

# Scheme

## B.Ed. (Bachelor of Education)



## School of Education

Academic Session : 2018-20

**Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System for the Session 2019-21**

**Total No. of Credits in Four Semesters = 96 (88 + 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	<b>To be taken from other Department/MOOC</b>	100	4	4	30%	70%
<b>Total</b>		<b>26</b>		<b>650</b>	<b>26</b>	<b>26</b>		
<b>Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours</b>								
•	<ul style="list-style-type: none"> <li>• 1 Credit Theory = 16 hours in a semester</li> <li>• 1 Credit = 25 Marks</li> </ul>							
•	<ul style="list-style-type: none"> <li>• Course Code offered to other Department in Semester I is presented in Table-1</li> </ul>							

**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	SOE020135GEC2024	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	Art in Education (Visual & Performing Arts)	100	2	2	6	30%	70%
6	SOE020219C0022	2	ICT in Education	50	0	2	4	30%	70%
7	SOE020220C0044	4	School Internship**	100	0	4	8	60%	40%*
<b>Total</b>		<b>26</b>		<b>650</b>	<b>18</b>	<b>8</b>	<b>34</b>		

### Practicum/Hands on/ Students Activity /Seminar/Workshop etc. 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 I<sup>st</sup> 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	SOE020236GEC2024	ICT in Education	Semester II
2	SOE020237GEC2024	Essentials of Guidance and Counseling	Semester II
3	SOE020238GEC2024	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/MOOC	100	4	0	4	30%	70%
	<b>Total</b>	<b>20</b>		<b>500</b>	<b>4</b>	<b>32</b>	<b>36</b>		

**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 weeks during 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	30%	70%
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%
<b>Total</b>		<b>24</b>		<b>600</b>	<b>22</b>	<b>2</b>	<b>24</b>		

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 2<sup>nd</sup>Year (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

# Semester-IV



**GENDER, SCHOOL AND SOCIETY  
COURSE CODE - SOE020422C3104**

**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) <b>C</b>	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			
<b>Total</b>	<b>48</b>	<b>16</b>	<b>64</b>	30 Marks	70 Marks	100 Marks

**L = Lecture, T= Tutorial, P=Practicum**

## **Course Content / Syllabus**

### **Unit -1 : Introduction to Gender**

- Gender: Concept, Difference between Gender and Sex
- Gender related Concepts: Sexuality, Feminism, Equity and Equality
- Gender Identity and Socialisation Process
- Gender Roles through Social Institutions : Family, Community, Society

### **Unit 2 : Gender and School**

- Gender bias in School Enrolments, Dropouts, Household Responsibilities and Societal Attitudes towards Girl's Education
- Gender Issues in Schools: Bullying, Eve teasing, Sexual Abuse
- Gender Construction through Curriculum, Hidden Curriculum.
- Gender Sensitivity Pedagogy

### **Unit 3 : Gender and society**

- Concept of Patriarchy and Matriarchy
- 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 since 2000

### **Unit 4 : Role of Media and Government in Gender Parity**

- Role of Print and Electronic Media in Gender Stereotyping
- Provisions for developing gender parity:
  - Domestic Violence Act(2005)
  - Reservation for Women (2008)
  - Supreme Court Verdict about Transgender(2018)
  - National Policy for the Empowerment of Women, 2001
  - Triple Talak Act

### **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	Three Sessional tests will be conducted(Better two will be considered)	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### 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-get-too-many-privileges-no-country-for-women-india-gendergap-index/story/1/1478.html>[Accessed 2015, September 14]
- Dhar, A. (2012). *42 per cent of Indian children are underweight*. The Hindu. October 10.
- 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.
- Gupta, S., & Dhull, K. (2018). *Gender, school and society*. New Delhi: Sudha Publication.
- International Labour Organization. (2014). *Global employment trends 2014: Risk of jobless recovery*

- Jammer, V. (1998). *Attainment struggle to make healthier food choices: The importance of psychological and social factors*. *Psychological Health*. 24 (9): 1003-20. 156
- Kabir, N. (2014). *What works in reducing gender inequality*. Available: <https://oxfamblogs.org/fp2p/whatworks-in-reducing-gender-inequality-great-overview-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.
- Malhotra, S. (2015). *India in the world economic forum global gender gap report 2015*. Business Today, November 23.
- Masoodi, A. (2016). *Budget 2016/mixed bag for women*. Livemint, 6th March.
- 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.
- Pachauri, G. (2018). *Gender, school and society*. Meerut: R. Lal Publication.
- 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-education-adversely-affects-girls/> [Accessed 2015, January 12].

