

School of Education, B.El.Ed. (Scheme of Studies) 2018-22

Semester I (ODD)

| S.No. | Course | Course Title | L | T | P | C |
|--------------|---------|---------------------------------|-----------|----------|----------|-----------|
| 1 | SEED101 | Child Development I | 2 | 0 | 0 | 2 |
| 2 | SEED103 | Contemporary India | 4 | 0 | 0 | 4 |
| 3 | SEED105 | Nature of Language | 4 | 0 | 0 | 4 |
| 4 | SEED107 | Core Mathematics | 4 | 0 | 0 | 4 |
| 5 | SEED109 | Core Natural Sciences | 4 | 0 | 0 | 4 |
| 6 | SEED111 | Core Social Sciences | 4 | 0 | 0 | 4 |
| 7 | SEED113 | Theater in Education I | 0 | 0 | 2 | 1 |
| 8 | SEED115 | Crafts and Participatory Work I | 0 | 0 | 2 | 1 |
| 9 | SEED117 | School Contact I | 0 | 0 | 2 | 1 |
| TOTAL | | | 22 | 0 | 6 | 25 |

Semester II (EVEN)

| | | | | | | |
|--------------|---------|----------------------------------|-----------|----------|-----------|-----------|
| 1 | SEED102 | Child Development II | 2 | 0 | 0 | 2 |
| 2 | SEED104 | English | 4 | 0 | 0 | 4 |
| 3 | SECH125 | Environmental Studies | 3 | 0 | 0 | 3 |
| 4 | SEED456 | Hindi Foundation | 4 | 0 | 0 | 4 |
| 5 | SEEL101 | Communication Skills | 4 | 0 | 0 | 4 |
| 6 | SEEL171 | Communication Skills Lab | 0 | 0 | 2 | 1 |
| 7 | SEED108 | Theater in Education II | 0 | 0 | 2 | 1 |
| 8 | SEED110 | Crafts and Participatory Work II | 0 | 0 | 2 | 1 |
| 9 | SEED112 | School Contact II | 0 | 0 | 4 | 2 |
| TOTAL | | | 17 | 0 | 10 | 22 |

Semester III (ODD)

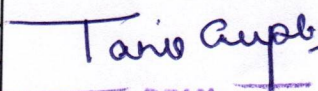
| | | | | | | |
|--------------|---------|------------------------------------|-----------|----------|-----------|-----------|
| 1 | SEED219 | Cognition and Learning I | 4 | 0 | 0 | 4 |
| 2 | SEED221 | Understanding Indian School System | 4 | 0 | 0 | 4 |
| 3 | SEED223 | Language Acquisition | 4 | 0 | 0 | 4 |
| 4 | SEED225 | Observing Children | 0 | 0 | 4 | 2 |
| 5 | SEED227 | Basic Sciences | 4 | 0 | 0 | 4 |
| 6 | SEED229 | Self-Development Workshop I | 0 | 0 | 2 | 1 |
| 7 | SEED231 | Physical Education | 0 | 0 | 2 | 1 |
| 8 | SEED233 | Service Learning I | 0 | 0 | 4 | 2 |
| TOTAL | | | 16 | 0 | 12 | 22 |

Semester IV (EVEN)

| | | | | | | |
|--------------|---------|--------------------------------|-----------|----------|----------|-----------|
| 1 | SEED214 | Cognition and Learning II | 3 | 0 | 0 | 3 |
| 2 | SEED216 | Language Across Curriculum | 4 | 0 | 0 | 4 |
| 3 | SEED218 | Curriculum Studies | 4 | 0 | 0 | 4 |
| 4 | SEED220 | School Planning and Management | 4 | 0 | 0 | 4 |
| 5 | SEED458 | Economics | 4 | 0 | 0 | 4 |
| 6 | SEED224 | Self-Development Workshop II | 0 | 0 | 2 | 1 |
| 7 | SEED226 | Academic Enrichment Activities | 0 | 0 | 2 | 1 |
| 8 | SEED228 | Service Learning II | 0 | 0 | 4 | 2 |
| TOTAL | | | 19 | 0 | 8 | 23 |

Semester V (Odd)

| | | | | | | |
|---|---------|----------------------------------|---|---|---|---|
| 1 | SEED335 | Pedagogy of School Subject I | 4 | 0 | 0 | 4 |
| 2 | SEED461 | Pedagogy of Mathematics | | | | |
| 3 | SEED337 | ICT and Elementary Education | 4 | 0 | 0 | 4 |
| 4 | SEED339 | ICT and Elementary Education Lab | 4 | 0 | 0 | 4 |
| 5 | SEED341 | Human Relation and Communication | 0 | 0 | 2 | 1 |
| 6 | SEED343 | Geography | 3 | 0 | 0 | 3 |
| 7 | SEED345 | Emerging Issues In Education | 4 | 0 | 0 | 4 |


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| | | | | | | |
|-----------------------------|----------|--------------------------------------|-----------|----------|-----------|-----------|
| 8 | SEED347 | Total Quality Management in | 4 | 0 | 0 | 4 |
| 9 | SEED349 | Developing Instructional Aids I | 3 | 0 | 0 | 3 |
| | | TOTAL | 22 | 0 | 6 | 25 |
| Semester VI (Even) | | | | | | |
| 1 | SEED330 | <i>Pedagogy of School Subject II</i> | 4 | 0 | 0 | 4 |
| | SEED454 | <i>Pedagogy of Natural Science</i> | | | | |
| 2 | SEED332 | Theory & Practice in Education | 4 | 0 | 0 | 4 |
| 3 | SEED334 | Innovative Practices in Teacher | 4 | 0 | 0 | 4 |
| 4 | SEED336 | Inclusive Education | 3 | 0 | 0 | 3 |
| 5 | SEMA338 | Mathematics | 4 | 0 | 0 | 4 |
| 6 | SEED340 | Developing Instructional Aids II | 0 | 0 | 4 | 2 |
| 7 | SEED342 | Guidance and Career Planning | 2 | 0 | 2 | 3 |
| | | TOTAL | 21 | 0 | 6 | 24 |
| Semester VII (Odd) | | | | | | |
| 1 | SEED 463 | Research Project I (Case study) | 0 | 0 | 2 | 2 |
| 2 | SEED465 | School Internship | 0 | 0 | 18 | 18 |
| | | Total | 0 | 0 | 20 | 20 |
| Semester VIII (Even) | | | | | | |
| 1 | SEED464 | Gender Perspectives in Education | 4 | 0 | 0 | 4 |
| 2 | SEED460 | Education of Children with Special | 4 | 0 | 0 | 4 |
| 3 | SEED462 | Value and Peace Education | 4 | 0 | 0 | 4 |
| 4 | SEED470 | Research Project II | 1 | 0 | 2 | 2 |
| 5 | SEED 466 | Political Science | 4 | 0 | 0 | 4 |
| 6 | SEED468 | Resource Centre Development | 0 | 0 | 4 | 2 |
| 7 | SEED 472 | Yoga Education | 2 | 0 | 0 | 2 |
| 8 | VAC | VAC | 0 | 0 | 0 | 0 |
| | | TOTAL | 19 | 0 | 6 | 22 |

Total Credits

183

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Jmp

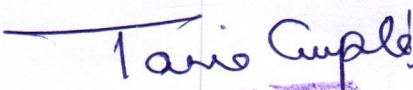
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SOED Scheme of Studies, B.El.Ed. Batch 2019-23 as per Choice Based Credit System(CBCS)

