem students
 3. Planning/Preparing Guidance Programme for School.
 4. Plan a Motivational Schedule for enhancing learning
 5. Create a School Development Plan for initiating a guidance and counseling programme in schools

Transactional Strategies:

Lecture cum discussion, Use of Audio Visual learning material, discussion brainstorming reflection, Conduct counseling sessions, Assignments on various topics, Lecture cum demonstration, presentation of case study of students in need of counseling, group participation and group discussions while some activities will be carried out individually, Workshops on various topics, Fieldwork, Project work, Individual assignment or self-study, Conduct of Psychological Tests, Teaching learning materials, workshop, exhibition, slid/film show, project work, group work planning of a stage

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

		Theory		Practical	
S. No.	Mode	Marks	Mode	Marks	
1	Two- Internal Assessment	5x2=10	Project Work and Viva-voce	Percentage of attendance	12.5
2	Assignment	2.5			
3	Percentage of attendance	2.5	Total	15	
	Total	15	Total	30	
	Total Marks	30			

External Assessment Strategies: A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term end semester examination	35	35
2	Practical	Project Reports	25	35
		Viva-Voce	10	
Total Marks				70

Suggested Readings:

- Traxler, A.E..(1961). *Techniques of guidance*, New York: Harper & Bros.
- Roeber, E. & Smith, G. D.(1955). *Organisation and administration of guidance programmes*, New York:Mc Graw Hill Book Co.
- Chadurvethi, R. (2006). *Guidance and counseling techniques*, Chennai: S B A Book.
- Pesricha, P.(1976). *Guidance & counseling in indian education*, NCERT, New Delhi.
- Paterson, C.H.(1962). *Counseling and guidance in schools*, New York: Harper & Bros.
- Mehdi, B. (1967). *Educational & vocational guidance in india*, NCERT, New Delhi.
- Migel,J.(2001). *Counseling in careers guidance*, U S.: Open University Press.
- urlock, E. B. (2008). *Developmental psychology* (5th ed.). London: McGraw-Hill.
- Nayak, A. K. (2007). *Guidance and counselling*.New Delhi: APH Publishing.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood and adolescence* (8th ed.). Belmont: Wadsworth.
- Okum, B. F., & Kantrwitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7th ed.). Belmont: Thomson.
- Perry, W. (2008). *Basic counselling techniques: A beginning therapist's toolkit* (2nd ed.). Bloomington: Author House.
- Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling: A manual* (10th reprint). New Delhi: Sterling.
- Ajowi, J. O., & Simatwa, E. M. W. (2010). The role of guidance and counseling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu district. *Educational research and reviews*, 5(5), 263–272. Retrieved from: <http://www.academicjournals.org/ERR>
- Yuksel-Sahin, F. (2009). The evaluation of counselling and guidance services based on teacher views and their prediction based on some variables. *International journal of instruction*, 2(1). Retrieved from: www.e-iji.net
- Abdullah, S. (2007). Islam and counselling: Models of practice in Muslim communal life. *Journal of Pastoral Counseling*, 42–55. Retrieved from: http://www.iona.edu/academic/artsscience/orgs/pastoral/issues/2007_v42/SomayaAbdullaha.pdf

PERFORMING AND VISUAL ARTS

Course Code : SOE020238GEC2024

Year I

Credit: 4 (2 Theory + 2 Practicum)

Semester II

Max Marks: 100 (Theory + Practicum)

Essence of the Course

The course on Performing and Visual Arts has been designed keeping in view the development of the self through arts for every student. B.Ed. programme offers General Elective course to the students of other Departments. The course will unfold the aesthetic potentialities of students for enabling them to become contributing citizens by promote all forms of arts through hands on experience and integration of art in different subject areas. The essence of Arts Education is to enhance analytical and critical thinking among students and learning through the arts will help student in developing their communication and interpersonal skills as well as presentational skills by bringing these in their daily practice.

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

- familiar with the concept of Performing and Visual Arts its importance in daily life.
- develop competencies and skills for teaching of Art.
- explore how art can enhance learning.
- get acquainted with various local, national art forms.
- present and describe their art work in a creative and expressive manner.
- acquire skills for integrating different art forms across Country for better learning.
- develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms.
- develop imagination sense and creative interest in different form of art.
- develop consciousness & awareness towards society through drama..
- aware of forms of art, performing and visual and its significant role in human life.
- explore various dance forms and their integration in daily life.
- learn to identify areas that are best suited for drama exploration.
- recognize the role of drama as education in the elementary school and will learn about the different dance styles driven in India.

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		C	Internal Assessment	External Assessment
I	13	0	0	13	15 Marks (Theory) 15 Marks (Practicum)	35 Marks (Theory) 35 Marks (Practicum)	100 Marks
II	13	0	0	13			
III	0	0	20	20			
IV	0	0	18	18			
Total	26	0	38	64	30 Marks	70 Marks	100 Marks
L=Lecture, T=Tutorial, P=Practicum							

Course Content / Syllabus

Unit -1 : Introduction to Performing and Visual Arts

- Concept of Performing and Visual Arts
- Music, Dance, Theatre
- Elements of art.
- Importance of colour and psychology of colours.
- Classical art.

Unit 2 : Acting Direction and Applied Arts

- Acting according to Natyashastra.
- Concept of Direction and Design.
- History of advertising.
- Prominent folk art in India.

Unit 3 :Performing and Design Technology

- Acting.
- Direction.
- Stage Craft & Design Technology.
- Basic Drawing.
- Writing skills.
- Design -2d/3d.
- Waste utilization.

Unit 4 : Play Production Process

- Performance based on Mime.
- Acting Performance with Voice and speech.
- Practical of Direction and Stage Craft.
- Advertising art and ideas.
- Ideas of print painting.
- Poster design/ Hoarding

Transactional Strategies : Hand on experience of working in different medium and materials, preparation and presentation of teaching learning materials, workshop, exhibition, slid/film show, project work, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs brain-storming, interaction with artists, lectures and demonstration.

Internal Assessment Strategies : A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

		Theory		Practicum	
S. No.	Mode	Marks	Mode	Marks	
1	Two- Internal Assessment	5x2=10	File work and Viva		10
2	Assignment	2.5	Live performance		2.5
3	Percentage of attendance	2.5	Percentage of attendance		2.5
	Total	15	Total		15
	Total Marks				30

External Assessment Strategies : A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term end semester examination	35	35
2	Practicum	Project Reports	15	35
		Spot visual/performing activity	10	
		viva	10	
Total Marks				70

Suggested Readings

- Singh Yadav, Narendra (2012), *Graphic design, rajsthan:rajsthan*, Hindi Granth Akadami, Jaipur.
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- Singh Chitralkha (2016), *Drama and art in education*, Agra: Publisher Shri Vinod Pustak Mandir.
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- Kumar Rajender (2016), *Drama and art in education,rajsthan*: Jain Prakashan Mandir.
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- Bhatachrya Dilip (1999), *Musical instrument of tribal india*, New Delhi.