- 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/selfie-with-daughter-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.
- Tavares, Rebecca R. and Mishra, Y. (2016). *Budget 2016: To really transform India, focus on women first*. The Times of India. March 1.
- 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-marriage-boost-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://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://online.library.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=kykInvoFT1HewCgzWDX-Xkp-O2w#v=onepage&q=gender%20issues%20in%20education%20and%20its%20impact%20on%20society&f=false>  
<https://www.ithaca.edu/wise/gender/>  
<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/>

**CURRICULUM TRANSACTION**  
**COURSE CODE – SOE020423C3104**

**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) <b>C</b>	Examination Scheme		Total Marks
Unit	L	T/P		Internal Assessment	External Assessment	
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
<b>Total</b>	<b>48</b>	<b>16</b>	<b>64</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>L= Lecture, T=Tutorial, P=Practicum</b>						

## **Course Content / Syllabus**

### **Unit -1 : Curriculum Development**

- Concept and Process of Curriculum Development
- Curriculum organization: Horizontal & Vertical
- Bases of Curriculum Development: Sociological, Psychological & Philosophical
- 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 and Behavioural

### **Unit 3 : Curriculum Model & Transaction**

- Models of Curriculum Development - Tylor's Model and Hilda Taba's Model
- Modes of Curriculum 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
- Content 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	Three Sessional tests will be conducted(Better two will be considered)	Test	20
2	Practicum and Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### Practicum :

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

### Suggested Readings :

- Aggrawal, J.C., & Gupta, S. (2005). *Curriculum development*. New Delhi: Shipra Publisher.
- Ainsworth, L. (2014). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Houghton Mifflin Harcourt Publishers.
- 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.
- Bhatia, S.K., & Jindal, S. (2016). *A textbook of curriculum, pedagogy and evaluation*(1<sup>st</sup> Edition). Paragon Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers.
- Jenkins, D., & Shifrnan, 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.
- Madan, P. (2017). *Curriculum development and assessment* (1<sup>st</sup> Edition) (Hindi). Agarwal Publisher.
- 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
- Ornstein, 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*. New Delhi, NCERT.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi, Shri Sai Printographers.

### **Web Sources**

- NCF-2005 available on [www.ncert.ac.in](http://www.ncert.ac.in)
- NCFTE:[http://www.ncte-india.org/publicnotice/NCFTE\\_2010.pdf](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](http://www.teindia.nic.in/files/national_curriculu-for-teacher-education-2009.pdf)

**CREATING AN INCLUSIVE SCHOOL  
COURSE CODE – SOE020424C3104**

**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		
				Internal Assessment	External Assessment	Total Marks
Unit	L	T/P	C	30 Marks	70 Marks	100 Marks
I	12	4	16			
II	12	4	16			
III	12	4	16			
IV	12	4	16			
<b>Total</b>	<b>48</b>	<b>16</b>	<b>64</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**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
- Characteristics and Educational Programme of Special Need Children with specific reference to Sensory Impairment, Learning Disability and Giftedness

### **Unit 2 : Conceptual understanding of Inclusive Education**

- Inclusive Education: Concept, Meaning and Characteristics
- Models of Inclusion
  - (i) Charity Model (ii) Human Rights Model
- 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)
  - Policies guidelines on Inclusive Education, UNESCO- 2009
- National Policies & Programmes
  - RCI Act, 1992
  - PWD Act, 1995
  - National Policy on Disability (2006)
  - 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	Three Sessional tests will be conducted (Better two will be considered)	Test	20
2	Practicum and Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**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 mainstreamed (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., & 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.

- 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 Publisher.
- Frederickson, N., & Cline, T. (2009). *Special educational needs, inclusion and diversity* (2<sup>nd</sup> 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. (2018). *Exceptional learners: An introduction to special education*. (14<sup>th</sup> edition) 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.
- Messily, K. (2012). *Confronting marginalisation in education: A framework for promoting inclusion*. London: Rutledge Publication.
- 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*. New Delhi: NCERT.
- 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.
- Ysseldyke, J.E. (2016). *Special education: A practical approach for teachers* (1<sup>st</sup> Edition). Kanishka Publishers.