| | | Odd Semester | | | | Even Semester | | | |
|-------------|-------|--------------|--|-----------|--|--|--|--|---|
| | S.No. | Course Code | Course Title | Credits | S.No. | Course Code | Course Title | Credits | |
| First Year | 1 | SEED101A | Basic Concepts and Thoughts in Education | 4 | 1 | SEED102A | Child Development | 4 | |
| | 2 | SEED103A | Nature of Language I | 4 | 2 | SEED104A | Nature of Language II | 4 | |
| | 3 | SEED105A | Core Mathematics I | 4 | 3 | SEED106A | Core Mathematics II | 4 | |
| | 4 | SEED107A | Core Natural Sciences I | 4 | 4 | SEED108A | Core Natural Sciences II | 4 | |
| | 5 | SEED109A | Core Social Sciences I | 4 | 5 | SEED110A | Core Social Sciences II | 4 | |
| | 6 | | Open Elective | 4 | 6 | SEED112A | School Exposure II | 2 | |
| | 7 | SEED111A | School Exposure I | 2 | | | | | |
| | | | Total | 26 | | | Total | 22 | |
| Second Year | 1 | SEED213A | Cognition and Learning | 4 | 1 | SEED214A | Communication in Teaching-Learning Process | 4 | |
| | 2 | SEED215A | Language Acquisition | 4 | 2 | SEED216A | Logico- Mathematics Education | 4 | |
| | 3 | SEED217A | Observing Children | 2 | 3 | SEED218A | Arts in Education | 2 | |
| | 4 | SEED219A | Self-Development Workshop | 2 | 4 | SEED220A | Yoga Education | 2 | |
| | 5 | SEED221A | Service Learning | 2 | 5 | SEED222A | Understanding the Self | 2 | |
| | | | *Liberal Course (Optional I) | | | 6 | SEED224A | School Attachment Programme and Community Living | 2 |
| | 6 | SEED223A | English I | 4 | 7 | SEED226A | English II | 4 | |
| | | SEED225A | Hindi I | | | SEED228A | Hindi II | | |
| | | SEED227A | Chinese I | | | SEED230A | Chinese II | | |
| | | SEED229A | Mathematics I | | | SEED232A | Mathematics II | | |
| | | SEED231A | Physics I | | | SEED234A | Physics II | | |
| | | SEED233A | Chemistry I | | | SEED236A | Chemistry II | | |
| | | SEED235A | Biology I | | | SEED238A | Biology II | | |
| | | SEED237A | History I | | | SEED240A | History II | | |
| | | SEED239A | Political Science I | | | SEED242A | Political Science II | | |
| | | SEED241A | Geography I | SEED244A | Geography II | | | | |
| | | SEED243A | Economics I | SEED246A | Economics II | | | | |
| | | | | 8 | | | 4 | | |
| | | | Total | 18 | | | Total | 20 | |
| Third Year | 1 | SEED345A | Language Across the Curriculum | 4 | 1 | SEED348A | Contemporary India and Education | 4 | |
| | 2 | SEED347A | Total Quality Management in Education | 4 | 2 | SEED350A | Pedagogy of Environmental Studies | 4 | |
| | 3 | SEED349A | Story Telling and Children's Literature | 2 | Optional Course -Student will opt any one of Pedagogy subject | | | | |
| | 4 | SEED351A | Academic Enrichment Activities | 2 | | | | | |
| | 5 | SEED353A | School Engagement I | 2 | 3 | SEED352A | Pedagogy of Language | 4 | |
| | | SEED355A | English III | 4 | | SEED354A | Pedagogy of Mathematics | | |
| | | SEED357A | Hindi III | | | SEED356A | Pedagogy of Natural Science | | |
| | | SEED359A | Chinese III | | | SEED358A | Pedagogy of Social Science | | |
| | | SEED361A | Mathematics III | | | 4 | SEED360A | Developing Instructional Aids | 2 |
| | | SEED363A | Physics III | | | 5 | SEED362A | School Engagement II | 2 |
| | | SEED365A | Chemistry III | | | *Liberal Course (Optional IV) | | | |
| | | SEED367A | Biology III | | | 6 | SEED364A | English IV | 4 |
| | | SEED369A | History III | | | | SEED366A | Hindi IV | |
| | | SEED371A | Political Science III | | | | SEED368A | Chinese IV | |
| | | SEED373A | Geography III | | | SEED370A | Mathematics IV | | |
| | | SEED375A | Economics III | | | SEED372A | Physics IV | | |
| | | | | | | SEED374A | Chemistry IV | | |
| | | | | | SEED376A | Biology IV | | | |
| | | | | | SEED378A | History IV | | | |
| | | | | | SEED380A | Political Science IV | | | |
| | | | | | SEED382A | Geography IV | | | |
| | | | | | SEED384A | Economics IV | | | |
| | | | Total | 18 | | | Total | 20 | |
| Fourth Year | 1 | SEED477A | Research Project I (Case Study) | 2 | 1 | SEED486A | Gender and Schooling | 4 | |
| | 2 | SEED479A | School Internship | 17 | 2 | SEED488A | Inclusive Education | 4 | |
| | | | | | 3 | SEED490A | Environmental Education | 4 | |
| | | | | | 4 | SEED492A | Research Project II (Educational Issue) | 2 | |
| | | | | | 5 | SEED494A | Resource Center Development | 2 | |
| | | | | | 6 | SEED496A | Understanding ICT and Its Application | 2 | |
| | | | | | 7 | SEED544A | Gandhian Philosophy: Theory and Practices (Value Added Course) | 0 | |
| | | | Total | 19 | | | Total | 18 | |

Total Credits


161

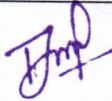

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SOED Scheme of Studies B.El.Ed. Batch 2020-24 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)

| | | Odd Semester | | | | Even Semester | | | |
|-------------|-------------|---------------|--|-----------|--|---------------------------------------|--|-------------------------------|---|
| S.No. | Course Code | Course Title | Credits | S.No. | Course Code | Course Title | Credits | | |
| First Year | 1 | SEED101A | Basic Concepts and Thoughts in Education | 4 | 1 | SEED102A | Child Development | 4 | |
| | 2 | SEED105A | Core Mathematics I | 4 | 2 | SEED104A | Nature of Language II | 4 | |
| | 3 | SEED107A | Core Natural Sciences I | 4 | 3 | SEED106A | Core Mathematics II | 4 | |
| | 4 | SEED109A | Core Social Sciences I | 4 | 4 | SEED108A | Core Natural Sciences II | 4 | |
| | 5 | SEED508A | Communication in Teaching-Learning Process | 4 | 5 | SEED110A | Core Social Sciences II | 4 | |
| | 6 | SEED534A | Environmental Education | 3 | 6 | SEED112A | School Exposure II | 2 | |
| | 7 | SEED542A | Disaster Management | 3 | 7 | SEED 525A | Value Education | 6 | |
| | | Total | | 26 | | Total | | 28 | |
| Second Year | 1 | SEED213A | Cognition and Learning | 4 | 1 | SEED214A | Communication in Teaching-Learning Process | 4 | |
| | 2 | SEED215A | Language Acquisition | 4 | 2 | SEED216A | Logico- Mathematics Education | 4 | |
| | 3 | SEED217A | Observing Children | 2 | 3 | SEED218A | Arts in Education | 2 | |
| | 4 | SEED219A | Self-Development Workshop | 2 | 4 | SEED220A | Yoga Education | 2 | |
| | 5 | SEED221A | Service Learning | 2 | 5 | SEED222A | Understanding the Self | 2 | |
| | | | *Liberal Course (Optional I) | | 6 | SEED224A | School Attachment Programme and Community Living | 2 | |
| | 6 | SEED223A | English I | 4 | | *Liberal Course (Optional II) | | 4 | |
| | | SEED225A | Hindi I | | | | | | |
| | | SEED227A | Chinese I | | | | | | |
| | | SEED229A | Mathematics I | | | | | | |
| | | SEED231A | Physics I | | | | | | |
| | | SEED233A | Chemistry I | | | | | | |
| | | SEED235A | Biology I | | | | | | |
| | | SEED237A | History I | | | | | | |
| | | SEED239A | Political Science I | | | | | | |
| | SEED241A | Geography I | | | | | | | |
| | SEED243A | Economics I | | | | | | | |
| | | Total | 18 | 8 | | Total | 20 | | |
| Third Year | 1 | SEED345A | Language Across the Curriculum | 4 | 1 | SEED348A | Contemporary India and Education | 4 | |
| | 2 | SEED347A | Total Quality Management in Education | 4 | 2 | SEED350A | Pedagogy of Environmental Studies | 4 | |
| | 3 | SEED349A | Story Telling and Children's Literature | 2 | Optional Course -Student will opt any one of Pedagogy subject | | | | |
| | 4 | SEED351A | Academic Enrichment Activities | 2 | | | | | |
| | 5 | SEED 353A | School Engagement I | 2 | | | | | |
| | | | *Liberal Course (Optional III) | | 3 | SEED352A | Pedagogy of Language | 4 | |
| | 7 | SEED355A | English III | 4 | | SEED354A | Pedagogy of Mathematics | | |
| | | SEED357A | Hindi III | | | SEED356A | Pedagogy of Natural Science | | |
| | | SEED359A | Chinese III | | | SEED358A | Pedagogy of Social Science | | |
| | | SEED361A | Mathematics III | | | 4 | SEED360A | Developing Instructional Aids | 2 |
| | | SEED363A | Physics III | | | 5 | SEED362A | School Engagement II | 2 |
| | | SEED365A | Chemistry III | | | | *Liberal Course (Optional IV) | | 4 |
| | | SEED367A | Biology III | | | 6 | SEED364A | English IV | |
| | | SEED369A | History III | | | | SEED366A | Hindi IV | |
| | | SEED371A | Political Science III | | | SEED368A | Chinese IV | | |
| | SEED373A | Geography III | | | SEED370A | Mathematics IV | | | |
| | SEED375A | Economics III | | | SEED372A | Physics IV | | | |
| 8 | VAC | VAC | 0 | | SEED374A | Chemistry IV | | | |
| | | | | | SEED376A | Biology IV | | | |
| | | | | | SEED378A | History IV | | | |
| | | | | | SEED380A | Political Science IV | | | |
| | | | | | SEED382A | Geography IV | | | |
| | | | | | SEED384A | Economics IV | | | |
| | | Total | 18 | | Total | 20 | | | |
| Fourth Year | 1 | SEED477A | Research Project I (Case Study) | 2 | 1 | SEED486A | Gender and Schooling | 4 | |
| | 2 | SEED479A | School Internship | 17 | 2 | SEED488A | Inclusive Education | 4 | |
| | | | | | 3 | SEED492A | Research Project II (Educational Issue) | 2 | |
| | | | | | 4 | SEED494A | Resource Center Development | 2 | |
| | | | | | 5 | SEED496A | Understanding ICT and Its Application | 2 | |
| | | | Total | 19 | | Total | 14 | | |
| | | | | | Total Credits | 163 | | | |


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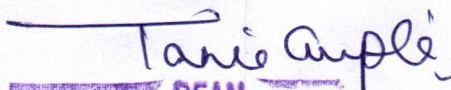

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SOED Scheme of Studies B.El.Ed. Batch 2021-25 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)

| | | Odd Semester | | | | Even Semester | | | | |
|-------------|----------|---------------|--|-----------|--|--|--|----------------------|----------------------|--|
| | S.No. | Course Code | Course Title | Credits | S.No. | Course Code | Course Title | Credits | | |
| First Year | 1 | SEED101A | Basic Concepts and Thoughts in Education | 4 | 1 | SEED102A | Child Development | 4 | | |
| | 2 | SEED103A | Nature of Language I | 4 | 2 | SEED104A | Nature of Language II | 4 | | |
| | 3 | SEED105A | Core Mathematics I | 4 | 3 | SEED106A | Core Mathematics II | 4 | | |
| | 4 | SEED107A | Core Natural Sciences I | 4 | 4 | SEED108A | Core Natural Sciences II | 4 | | |
| | 5 | SEED109A | Core Social Sciences I | 4 | 5 | SEED110A | Core Social Sciences II | 4 | | |
| | 6 | SHEL147A | Academic Writing and Composition (Open Elective) | 4 | 6 | SEED112A | School Exposure II | 2 | | |
| | 7 | SEED111A | School Exposure I | 2 | 7 | VAC | VAC | 0 | | |
| | | | Total | 26 | | | Total | 22 | | |
| Second Year | 1 | SEED213A | Cognition and Learning | 4 | 1 | SEED214A | Communication in Teaching-Learning Process | 4 | | |
| | 2 | SEED215A | Language Acquisition | 4 | 2 | SEED216A | Logico- Mathematics Education | 4 | | |
| | 3 | SEED217A | Observing Children | 2 | 3 | SEED218A | Arts in Education | 2 | | |
| | 4 | SEED219A | Self-Development Workshop | 2 | 4 | SEED220A | Yoga Education | 2 | | |
| | 5 | SEED221A | Service Learning | 2 | 5 | SEED222A | Understanding the Self | 2 | | |
| | | | *Liberal Course (Optional I) | | 6 | SEED224A | School Attachment Programme and Community Living | 2 | | |
| | 6 | SEED223A | English I | 4 | 7 | SEED226A | English II | 4 | | |
| | | SEED225A | Hindi I | | | | SEED228A | | Hindi II | |
| | | SEED227A | Chinese I | | | | SEED230A | | Chinese II | |
| | | SEED229A | Mathematics I | | | | SEED232A | | Mathematics II | |
| | | SEED231A | Physics I | | | | SEED234A | | Physics II | |
| | | SEED233A | Chemistry I | | | | SEED236A | | Chemistry II | |
| | | SEED235A | Biology I | | | | SEED238A | | Biology II | |
| | | SEED237A | History I | | | | SEED240A | | History II | |
| | | SEED239A | Political Science I | | | | SEED242A | | Political Science II | |
| | | SEED241A | Geography I | | | SEED244A | Geography II | | | |
| | | SEED243A | Economics I | | | SEED246A | Economics II | | | |
| | | | | 8 | SEED542A | Disaster Management | 4 | | | |
| | | | Total | 18 | | | Total | 24 | | |
| Third Year | 1 | SEED345A | Language Across the Curriculum | 4 | 1 | SEED348A | Contemporary India and Education | 4 | | |
| | 2 | SEED347A | Total Quality Management in Education | 4 | 2 | SEED350A | Pedagogy of Environmental Studies | 4 | | |
| | 3 | SEED349A | Story Telling and Children's Literature | 2 | Optional Course -Student will opt any one of Pedagogy subject | | | | | |
| | 4 | SEED351A | Academic Enrichment Activities | 2 | 3 | SEED352A | Pedagogy of Language | 4 | | |
| | 5 | SEED353A | School Engagement I | 2 | | SEED354A | Pedagogy of Mathematics | | | |
| | | | *Liberal Course (Optional III) | | | SEED356A | Pedagogy of Natural Science | | | |
| | | | | | | SEED358A | Pedagogy of Social Science | | | |
| | 6 | SEED355A | English III | 4 | 4 | SEED360A | Developing Instructional Aids | 2 | | |
| | | SEED357A | Hindi III | | | 5 | SEED362A | School Engagement II | 2 | |
| | | SEED359A | Chinese III | | | *Liberal Course (Optional IV) | | | | |
| | | SEED361A | Mathematics III | | | 6 | SEED364A | English IV | 4 | |
| | | SEED363A | Physics III | | | | SEED366A | Hindi IV | | |
| | | SEED365A | Chemistry III | | | | SEED368A | Chinese IV | | |
| | | SEED367A | Biology III | | | | SEED370A | Mathematics IV | | |
| | | SEED369A | History III | | | | SEED372A | Physics IV | | |
| | | SEED371A | Political Science III | | | | SEED374A | Chemistry IV | | |
| | | SEED373A | Geography III | | | SEED376A | Biology IV | | | |
| | SEED375A | Economics III | | | SEED378A | History IV | | | | |
| | | | | | SEED380A | Political Science IV | | | | |
| | | | | | SEED382A | Geography IV | | | | |
| | | | | | SEED384A | Economics IV | | | | |
| | | | Total | 18 | | | Total | 20 | | |
| Fourth Year | 1 | SEED477A | Research Project I (Case Study) | 2 | 1 | SEED486A | Gender and Schooling | 4 | | |
| | 2 | SEED479A | School Internship | 17 | 2 | SEED488A | Inclusive Education | 4 | | |
| | | | | | 3 | SEED490A | Environmental Education | 4 | | |
| | | | | | 4 | SEED492A | Research Project II (Educational Issue) | 2 | | |
| | | | | | 5 | SEED494A | Resource Center Development | 2 | | |
| | | | | | 6 | SEED496A | Understanding ICT and Its Application | 2 | | |
| | | | | | 7 | VAC | VAC | 0 | | |
| | | | Total | 19 | | | Total | 18 | | |