## Web Resources

- Consortium for Research on Educational Access, Transitions and Equity. Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA15.pdf](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](mailto: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/pdf/SALAMA\\_EPDF](http://www.unesco.org/education/pdf/SALAMA_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](mailto: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](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](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](https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development)

**UNDERSTANDING THE SELF**  
**COURSE CODE -SOE020425C1102**

**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 develop the capacity 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
- 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	Total
1	10	2	4	16	15 marks	35 marks	50 Marks
2	10	2	4	16			
<b>Total</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>32</b>	<b>15</b>	<b>35</b>	<b>50</b>

**L= Lecture, T= Tutorial, P= Practicum**

**Course Content / Syllabus**

**Unit 1: Exploring the Self**

- Fundamentals of self-exploration: Self-concept, Self Identity, Self Image, Self-Esteem, Self-motivation
- 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 & Social media)
- Techniques of Stress Management
- Group & Social Harmony
- Development of resilience
- SWOC Analysis

### **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.

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Two Sessional tests will be conducted(Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

## Suggested Readings

- Feldonan, R.S. (2019). *Essentials of understanding psychology* seventh edition. New Delhi: Tata McGraw Hill.
- Farrell, T. S. C. (2019). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.
- Adair, J. and Allen, M. (2018). *Time management and personal development*. London: Hawksmere.
- Luft J and Ingham H. (2017). *The johari window: A graphic model for interpersonal relations*, University of California Western Training Lab.
- Hadfield, J. A. (2016). *Psychology and morals*. London: Methuen & Co.
- Kubalker, R. (2015). *Know your stress-manage your stress*. New Delhi: Neel Kamal Publishers.
- Snyder, C.R. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage Publishers.
- GuroI, A (2010) Determining the reflective thinking skills of pre-service teachers in learning and teaching process. Turkey: Firat University.
- Lewis, M. & Brooks-Gunn, J. (2009). *Self knowledge 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.
- Sheorron, B. (2008). *The presentation skills workshop*. New Delhi: Prentice Hall of India.
- Rohrer, J. (2008). *ABC of awareness*. oberurnen: UTD Media.
- Simanowitz, V. and Pearce, P. (2003). *Personality development*. Beckshire: Open University Press.

## Web resources

<https://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.38.020187.001503>  
[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://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://southeastinforms.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](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.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>



**ENVIRONMENTAL EDUCATION**  
**COURSE CODE -SOE020426C1102**

**Year: II**  
**Semester: IV**

**Credit : 2**  
**Max Marks : 50**

**Essence of the Course:**

This course is designed to develop an understanding about the nature of environment and various factors coming in the way of environment preservation. Education has to play a major role in learning and learn for environment and making pupil teachers aware of various means of preserving the environment and sustainable development. This course will also develop an understanding about various aspects of environment based observation and illustration, drawn from life 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 the 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 the environment.
- analyze the various causes for environmental disequilibrium.

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

**L= Lecture, T=Tutorial, P=Practicum**

**Course Content / Syllabus**

**Unit -1 : Conceptual Understanding of Environmental Education**

- Concept & Components of Environment.
- Concept & Components of Environmental Education.

- Aims and Objectives of Environmental Education.
- Strategies for Environmental Education.

### 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.
- Sustainable Developments.
- Role of Education, School and Teacher in Environment Conservation.

### 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 (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

### Practicum :

- To prepare a report on the 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 :

- Abbas, G. Northern Areas Strategy for Sustainable Development: Environmental Education. (2003). Retrieved from [http://cmsdata.iucn.org/downloads/bp\\_env\\_edu.pdf](http://cmsdata.iucn.org/downloads/bp_env_edu.pdf)
- Aggarwal, J. C.(2010). *Education for values, environment and human rights*. Delhi: Shipra Publications.
- Briceno, S. & Pitt, C.D. (Ed.). (2018). *New ideas in environmental education*. U.K: Routledge Publication.
- Environmental Ethics. (n.d.). Retrieved December 20, 2018, from <http://dspace.vpmthane.org:8080/jspui/bitstream/123456789/4154/1/FC%20Sem%204%20%20ENVIRONMENTAL%20ETHICS.pdf>
- Environmental Education – the path to Sustainable Development. (n.d.). Retrieved November 20, 2018, from [https://www.pro-e.org/files/environmental\\_education.pdf](https://www.pro-e.org/files/environmental_education.pdf)
- Environmental Education: A Strategy for the Future. (n.d.). Retrieved November 20, 2018, from [https://nmardoin.people.stanford.edu/sites/g/files/sbiybj4916/f/documents/EE\\_Strategy\\_for\\_the\\_Future.pdf](https://nmardoin.people.stanford.edu/sites/g/files/sbiybj4916/f/documents/EE_Strategy_for_the_Future.pdf)
- Environmental Education Framework: Creating an Environment to Educate about the Environment (2003). UNEP. Retrieved from <http://www.unep.or.jp/ietc/Focus/pdf/ee-frame.pdf>
- Catherine, J. (2011). *Environmental education*. New Delhi: Neel Kamal Publication.
- Environmental Ethics. (n.d.). Retrieved December 25, 2018, from <http://dspace.vpmthane.org:8080/jspui/bitstream/123456789/4154/1/FC%20Sem%204%20%20ENVIRONMENTAL%20ETHICS.pdf>
- Environmental Education – the path to Sustainable Development. (n.d.). Retrieved November 20, 2018, from [https://www.pro-e.org/files/environmental\\_education.pdf](https://www.pro-e.org/files/environmental_education.pdf)
- Environmental Education Framework: Creating an Environment to Educate about the Environment (2003). UNEP. Retrieved from <http://www.unep.or.jp/ietc/Focus/pdf/ee-frame.pdf>
- Gopal Dutt, N. H. (2014). *Environmental education*. New Delhi: Neel Kamal Publication.
- Jain, K.C., & Garg, R. (2016). *Environment Education*. Ludhiana: Vijaya Publication.
- Krishnamacharyulu, V. et al. (2017). *Environmental education*. New Delhi: Neel Kamal Publication.
- Nagarjan, K. (2017). *Environmental education*. Chennai: Sriram Publisher.
- Packiam, S. (2018). *Education for sustainable development*. New Delhi: Neel Kamal Publication.
- Palmer, P., & Neal, P. (2003). *The handbook of environmental education*. UK: Routledge 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.
- Sharma, S. (2016). *Environment Education*: New Delhi: R. Lall Publication.
- Saminathan, B. (2015). *Environmental education*. Retrieved from <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf>

- Verma, K. & Kaur, G. & Singh, P. (2010). *Introduction to environment*. New Delhi: Indira Gandhi National Open University.

#### Web Sources:

- [http://shodhganga.inflibnet.ac.in/bitstream/10603/76004/8/08\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/76004/8/08_chapter%202.pdf) Retrieved November 30, 2018
- <https://www.unescap.org/sites/default/files/CH15.PDF> Retrieved November 30, 2018
- [https://www.pro-e.org/files/environmental\\_education.pdf](https://www.pro-e.org/files/environmental_education.pdf) Retrieved November 30, 2018
- [http://envfor.nic.in/divisions/ic/wssd/doc4/consul\\_book\\_persp.pdf](http://envfor.nic.in/divisions/ic/wssd/doc4/consul_book_persp.pdf) Retrieved November 30, 2018
- [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\\_Web\\_V.pdf.pdf?sequence=3&isAllowed=y](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_Web_V.pdf.pdf?sequence=3&isAllowed=y) Retrieved November 30, 2018
- <https://nptel.ac.in/courses/120108004/module1/lecture1.pdf> Retrieved December 3, 2018
- <http://publishing.unesco.org/chapters/978-92-3-104039-9.pdf> Retrieved December 5, 2018
- [http://ncert.nic.in/book\\_publishing/enviro\\_nu/eei.pdf](http://ncert.nic.in/book_publishing/enviro_nu/eei.pdf) Retrieved December 5, 2018
- [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) Retrieved December 11, 2018
- <http://www.hbcse.tifr.res.in/resources/talks-by-hbcse-members/jr-2/utsav-nmsf-pbl-feb2013.pdf> Retrieved December 11, 2018
- [https://nios.ac.in/media/documents/dled/Block1\\_505.pdf](https://nios.ac.in/media/documents/dled/Block1_505.pdf) Retrieved December 11, 2018
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>. Retrieved December 11, 2018