Total credits: - 165

165


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| SOED | of Studies B.El.Ed. Batch 2022-26 as per Choice Based Credit System (CBCS) and Learning Outcome Based Fram | | | | | | | | | | | | B.El.Ed. | | | | | | | | | | |
|------------------------|--|---------------|--|-------------|--------|---|---------------|---------|---|--|--|--|-----------|-----------|---|---------|----|--------|--------|---|---|---|---|
| YEAR | Odd Semester | | | | | | Even Semester | | | | | | | | | | | | | | | | |
| | S.No. | Course Code | Course Title | Course Type | L | T | P | Credits | S.No. | Course Code | Course Title | Course Type | L | T | P | Credits | | | | | | | |
| FIRST | 1 | SEED101A | Basic Concepts and Thoughts in Education | Theory | 4 | 0 | 0 | 4 | 1 | SEED102A | Child Development | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 2 | SEED103A | Nature of Language I | Theory | 4 | 0 | 0 | 4 | 2 | SEED104A | Nature of Language II | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 3 | SEED105A | Core Mathematics I | Theory | 4 | 0 | 0 | 4 | 3 | SEED106A | Core Mathematics II | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 4 | SEED107A | Core Natural Sciences I | Theory | 4 | 0 | 0 | 4 | 4 | SEED108A | Core Natural Sciences II | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 5 | SEED109A | Core Social Sciences I | Theory | 4 | 0 | 0 | 4 | 5 | SEED110A | Core Social Sciences II | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 6 | Open Elective | | Theory | 4 | 0 | 0 | 4 | 6 | SEED112A | School Exposure II | Practical | 0 | 0 | 4 | 2 | | | | | | | |
| | 7 | SEED111A | School Exposure I | Practical | 0 | 0 | 4 | 2 | | | | | | | | | | | | | | | |
| Total | | | | | | | | 26 | Total | | | | | | | | 22 | | | | | | |
| SECOND | S.No. | Course Code | Course Title | | L | T | P | Credits | S.No. | Course Code | Course Title | | L | T | P | Credits | | | | | | | |
| | 1 | SEED213A | Cognition and Learning | Theory | 4 | 0 | 0 | 4 | 1 | SEED214A | Communication in Teaching-Learning Process | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 2 | SEED215A | Language Acquisition | Theory | 4 | 0 | 0 | 4 | 2 | SEED216A | Logico- Mathematics Education | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 3 | SEED217A | Observing Children | Practical | 0 | 0 | 0 | 2 | 3 | SEED218A | Arts in Education | Theory | 0 | 0 | 4 | 2 | | | | | | | |
| | 4 | SEED219A | Self-Development Workshop | Practical | 0 | 0 | 4 | 2 | 4 | SEED220A | Yoga Education | Practical | 0 | 0 | 4 | 2 | | | | | | | |
| | 5 | SEED221A | Service Learning | Practical | 0 | 0 | 4 | 2 | 5 | SEED222A | Understanding the Self | Practical | 0 | 0 | 4 | 2 | | | | | | | |
| | | | | | | | | | | 6 | SEED224A | School Attachment Programme and Community Living | Practical | 0 | 0 | 4 | 2 | | | | | | |
| | *Liberal Course (Optional I) | | | | | | | | | *Liberal Course (Optional II) | | | | | | | | | | | | | |
| | SEED223A English I | | | | Theory | | | | | SEED226A English II | | | | Theory | | | | | | | | | |
| | SEED225A Hindi I | | | | Theory | | | | | SEED228A Hindi II | | | | Theory | | | | | | | | | |
| | SEED227A Chinese I | | | | Theory | | | | | SEED230A Chinese II | | | | Theory | | | | | | | | | |
| | SEED229A Mathematics I | | | | Theory | | | | | SEED232A Mathematics II | | | | Theory | | | | | | | | | |
| | SEED231A Physics I | | | | Theory | | | | | SEED234A Physics II | | | | Theory | | | | | | | | | |
| | SEED233A Chemistry I | | | | Theory | 4 | 0 | 0 | 4 | SEED236A Chemistry II | | | | Theory | 4 | 0 | 0 | 4 | | | | | |
| | SEED235A Biology I | | | | Theory | | | | | SEED238A Biology II | | | | Theory | | | | | | | | | |
| | SEED237A History I | | | | Theory | | | | | SEED240A History II | | | | Theory | | | | | | | | | |
| | SEED239A Political Science I | | | | Theory | | | | | SEED242A Political Science II | | | | Theory | | | | | | | | | |
| SEED241A Geography I | | | | Theory | | | | | SEED244A Geography II | | | | Theory | | | | | | | | | | |
| SEED243A Economics I | | | | Theory | | | | | SEED246A Economics II | | | | Theory | | | | | | | | | | |
| Total | | | | | | | | | 18 | Total | | | | | | | | | 24 | | | | |
| THIRD | S.No. | Course Code | Course Title | | L | T | P | Credits | S.No. | Course Code | Course Title | | L | T | P | Credits | | | | | | | |
| | 1 | SEED377A | Childhood and Growing Up | Theory | 4 | 0 | 0 | 4 | | | | | | | | | | | | | | | |
| | 2 | SEED345A | Language Across the Curriculum | Theory | 4 | 0 | 0 | 4 | 1 | SEED348A | Contemporary India and Education | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 3 | SEED347A | Total Quality Management in Education | Theory | 4 | 0 | 0 | 4 | 2 | SEED350A | Pedagogy of Environmental Studies | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 4 | SEED349A | Story Telling and Children's Literature | Theory | 4 | 0 | 0 | 2 | Optional Course -Student will opt any one of Pedagogy subject | | | | | | | | | | | | | | |
| | 5 | SEED351A | Academic Enrichment Activities | Practical | 0 | 0 | 4 | 2 | | | | | | | | | | | | | | | |
| | 6 | SEED353A | School Engagement I | Practical | 0 | 0 | 4 | 2 | | | | | | | | | | | | | | | |
| | *Liberal Course (Optional III) | | | | | | | | | *Liberal Course (Optional IV) | | | | | | | | | | | | | |
| | SEED355A English III | | | | Theory | | | | | SEED352A Pedagogy of Language | | | | Theory | 4 | 0 | 0 | 4 | | | | | |
| | SEED357A Hindi III | | | | Theory | | | | | SEED354A Pedagogy of Mathematics | | | | Theory | 4 | 0 | 0 | 4 | | | | | |
| | SEED359A Chinese III | | | | Theory | | | | | SEED356A Pedagogy of Natural Science | | | | Theory | 4 | 0 | 0 | 4 | | | | | |
| | SEED361A Mathematics III | | | | Theory | | | | | SEED358A Pedagogy of Social Science | | | | Theory | 4 | 0 | 0 | 4 | | | | | |
| | SEED363A Physics III | | | | Theory | | | | | SEED360A Developing Instructional Aids | | | | Practical | 0 | 0 | 4 | 2 | | | | | |
| | SEED365A Chemistry III | | | | Theory | 4 | 0 | 0 | 4 | SEED362A School Engagement II | | | | Practical | 0 | 0 | 4 | 2 | | | | | |
| | SEED367A Biology III | | | | Theory | | | | | *Liberal Course (Optional IV) | | | | | | | | | | | | | |
| | SEED369A History III | | | | Theory | | | | | SEED364A English IV | | | | Theory | | | | | | | | | |
| | SEED371A Political Science III | | | | Theory | | | | | SEED366A Hindi IV | | | | Theory | | | | | | | | | |
| SEED373A Geography III | | | | Theory | | | | | SEED368A Chinese IV | | | | Theory | | | | | | | | | | |
| SEED375A Economics III | | | | Theory | | | | | SEED370A Mathematics IV | | | | Theory | | | | | | | | | | |
| VAC | | | | | | | | | SEED372A Physics IV | | | | | | | | | Theory | | | | | |
| Total | | | | | | | | | 22 | SEED374A Chemistry IV | | | | | | | | | Theory | 4 | 0 | 0 | 4 |
| | | | | | | | | | SEED376A Biology IV | | | | | | | | | Theory | | | | | |
| | | | | | | | | | SEED378A History IV | | | | | | | | | Theory | | | | | |
| | | | | | | | | | SEED380A Political Science IV | | | | | | | | | Theory | | | | | |
| | | | | | | | | | SEED382A Geography IV | | | | | | | | | Theory | | | | | |
| | | | | | | | | | SEED384A Economics IV | | | | | | | | | Theory | | | | | |
| Total | | | | | | | | | 20 | Total | | | | | | | | | 20 | | | | |
| FOURTH | S.No. | Course Code | Course Title | | L | T | P | Credits | S.No. | Course Code | Course Title | | L | T | P | Credits | | | | | | | |
| | 1 | SEED477A | Research Project I (Case Study) | Practical | 0 | 0 | 0 | 2 | 1 | SEED486A | Gender and Schooling | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | 2 | SEED479A | School Internship | Practical | 0 | 0 | 0 | 17 | 2 | SEED488A | Inclusive Education | Theory | 4 | 0 | 0 | 4 | | | | | | | |
| | | | | | | | | | | 3 | SEED490A | Environmental Education | Theory | 4 | 0 | 0 | 4 | | | | | | |
| | | | | | | | | | | 4 | SEED492A | Research Project II (Educational Issue) | Practical | 0 | 0 | 4 | 2 | | | | | | |
| | | | | | | | | | | 5 | SEED494A | Resource Center Development | Practical | 0 | 0 | 4 | 2 | | | | | | |
| | | | | | | | | | | 6 | SEED496A | Understanding ICT and Its Application | Practical | 0 | 0 | 4 | 2 | | | | | | |
| Total | | | | | | | | | 19 | VAC (GTP) | | | | | | | | | Theory | 3 | 0 | 0 | 0 |
| | | | | | | | | | Total | | | | | | | | | 18 | | | | | |
| Total Credits: 169 | | | | | | | | | | | | | | | | | | | | | | | |

Tania Anup
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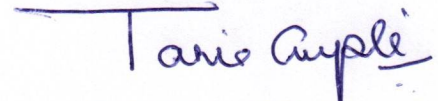
Bachelor of Elementary Education (B.El.Ed.)