**YOGA EDUCATION**  
**COURSE CODE - SOE020427C2024**

**Year II**  
**Semester IV**

**Credit: 4 (2 Practical + 2 Theory)**  
**Max Marks : 100 (50 Practical + 50 Theory)**

**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 Pranayama, Asana, Ashtang Yoga of Patanjali, Yogic diet, Meditation, their importance, precautions and benefits along with the need and importance of yoga education in the education system. At the end of the course, students will be able to practice yoga and motivate others to adopt yogic practices for holistic development of personality and social harmony.

**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 and demonstrate different types of Yogasanas.
- Demonstrate some important Asanas and Pranayama while observing precautions.
- Practice yoga and motivate others for practicing Yoga.
- Comprehend how Yoga and Education are complementary to each other.
- Orient towards practicing meditation and yogic life-style.
- Plan and conduct instruction and appropriate assessment in Yoga.
- Write report on practice of Yoga.

Teaching Scheme (session)*				Total (L+T+P) <b>C</b>	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	13	2	0	15	<b>30 Marks</b>	<b>35 Marks (Theory Paper)</b>	<b>100 Marks</b>
<b>II</b>	13	2	0	15			
<b>III</b>	10	0	20	30		<b>35 marks (Practical File and Viva-voce)</b>	
<b>IV</b>	10	0	20	30			
<b>Total</b>	46	4	40	90	<b>30 Marks</b>	<b>70 Marks</b>	

**L= Lecture, T=Tutorial, P=Practical, C=Cumulative**

**COURSE CONTENT / SYLLABUS (THEORY)**

**Unit 1 : Introduction to Yoga**

- Etymology of Yoga, Brief introduction to Origin, History and Development of Yoga
- Yoga, its Nature, Aims and Misconceptions.
- Distinction between Yogasana and Non-Yogic physical practices.
- General Guidelines and Preparatory Steps for Yogic Practices.

- Patanjali's Ashtang Yoga
- Role of yoga practice in developing concentration, will power and discipline.

### **Unit 2 : Yoga Education for Holistic Living**

- Concept and Importance of Yoga Education and Objectives of Yoga Education in Teacher Education Programmes
- Yogic principles of Healthy living and Character-building
- Concept of Triguna and Yogic Diet
- Meditation, its preparation, steps and types.
- Self-Management of Excessive Tension (SMET)
- Eight step teaching method of Yoga, Assessment techniques and Report writing

### **PRACTICAL**

#### **Pranayamas, their Process, Precautions and Benefits**

- Kapalbhati, Anulom Vilom, Bhramari, Ujjayi, Bhastrika, Kumbhak, Nadi Shodhan.
- Shithilikarana Vyayama (Jogging, Mukha Dhauti, Loosening of ankle joints, Loosening of Knee joints, Loosening of Hip joints, Pada Sanchalana, Front and Back bending of Waist, Side Bending and Twisting of Waist, Rotation for Shoulder-joints, Neck-Stretch, Tiger Stretch, Back-Stretch and Breathing exercises with Hand movements
- Surya Namaskar (Pranamasana, Hastauttanasana, Hasta Padasana, Ashwa Sanchalanasana, Dandasana, Ashtanga Namaskara, Bhujangasana, Parvatasana, Ashwa Sanchalanasana, Hasta Padasana, Hastauttanasana, Tadasana)
- Yog Nidra

#### **Asanas, their Process, Precaution and Benefits**

- Sitting postures: Sukhasana, Siddhasana, Padmasana, Vajrasana, Paschimottanasana, Matsyasana, Ardha Matsyendrasana, Gomukhasana
- Standing postures: Tadasana, Trikonasana, Vrikashana, Garudasana, Ardha Chakrasana, Chakrasana, Natarajasana, Virabhadrasana, Ardha Chandrasana, Utkatasana
- Laying postures: Uttanpadasana, Vipreet Karni, Adhomukh Vakrasana, Bhujangasana, Dhanurasana, Mayurasana.
- Upside postures: Halasana, Sarvangana, Sheersasana