(2018 - 2023)

| S.No. | Course Code | Course Title | Year of Introduction |
|-------|-------------|--|----------------------|
| 1 | SEED117 | School Contact I | 2016 |
| 2 | SEED112 | School Contact II | 2016 |
| 3 | SEED225 | Observing Children | 2016 |
| 4 | SEED233 | Service Learning I | 2016 |
| 5 | SEED228 | Service Learning II | 2016 |
| 6 | SEED463 | Research Project I (Case study) | 2016 |
| 7 | SEED465 | School Internship | 2016 |
| 8 | SEED470 | Research Project II (Educational issue) | 2016 |
| 9 | SEED111A | School Exposure-I | 2019 |
| 10 | SEED112A | School Exposure II | 2019 |
| 11 | SEED 217A | Observing Children | 2019 |
| 12 | SEED 221A | Service Learning | 2019 |
| 13 | SEED 224A | School Attachment Programme and Community Living | 2019 |
| 14 | | School Engagement-I | 2019 |
| 15 | SEED353A | SEED362A School Engagement II | 2019 |
| 16 | SEED477A | Research Project-I (Case Study) | 2019 |
| 17 | SEED479A | School Internship | 2019 |
| 18 | SEED492A | Research Project II (Educational Issue) | 2019 |



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|---------|------------------|---|---|---|---|
| SEED117 | SCHOOL CONTACT I | L | T | P | C |
| | | 0 | 0 | 2 | 1 |

Course Objectives:

- Students will interact with elementary school children
- Students will explore creative ways of organizing activities for children
- Students will reflect upon their experiences

Unit I: Plan for School Contact: Planning in terms of topic, method of introduction of content, mode of presentation, duration and specific activities

Activity 1: Morning Assembly Report

Activity 2: Observation Report on students movements and postures in the school

Activity 3: Indoor game 1 – Report

Unit II: School Contact: Interaction with children using planned activities Activity

4: Student interaction Report regarding academics

Activity 5: Student interaction Report regarding friends & social circle Activity

6: Student interaction Report regarding family

Unit III: Post Contact: Review and discussion with group members and faculty supervisors. This would include observation of children, collection of experiences and reflection upon experiences.

Activity 7: Report on special case student / experience of class teacher

Activity 8: Report on outdoor games

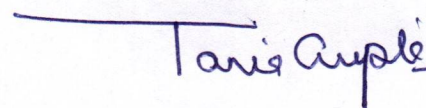
Unit IV: Record Keeping: The plan, description of activities with children, children's responses, difficulties faced and possible innovations

Activity 9: Report on Mid-day meal

Activity 10: Overall observation and commentary about the School



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|---------|-------------------|---|---|---|---|
| SEED112 | SCHOOL CONTACT II | L | T | P | C |
| | | 0 | 0 | 4 | 2 |

Course Objectives:

- Students will interact with elementary school children
- Students will explore creative ways of organizing activities for children
- Students will reflect upon their experiences

Unit 1: Plan for School Contact: Planning in terms of topic, method of introduction of content, mode of presentation, duration and specific activities:-

- Activity 1: Planning and executing an indoor game
 Activity 2: Planning and executing morning assembly
 Activity 3: Spot games like spelling bee / word formation

Unit II: School Contact: interaction with children using planned activities

- Activity 4: Organizing a game with a set of students from another class
 Activity 5: Organizing a competition on extemporaneous speech or Just a minute games
 Activity 6: Visiting the garden and nurturing the plants and cleaning the area.

Unit III: Post Contact: Review and discussion with group members and faculty supervisors. This would include observation of children collation of experiences and reflection upon experiences.

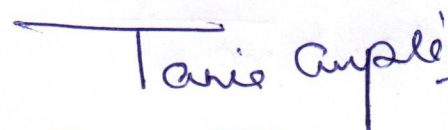
- Activity 7: Observing a demo class and giving report
 Activity 8: Creating a situation with a student problem and the trainees are asked to solve it.

Unit 4: Record Keeping: the plan, description of activities with children, children's responses, difficulties faced and possible innovations

- Activity 9: School visit and conducting the programmes
 Activity 10: Preparation and submission of the Record



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|---------|--------------------|---|---|---|---|
| SEED225 | OBSERVING CHILDREN | L | T | P | C |
| | | 0 | 0 | 4 | 2 |

Course Objectives:

- To acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal context.
- To establish links between developmental constructs and principles, and psycho-socio realities of growing children.
- To develop skills in observing and interviewing children, recording and reflective analysis.

Assignments:-Students are expected to undertake three assignments over the semester. Each assignment is designed to give very specific opportunities of generating knowledge from the field, testing, given theories and developing skills of interviewing children.

Assignment1: Children at Play

Objectives:

- To understand the nature of children's play at different age- levels
- To gain insight into the various dimensions of children's play, such as comprehension of rules, rulemaking, development of social roles and skills, relationship between language and play, issues of gender

Tasks and Time Frame:

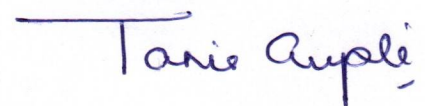
Students are required to observe a minimum of 4-5 children in each of the following age group: 3-5 years and 6-8 year. Children can be observed in naturalistic settings such as a play-ground or park in the neighborhood. Observation at each given time would be for about 1 hour, adding up to a total of 10 hours of each group .The hours of Observation may be spread over a period of 5- 6 weeks.

Record Keeping:

Students are required to keep detailed records of their observations. Students must learn to discuss the difference between raw data and the observations and interpretations thereof; it is expected that discussion amongst peer group and with faculty supervisor during the time allotted with this, would enable students to evolve frameworks of analyzing the observation data. Supervisor will facilitate the process of analyzing and interaction and help establish link with Theory.



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Assignment 2: A day in the Life of Children

Objectives:

- To examine the development of children with in varying socio-economic contexts.
- To understand the impact of dynamic social influences arising out of varied backgrounds-upon children and their education.

Task and Time Frame:

Students are required to undertake observations of individual children and their families in three diverse settings: a neighborhood children, a child from a 'Basti' and Child from affluent home. The neighborhood child essentially refers to a child from a middle class socio-economic background. This category must not overlap with any of other categories. Each of Three setting will require a distinct methodological approach. However, common guidelines which can serve both as an observational schedule and an interview schedule can be used. Such a guidelines would use following as a framework for gathering data: family, Physical space: Material Resources; Health and Nutrition; School Related Factors; Human Support Strictures; family Interactions.

The Neighborhood Child:

Students will be expected to observe a child within the home once on a school day and once on a school holiday. Observations should begin from the time a child awakes in the morning and continue till she retired for the day. Observation may include to talking to parents only to fill in gaps. Observation may be conducted unobtrusively and without any attempt to intrude into the privacy of the family.

The Child from a Basti:

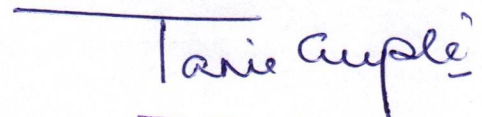
The method to know a Basti child may require a part from observations, semi structured interviews with parents and community, including teachers. Interview with Basti children can be arranged through non-governmental organisation workings in the slam and resettlement colonies. An advantages in working through NGO's is the necessary orientation that the students can receive in conducting observations and interviews with sensitivity And responsibility.

The child from an Affluent Home:

Using the guidelines mentioned above, individual children from affluent homes may be interviews. The interviews could be arranged through schools which specifically cater to the affluent sections of society. Individual children could be interviewed with in the school.



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Record Keeping:

Students are required to keeping records of the data collected through observations and interviews. Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles.

Assignment 3: Child in the Classroom:

- To examine the behaviours of children in the classroom contexts.
- To understand the positive impacts on the students from the teacher and peer interaction.

Task and Time Frame:

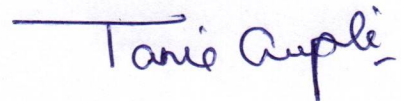
Teacher trainees will be observing four categories of children: 1. above average 2: Average 3: Below average 4: Children with special needs. Their attitude, responses, behavior etc. are observed and the observations are recorded.

Record Keeping:

Students are required to keeping records of the data collected through observations and interviews. Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles.



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|---------|--------------------|---|---|---|---|
| SEED233 | SERVICE LEARNING-I | L | T | P | C |
| | | 0 | 0 | 4 | 2 |

Course Objectives:

- To enhance students' learning by enabling them to practice skills and test classroom knowledge through related service experiences in the local community.
- To enable them to provide needed assistance to community agencies and to the people served by the agencies.
- To provide leadership training and development opportunities for the Service Learning and encourage future community work and social service career exploration.
- To enhance our students' subject matter learning in applying classroom knowledge to practical experience.
- To develop our student's commitment to service, social justice, and community involvement and enable them to work productively with diverse communities.

Procedure: The purpose of service learning is to create consciousness among the local villagers about various emerging social issues related to their basic survival. In order to complete the programme, teacher trainees will visit the adopted village with the faculty in charge. During visit the teacher trainees will complete the following activities listed below and submit the report as per the guidelines suggested by the faculty in charge.

Suggested Activities:

Activity 1: Environmental awareness (Guest lectures, Poster Making, Slogan writing, Conducting awareness discussions among the students and with specific groups).

Activity 2: Plantation (Awareness sessions; planting plants).

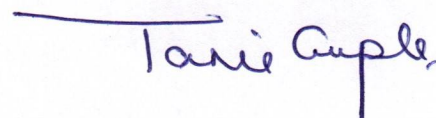
Activity 3: Education of socially and educationally backward children.

Activity 4: Proper use & disposal of waste materials (Awareness sessions; Implementation).

Activity 5: Swachha Bharat Abhiya



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| SEED228 | SERVICE LEARNING II | L | T | P | C |
| | | 0 | 0 | 4 | 2 |

Course Objectives:

- To enhance students' learning by enabling them to practice skills and test classroom knowledge through related service experiences in the local community
- To enable them to provide needed assistance to community agencies and to the people served by the agencies
- To provide leadership training and development opportunities for the Service Learning and encourage future community work and social service career exploration
- To enhance our students' subject matter learning in applying classroom knowledge to practical experience
- To develop our student's commitment to service, social justice, and community involvement and enable them to work productively with diverse communities.

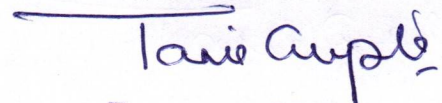
Procedure: The purpose of service learning is to create consciousness among the local villagers about various emerging social issues related to their basic survival. In order to complete the Programme, teacher trainees will visit the adopted village with the faculty in charge. During visit the teacher trainees will complete the following activities listed below and submit the report as per the guidelines suggested by the faculty in charge.

Suggested Activities:

- Activity 1:** Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps).
Activity 2: Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits).
Activity 3: Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water).
Activity 4: Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions.
Activity 5: Feedback from village members.



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| SEED 463 | REASERCH PROJECT I (CASE STUDY) | L | T | P | C |
| | | 0 | 0 | 4 | 2 |

Course Objective:

Project aim to further the process of reflection enquiry through classroom based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim is to equip the intern for reflective teaching

Project Work:

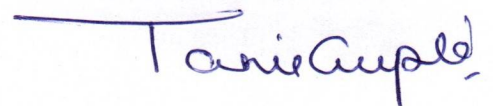
1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom-based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis ,children's understanding of specific concepts and so on can be taken up.
2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.
4. It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices. Students will be expected to submit a short report on each project. Each project will be assessed by the supervisors using the following basis and criteria:

| S.No. | Basis | Criteria |
|-------|---|--|
| 1 | Introduction of the concept undertaken for research | <ul style="list-style-type: none"> • Theoretical and research status • Methodology |
| 2 | Data collection | <ul style="list-style-type: none"> • Authenticity • Richness and detail in records |
| 3 | Analysis and Interpretation | <ul style="list-style-type: none"> • Framework used • Link with theory • Presentation • Comprehensiveness • Use of Examples from raw-data |
| 4 | Implications | <ul style="list-style-type: none"> • Inferences • How do the research findings inform practice? |



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|----------|-------------------|---|---|---|----|
| SEED 465 | SCHOOL INTERNSHIP | L | T | P | C |
| | | 0 | 0 | 0 | 18 |

Course Objectives:

- To Experience the schools in its entirety, inclusive of classroom teaching, organisation of activities outside the classroom and parent interaction.
- To learn to set the realistic goals in terms of children's learning, classroom culture and management, curricular form and content and pedagogic practices.
- To develop the ability to innovate within existing frameworks thereby creating space for alternative practices.
- To learn to choose, design, organise and conduct meaningful classroom activities.
- To learn to critically reflect upon one's own classroom practices to institutionalise innovations.
- To develop strategies for evaluating children's learning both as a process and a product.
- To establish and sustain structural mechanisms such as a teacher resource room for continued efforts towards innovations.

Tasks:-

The school internship Programme starts with a week-long period of intense classroom observations. It is expected that an analytical and reflective understanding of existing practice will equip the intern to translate innovative pedagogical theory into meaningful practice. The specific tasks divided in two phases will be as follow :- (Phase I & II)

Reflection on Classroom Observations

Observe classroom to understand children's needs and level of learning, classroom practice and the classroom culture. Interns are expected to observe the classroom they will teach in during internship.

Rapport Building with Teachers

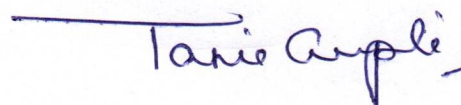
Establish rapport with the regular staff of the school in order to sustain a positive professional work culture during internship.

Classroom Observation

Interact with B.El.Ed. Faculty to reflect upon experience in school during observations and rapport building. This is to facilitate the interns to make sense of existing work and learning



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conditions. This in turn will help the process of translating ideas of teaching-learning into practice.

Developing Units Plans

Study select readings, discuss and analyses with supervisors and peers with the aim to develop plans to teach during internship.

Time Frame

The subsequent 16 weeks are to be divided into two blocks for regular teaching. The first block of 11-12 weeks, the interns will teach middle level classes. (I-V). In the second block of 4-5 weeks, the interns will teach middle level (VI-VIII) classes. The Intern is expected to teach a minimum of four days per week, adding up to a total of 64 days. It is expected that the internship Programme will be considered complete only after an intern has satisfied the requirement of one week of observations and a minimum of 55 days of teaching.

Supervisory Support

Interns will work under the professional guidance and facilitation of faculty supervisors. Supervision will be provided at two levels:

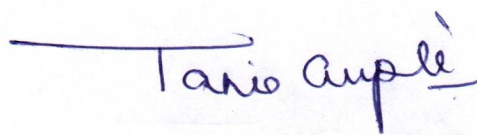
- (a) General in terms of teaching-learning processes, classroom organisation management and planning.
- (b) Subject supervision in terms of language, maths and environmental science at the primary level and the required subjects at the middle level.

Supervision visits need to be worked out amongst the faculty. A minimum of two supervisory visits per week are recommended. The supervisors would follow agreed upon, appropriate formats for recording observations of interns and Evaluation parameters and criteria. More specially, the Supervisor will:

- Act as mediator between the intern and the B.El.Ed. Vision and curriculum.
- Help liaise between the intern and the cooperating (regular) teacher of the school.
- Facilitate the intern to reflect on her classroom practices, her struggle with unconventional practices, matters of classroom discipline, translating ideas/plans into effective practice, and clarifying concepts to be taught.

Assessment

Each intern will be assessed internally by the supervisors on the following basis and criteria. The basis and criteria suggested below may be used to evaluating the intern at primary and secondary level of teaching.

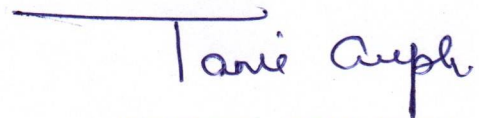


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| S.N | Basis | Criteria |
|-----|--|---|
| 1 | Classroom observations | <ul style="list-style-type: none"> • Knowledge –base |
| 2 | Regular supervision and Rotatory supervision | <ul style="list-style-type: none"> • Oral and written Communication. • Culture of Learning • Choice of activities and materials • Sensitivity towards needs of children • Classroom management |
| 3 | Reflective journals | <ul style="list-style-type: none"> • Descriptions of classroom practices • Analysis and reflection of experiences • Quality of Development in the intern's reflection • Conceptual clarity and an understanding of the linkages between classroom practice and theory • Summative report |
| 4 | Units Plans | <ul style="list-style-type: none"> • Appropriateness of the activities and materials used • Organisation and time allotment • Methods of introduction and summing up • Use of various skills |
| 5 | Number Of Teaching days | <ul style="list-style-type: none"> • Deduction in Marks (max-5) if less than 55 |



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| | | | | | |
|---------|--|---|---|---|---|
| SEED470 | RESEARCH PROJECT II (EDUCATIONAL ISSUE) | L | T | P | C |
| | | 1 | 0 | 2 | 2 |

Course Objective:

Project aim to further the process of reflection enquiry through classroom based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim is to equip the intern for reflective teaching classroom-based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken up

Project:

1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken.
2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.

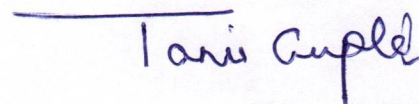
It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices.