#### **Transactional Strategies**

**Theory :** Lecture cum discussion, Review of various literature available on yoga, Demonstration and Presentation, Group discussion, Review of various ancient literature, Use of PPT and Videos and Panel discussion

**Practical :** Lecture cum demonstration, Use of PPT and videos, Group discussion and presentation, Excursion and Practicum

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

Activity	Mode	Weightage of Marks
Sessional 1: Demonstration of Yogasanas/Pranayamas	Practical	10
Sessional 2 and 3: Written test of theoretical components (Best one will be considered)	Written	10
Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity)	Assignment & Presentation (PPT)	5
Percentage of attendance		5
<b>Total Marks</b>		<b>30</b>

### Suggested Readings

- Besant, A. (2005). *An introduction to yoga*, New Delhi: Cosmo.
- Gupta, S.K. (2019). *Yoga & concentration*, New Delhi publication, Delhi
- Kaul, H.K. (2013). *Yoga asana for everyone*. Surjeet Publishers.
- Kubalker, R. (2015). *Know your stress-manage*, Neel Kamal Publishers.
- Mangal, S.K., Mangal, U and Mana, S. K.(2009). *Yoga education*, New Delhi: Arya Publication.
- NCERT (2015). *Yoga: A healthy way of living secondary stage*, New Delhi. (Also available in Hindi)
- NCERT (2015). *Yoga: A healthy way of living upper primary stage*, New Delhi (Also available in Hindi)
- Omand, S. (2006). *Patanjali yoga*, Pradeep Gorakhpur: Gita Press.
- Pramanik, T.N. (2018). *Yoga Education*. New Delhi: Sports Publication.
- 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.

### Web links:

- <https://mea.gov.in/in-focus-article.htm?25096/Yoga+Its+Origin+History+and+Development> Retrieved on 07.01.2020
- <http://www.ncert.nic.in/gpPDF/pdf/tiyhw1s1.pdf> Retrieved on 07.01.2020
- <https://www.ncbi.nlm.nih.gov/pmc/artides/PMC3193654/> Retrieved on 07.01.2020
- <https://fitsri.com/yoga/trigunas> Retrieved on 07.01.2020
- <https://www.youtube.com/watch?v=zzZ4DemVXDw> Retrieved on 07.01.2020
- <https://yogavinireshikesh.com/12-surya-namaskar-postures-practice/> Retrieved on 07.01.2020
- <https://www.yogiclivesouls.com/how-to-teach-yoga-by-using-8-step-method/> Retrieved on 07.01.2020
- <http://krishnaprerna.in/rrff/BackGround-Bansiyog-SMET.pdf> Retrieved on 07.01.2020
- <https://www.yogajournal.com/meditation/let-s-meditate>. Retrieved on 07.01.2020
- <http://www.kkhsou.in/4mobile/deledunits/Course9Eng/unit1.pdf> Retrieved on 15.01.2019
- <https://www.rishikulyogshala.org/top-10-sitting-yoga-poses-asanas/> Retrieved on 15.11.2018
- <https://yogainternational.com/article/view/ground-your-home-practice-with-standing-poses> Retrieved on 25.10.2018
- <https://www.bookyogaretreats.com/news/yoga-inversions> Retrieved on 22.10.2018
- <http://www.kkhsou.in/4mobile/deledunits/Course9Eng/unit1.pdf> Retrieved on 16.10.2018
- <https://www.anandapaloalto.org/ashtanga-yoga/> Retrieved on 24.10.2018

**EDUCATIONAL ADMINISTRATION AND MANAGEMENT**  
**COURSE CODE -SOE020428DCEC1102**

**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			
<b>Total</b>	<b>24</b>	<b>8</b>	<b>32</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**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, Zila Parisad, SCERT, DIET, NCERT, IASE)
- 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.

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Two Sessional tests will be conducted (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

#### **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.
- Dhillan, S.S. (2019). *Educational administration: management and leadership*. New Delhi: Gyan Geeta Publications.
- Lunenburg, F.C. & Orenstein, A.C. (2012).*Educational administration- Concept & practices*. Canada, USA: Wadsworth, Cengage Learning Solutions.
- Luthans, F. (2005). *Organisational behavior*. New York: McGraw – Hills Inc.
- McCaffery, P. (2004). *The higher education manager's handbook*, NewYork 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.
- Nangia, S.B.(2009). *Educational administration*, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2018). *Leadership theory and practice*. New Delhi: Sage Publications.
- 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.
- Sharma, R. A. (2009). *Educational administration &management*. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012). *Educational administration & management*. New Delhi: Pearson Publications
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.