4. Students will be expected to submit a short report on each project.
5. Each project will be assessed by the supervisors using the following basis and criteria:

| S.N | Basis | Criteria |
|-----|---|--|
| 1 | Introduction of the concept undertaken for research | <ul style="list-style-type: none"> • Theoretical and research status • Methodology |
| 2 | Data collection | <ul style="list-style-type: none"> • Authenticity • Richness and detail in records |



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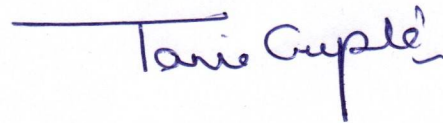


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| | | |
|---|-----------------------------|--|
| 3 | Analysis and Interpretation | <ul style="list-style-type: none">• Framework used• Link with theory• Presentation• Comprehensiveness• Use of Examples from raw-data |
| 4 | Implications | <ul style="list-style-type: none">• Inferences• How do the research findings inform Practice? |



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| | | | | | |
|--------------------------------|--------------------------|---|---|---|---|
| SEED111A | SCHOOL EXPOSURE I | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Field Exposure | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The student-teacher will be able to:

- Interact with elementary school children.
- Explore creative ways of organizing activities for children.
- Reflect upon their experiences.

Course Outcomes

On the completion of the course the student-teachers will be able to:

CO1: Understanding and importance of School Visit

CO2: Understand and recognize the standard as values in Social programme/awareness

CO3 Develop the leadership quality in the student.

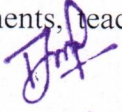
CO4: Synthesise the strategies to promote ethical standards in teaching-learning process

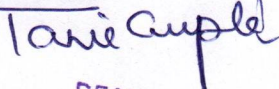
Catalogue Description

The School Exposure I Programme shall be carried out during the first semester in local/nearby school or schools. For this, the student may be placed in regional language medium schools; and the rest may be placed in Government, Private, Urban, Rural and Schools for challenged learners.

A student teacher needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme. Student-teachers will undertake different assignments during their visits to schools.

During this programme, the student-teachers shall observe the school/classroom environments with reference to infrastructure, equipments, teaching learning materials, human resources,


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organisation of various activities, etc. form classes I to VIII and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.

After completion of the field exposure programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

Course Content

During this period teacher-trainee will be engaged in different groups of activities under the supervision of the teacher-Incharge and submit the report.

Activity: 1 Class Room Observation

Activity: 2 Visit different types of lab (Preparation of Lab report)

Activity: 3 Develop teaching learning resources

Activity: 4 Organise different types of social awareness Programme

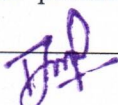
Activity: 5 Prepare a report on special children (If Any)

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

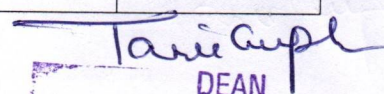
Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | understanding and importance of School Visit | PO7 |
| CO2 | Understand and recognize the standard as values in Social programme/awareness | PO4 |
| CO3 | Develop the leadership quality in the student. | PO7 |
| CO4 | Synthesise the strategies to promote ethical standards in | PO3 |



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| | | |
|--|---------------------------|--|
| | teaching-learning process | |
|--|---------------------------|--|

1= lightly mapped

2= moderately mapped

3=strongly mapped

| | | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|-------------|-------------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| SEE D11 1A | School Exposure I | 3 | 2 | | 3 | | 3 | | | | 3 | | 2 | | 3 | 2 | | 3 | | |

| | |
|----------------------|---|
| Unit I | Activity: 1 Class Room Observation |
| Local | Class Room Observation |
| Regional | |
| National | |
| Global | |
| Employability | Class Room Observation |

| Programme and Course Mapping | | | | | | | | | | | | | | | | | | | |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|
| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1 | 3 | | | | | | | | | | | 2 | | | | | | | |
| CO2 | | 2 | | 3 | | | | | | | | | | 3 | | | | | |
| CO3 | | | | | | 3 | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | | | | 3 | | | | | | | | 3 | |

1=lightly mapped

2= moderately mapped

3=strongly mapped

| | |
|------------------|--|
| Entrepreneurship | |
|------------------|--|

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| | |
|---|---|
| Skill Development | Class Room Observation |
| Professional Ethics | |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit II | Activity: 2 Visit different types of lab (Preparation of Lab report) |
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | Visit different types of lab (Preparation of Lab report) |
| Entrepreneurship | |
| Skill Development | Visit different types of lab (Preparation of Lab report) |
| Professional Ethics | Visit different types of lab (Preparation of Lab report) |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit III | Activity: 3 Develop teaching learning resources |
| Local | Develop teaching learning resources |
| Regional | |
| National | |
| Global | |
| Employability | Develop teaching learning resources |
| Entrepreneurship | |
| Skill Development | Develop teaching learning resources |
| Professional Ethics | Develop teaching learning resources |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit IV | Activity: 4 Organise different types of social awareness Programme Activity: 5 Prepare a report on special children (If Any) |

JMD

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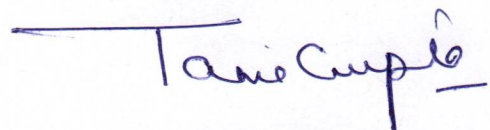
Tarini Gupta

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| | |
|---|---|
| Local | Prepare a report on special children (If Any) |
| Regional | |
| National | |
| Global | |
| Employability | Prepare a report on special children (If Any) |
| Entrepreneurship | |
| Skill Development | <ul style="list-style-type: none"> • Organise different types of social awareness Programme • Prepare a report on special children (If Any) |
| Professional Ethics | Organise different types of social awareness Programme |
| Gender | |
| Human Values | Organise different types of social awareness Programme |
| Environment & Sustainability | |
| SDG | Professional Development of Teachers |
| NEP 2020 | Equitable and Inclusive Education |
| POE/4th IR | Skill Development |



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|-------------------------|--------------------|---|---|---|---|
| SEED112A | SCHOOL EXPOSURE II | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Field Exposure | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to :-

- Interact with elementary school children.
- Explore creative ways of organizing activities for children.
- Reflect upon their experiences.

Course Outcomes

On the completion of the course the student-teachers will be able to:

CO1: Develop understanding and importance of indoor and outdoor games.

CO2: Understand and recognize the standard as values in games.

CO3: Develop the leadership quality in the student.

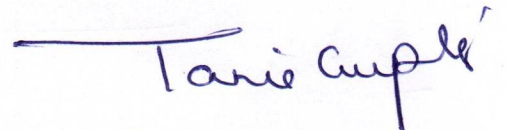
CO4: Synthesise the strategies to promote ethical standards in teaching-learning process.

Catalogue Description

The School Exposure II Programme shall be carried out during the second semester in local/nearby school or schools. For this, the student may be placed in regional language medium schools; and the rest may be placed in Government, Private, Urban, Rural and Schools for challenged learners. A student teacher needs to visit at least two types of schools: in the first wee to one type of school; and in the second week to another type of school. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student-teachers will undertake the different activities in different schools, ensuring maximum participation of the students in all the activities



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Course Content

Student-teachers will undertake the following activities and prepare a report of the same.

Activity 1: Planning and executing an indoor game

Activity 2: Planning and executing morning assembly

Activity 3: Spot games like spelling bee / word formation

Activity 4: Organizing a game with a set of students from another class

Activity 5: Organizing a competition on extemporaneous speech or Just a minute games

Activity 6: Visiting the garden and nurturing the plants and cleaning the area.

Activity 7: Observing a demo class and giving report

Activity 8: Solving a problem related to teaching-learning process.

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

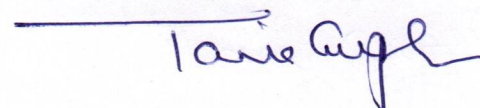
| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Develop understanding and importance of indoor and outdoor games. | PO7 |
| CO2 | Understand and recognize the standard as values in games. | PO4 |
| CO3 | Develop the leadership quality in the student. | PO7 |
| CO4 | Synthesise the strategies to promote ethical standards in teaching-learning process | PO3 |



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1= lightly mapped

2= moderately mapped

3=strongly mapped

| | | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial | |
|-------------|--------------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|--|
| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | |
| SEE D11 2A | School Exposure II | 3 | 2 | | 3 | | 3 | | | | | 3 | | 2 | | 3 | 2 | | 3 | | |

Programme and Course Mapping

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|--|
| CO1 | 3 | | | | | | | | | | | 2 | | | | | | | | |
| CO2 | | 2 | | 3 | | | | | | | | | | 3 | | | | | | |
| CO3 | | | | | 3 | | | | | | | | | | 2 | | | | | |
| CO4 | | | | | | | | | 3 | | | | | | | | 3 | | | |

1=lightly mapped

2= moderately mapped

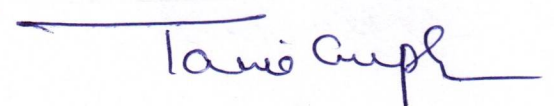
3=strongly mapped

| | |
|----------------------|--|
| Unit I | Activity 1: Planning and executing an indoor game Activity 2: Planning and executing morning assembly |
| Local | Planning and executing an indoor game |
| Regional | |
| National | |
| Global | |
| Employability | |