**LIFE SKILLS EDUCATION  
COURSE CODE -SOE020429DCEC1102**

**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		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
I	12	4	16	15 Marks	35 Marks	50 Marks
II	12	4	16			
<b>Total</b>	<b>24</b>	<b>8</b>	<b>32</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**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 the practice of life skills

### 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 (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

### 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](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](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 AND COUNSELLING  
COURSE CODE -SOE020430DCEC1102**

**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			
<b>Total</b>	<b>24</b>	<b>8</b>	<b>32</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50</b>

**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 as a Counsellor.
- Organization of Guidance Programmes in schools.

## Unit 2 : Counselling Services & Ethics

- Types of Counselling Services
- 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(Better 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	Assignment& Presentation (PPT)	2.5
3	Percentage of attendance	-	2.5
<b>Total Marks</b>			<b>15</b>

### 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 :

- Gladding, R.(2018). *Introduction to counseling*, New Delhi : Pearson.
- Kubalker, R. (2015). *Know your stress-manage your stress*, Neel Kamal Publishers.
- Oberoi, S.C (2015). *Educational vocational guidance & counselling*, International Publishing House.
- Steve, D. (2012). *The basics of communication:A relational Perspective*, Sage Publishers.
- Gibson Robert & Mitchell Marianne (2005): *Introduction to Guidance & Counseling*, 6th edition, Prentice Hall of India, N. Delhi.
- Madhukar Indira (2005):*Guidance & Counseling*, Authors Press, N. Delhi

- Aggrawal JC (1991): *Educational & Vocational Guidance & Counseling*, 7th edition, Doaba House, N. Delhi.
- Feldonan, R.S. (2009). *Essentials of understanding psychology seventh edition*, Tata Mc Graw Hill, New Delhi.
- Singh LK & Sudarshan KN (1996): *Vocational Education, DPH Education Series*, Discovery Publishing house, N. Delhi.
- Kochhar SK (1987): *Educational & Vocational Guidance in Secondary Schools*, Sterling Publishers, N. Delhi.
- Sheorron, B. (2008). *The presentation skills workshop*, Prentice Hall of India, New Delhi.

**Web Resources :**

- Systemic Reforms for Curriculum Change, [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/Systemic\\_reforms\\_final.pdf](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](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf).



**HEALTH AND PHYSICAL EDUCATION  
COURSE CODE - SOE020431DCEC1102**

**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			
<b>Total</b>	<b>30</b>	<b>5</b>	<b>35</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**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.
- Concept of Wellness and measures to ensure wellness
- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control
- Nutrition: Elements of Balanced Diet, Food habits

## 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
- Rules, Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Football.
- 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 (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance	-	2.5
<b>Total Marks</b>			<b>15</b>

### Assignment/ Practicum:

- Prepare a Project Report on: Three types of Sports Ground.
- Write a detailed account of your participation in any team game (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 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 9<sup>th</sup> 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%201%20ti,%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](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 -SOE020432DCEC1102**

**Year : II**  
**Semester : IV**

**Credit: 2**  
**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
- acquaint 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		
				Internal Assessment	External Assessment	Total Marks
<b>Unit</b>	<b>L</b>	<b>T</b>	<b>C</b>	15 Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
<b>Total</b>	<b>24</b>	<b>8</b>	<b>32</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**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)
- 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, 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 (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

### 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*. New Delhi: NCERT.
- Govt. of India (1986). National Policy on Education. New Delhi: MHRD.
- Govt. of India (1992). Programme of Action (NPE). New Delhi: MHRD.
- 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*. MHRD, Government of India.
- NCERT (2002). Seventh all India school education survey. New Delhi: NCERT.
- NCERT (1986). School education in India – Present status and future needs. New Delhi: NCERT.
- NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.
- NCERT. (2006d). Position paper-national focus group on teaching of Indian language. New Delhi: NCERT.
- Salamatullah, (1979). *Education in social context*, New Delhi: NCERT.
- Sykes, Marjorie (1988). *The story of nai talim*, Wardha:Naitalim Samit.
- UNESCO (2004). *Education for all: The quality imperative*. Paris: EFA Global Monitoring Report.

**COMPARATIVE EDUCATION**  
**COURSE CODE -SOE020433DCEC1102**

**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 secondary 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 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
- acquaint with educational systems prevailing in various nations
- 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, U.K. and U.S.A.
- interpret the need & importance of secondary education and its vocationalisation

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			
<b>Total</b>	<b>24</b>	<b>8</b>	<b>32</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**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 of education system

### Unit 2 :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 (Better 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	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
<b>Total Marks</b>			<b>15</b>

### 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.
- Chaube, S. P.(2009). *Comparative education*. New Delhi: Vikas Publication.
- Chaube, S. P.(2017). *Features of comparative education*. New Delhi: Vikas Publication.
- Cowen , R. (2017). *Narrating and relating educational reform and comparative education*. Switzerland AG. : Springer Nature
- Cramer, I.F. & Brown, G.S. (1965). *Contemporary education: A comparative study of national system*. New York: Harcourt Brace & Company.
- Denis, L. (1986). *School curriculum planning*. London: Hodder ad Stoughton.
- Dent, H.C. (1981). *Educational system of England*. London: George Allen and Unwon.
- Edward, A. K. (1960). *The secondary schools curriculum*. New York: Harper and RowPublishers.
- Hans, N. (1961). *Comparative education*. London: Routledge and Kegan Paul.
- Harold A. & Elsic, J. A. (1957). *The curriculum*. New York: The MacMillan Company.
- Holmes, B. (2018). *Comparative education : Some considerations of method*. London: Taylor & Francis Group
- International encyclopaedia of curriculum. (1991) London: Pergamon Oxford.
- Kandel, I.L. (1963). *Studies in comparative education*. New York: George Harrup.
- Marshall, J.(2019). *Introduction to Comparative and International Education*. New Delhi: SAGE Publication India Pvt. Ltd.
- Parmaji, S, (1984). *Distance education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Rajput, J.S. (2004). *Encyclopedia of indian education*. New Delhi: NCERT.
- Sodhi T.S. (1988). *A text book of comparative education*. New Delhi: Association of Indian Universities, IGNOU.
- William, M. A. (1966). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston.

**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			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>	<b>30</b>	<b>70</b>	<b>100</b>

**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(Better one will be considered)	Test	20
2	Practicum and Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	5
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### 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. (2018). *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 of 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 behaviour

Teaching Scheme (session)*				Total (L+T+P) <b>C</b>	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30 Marks	70 Marks	100 Marks
II	12	4	0	16			
III	12	4	0	16			
IV	12	4	0	16			
<b>Total</b>	<b>48</b>	<b>16</b>	<b>0</b>	<b>64</b>	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, and scope
- Aim and objectives of peace education
- Role of organizations involved in promoting peace education (UNO, UNESCO)

### Unit 3 : Peace for Conflict Management

- Meaning and nature of conflicts
- Conflict Management: Concept and significance
- 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 (Better one will be considered)	Test	20
2	Practicum and Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

## 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 :

- Arulsamy, S. (2016). *Peace and value education.*, New Delhi: Neelkamal Publication.
- Barash, P. David (2000). *Approaches to peace.* New York: Oxford University Press.
- Charles, K., & Selvi, A. (2016). *Peace and value education.* New Delhi: Neelkamal Publication.
- Gandhi, M.K. (1944). *Non-violence in peace and war.* Ahmedabad : Navajivan Publishing House.
- Kapani, M. (2000). *Education in human values – concept and practical implications.* New Delhi: Sterling Publishers.
- National Curriculum Framework (2005) position paper, National Focus group on Education for Peace. New Delhi: NCERT.
- Pandey, S. (2004). *Education for peace, self instructional package for teacher education.* New Delhi: NCERT.
- UNESCO (2001). *Learning the way of peace: A teacher guide to education for peace,* UNESCO.

## Web Sources

- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/education\\_for\\_peace.pdf](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.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](http://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](https://dialog1.webs.com/sejv2i1/samwaad_2.pdf)
- <http://shodhganga.inflibnet.ac.in/bitstream/10603/36399/7/chapter%202.pdf>