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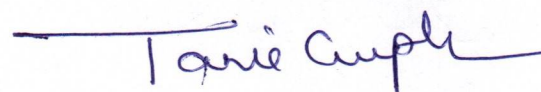
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| | |
|---|---|
| | |
| Entrepreneurship | |
| Skill Development | Planning and executing an indoor game |
| Professional Ethics | Planning and executing morning assembly Planning and executing morning assembly |
| Gender | |
| Human Values | Planning and executing an indoor game Planning and executing morning assembly |
| Environment & Sustainability | |
| Unit II | Activity 3: Spot games like spelling bee / word formation Activity4: Organizing a game with a set of students from another class |
| Local | Spot games like spelling bee / word formation |
| Regional | |
| National | |
| Global | |
| Employability | Organizing a game with a set of students from another class |
| Entrepreneurship | |
| Skill Development | Spot games like spelling bee / word formation |
| Professional Ethics | Organizing a game with a set of students from another class |
| Gender | |
| Human Values | Organizing a game with a set of students from another class |
| Environment & Sustainability | |
| Unit III | Activity 5: Organizing a competition on extemporary speech or Just a minute games Activity 6: Visiting the garden and nurturing the plants and cleaning the area |
| Local | Organizing a competition on extemporary speech or Just a minute games |
| Regional | |
| National | |
| Global | |
| Employability | Organizing a competition on extemporary speech or Just a minute games |
| Entrepreneurship | |



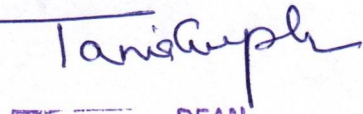
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| | |
|---|---|
| Skill Development | Organizing a competition on extemporary speech or Just a minute games Visiting the garden and nurturing the plants and cleaning the area |
| Professional Ethics | |
| Gender | |
| Human Values | |
| Environment & Sustainability | Visiting the garden and nurturing the plants and cleaning the area |
| Unit IV | Activity 7: Observing a demo class and giving report Activity 8: Solving a problem related to teaching-learning process |
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | Observing a demo class and giving report Solving a problem related to teaching-learning process |
| Entrepreneurship | |
| Skill Development | Observing a demo class and giving report |
| Professional Ethics | Observing a demo class and giving report Solving a problem related to teaching-learning process |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| SDG | Professional Development of Teachers |
| NEP 2020 | Equitable and Inclusive Education |
| POE/4th IR | Skill Development |


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| | | | | | |
|-------------------------|------------------------------------|---|---|---|---|
| SEED217A | OBSERVING CHILDREN | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Awareness of self and surroundings | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal context.
- Establish links between developmental constructs and principles, and psycho-socio realities of growing children.
- Develop skills in observing and interviewing children, recording and reflective analysis.
- Understand the nature of children's play at different age- levels
- Gain insight into the various dimensions of children's play, such as comprehension of rules, rulemaking, development of social roles and skills, relationship between language and play, issues of gender
- Understand the impact of dynamic social influences arising out of varied backgrounds- upon children and their education
- Understand the positive impacts on the students from the teacher and peer interaction

Course Outcomes

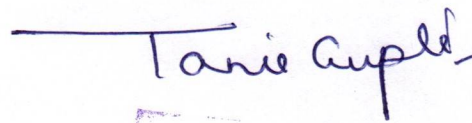
On the completion of course student-teachers will be able to:

- CO1. Develop observation skills in understanding the child's behaviour.
- CO2. Choose techniques to collect data for different observation situation.
- CO3. Recognize different observation rules and assessments for overall development of the child.

Assignments: -Students are expected to undertake three assignments over the semester. Each assignment is designed to give very specific opportunities of generating knowledge from the field, testing, given theories and developing skills of interviewing children.



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Assignment 1: Children at Play

Catalogue Description

Observation is the best way to assess children's development. Different types of observation records, purposes for observations, what to look for when observing, how to plan observation events, and ways to use observation is the basis to the process of observing children. This course includes observation assignments that must be completed to get credit for this course. Ideally, the student is expected to observe children in different settings. The students can observe children in their school settings, playgrounds, neighborhood, basti/ slums or even the children of their relatives. This will help the students to identify the basic rules of observation; name different types of observation records; and recognize how different observation assessments should be used in overall understanding of child's growth and development.

Course Content

Tasks and Time Frame

Students are required to observe a minimum of 4-5 children in each of the following age group: 3-5 years and 6-8 year. Children can be observed in naturalistic settings such as a play-ground or park in the neighborhood. Observation at each given time would be for about 1 hour, adding up to a total of 10 hours of each group. The hours of Observation may be spread over a period of 5-6 weeks.

Record Keeping

Students are required to keep detailed records of their observations. Students must learn to discuss the difference between raw data and the observations and interpretations thereof; it is expected that discussion amongst peer group and with faculty supervisor during the time allotted with this, would enable students to evolve frameworks of analyzing the observation data. Supervisor will facilitate the process of analyzing and interaction and help establish link with Theory.

Assignment 2: A day in the Life of Children.

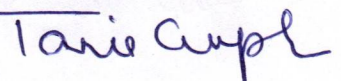
Task and Time Frame

Students are required to undertake observations of individual children and their families in three diverse settings: a neighborhood children, a child from a 'Basti' and Child from affluent home. The neighborhood child essentially refers to a child from a middle class socio-economic background. This



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category must not overlap with any of other categories. Each of Three setting will require a distinct methodological approach. However, common guidelines which can serve both as an observational schedule and an interview schedule can be used. Such a guidelines would use following as a framework for gathering data: family, Physical space: Material Resources; Health and Nutrition; School Related Factors; Human Support Strictures; family Interactions.

The Neighborhood Child

Students will be expected to observe a child within the home once on a school day and once on a school holiday. Observations should begin from the time a child awakes in the morning and continue till she retired for the day. Observation may include to talking to parents only to fill in gaps. Observation may be conducted unobtrusively and without any attempt to intrude into the privacy of the family.

The Child from a Basti

The method to know a Basti child may require a part from observations, semi structured interviews with parents and community, including teachers. Interview with Basti children can be arranged through non-governmental organisation workings in the slam and resettlement colonies. An advantages in working through NGO's is the necessary orientation that the students can receive in conducting observations and interviews with sensitivity And responsibility.

The Child from an Affluent Home

Using the guidelines mentioned above, individual children from affluent homes may be interviews. The interviews could be arranged through schools which specifically cater to the affluent sections of society. Individual children could be interviewed with in the school.

Record Keeping

Students are required to keeping records of the data collected through observations and interviews. Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles.

Assignment 3: Child in the Classroom

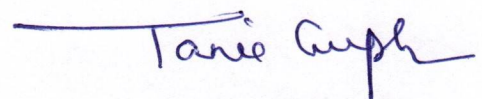
Task and Time Frame

Teacher trainees will be observing four categories of children: 1. High academic achievers 2: Students who have lagged academically 3: Children with special needs. Their attitude, responses, behavior etc. are observed and the observations are recorded.

Record Keeping



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Students are required to keeping records of the data collected through observations and interviews. Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles.

Suggested Text Books

1. Bruce, T. (2014). *Observing Young Children. Sage Publications.*
2. IGNOU (2007). *Tools and Techniques of Data Collection in MES-016- Educational Research: Research Design. New Delhi: School of Education, IGNOU.*
3. Mishra, A. (2007). *Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) Childhood in South Asia. New Delhi: Pearson Education India*

Advanced Readings

1. Adler, P.A. & Adler, P. (1994). *Observational Technique. In N.K. Denzin & Y S.Lincoin (Eds.)*
2. Berk, Laura (1996). *Child development. Prentice Hall, New Delhi.*
3. Bettelheim, Bruno (1987). *The Importance of Play. The Atlantic Monthly, March.*
4. Erikson, Eric H. (1972). *Play and Development. W.W. Norton, New York.*
5. Garvey, C. *Play (1990). Harvard University Press, Cambridge.*
6. Vygotsky, Lev, S. (1980). *Mind in Society. Harvard University Press, Cambridge. Chapter 7: The Role of Play.*

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

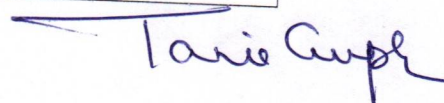
| Components | Internal Practical Examination | External Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | |
|-----------------------------|---------------------------|
| Course Outcomes (COs) | Mapped Programme Outcomes |
| | |



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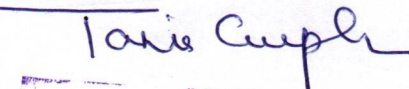
| | | |
|-----|---|-----|
| CO1 | Develop observation skills in understanding the child's behaviour. | PO3 |
| CO2 | Choose techniques to collect data for different observation situation. | PO9 |
| CO3 | Recognize different observation rules and assessments for overall development of the child. | PO1 |

| | | Pedagogical | Subject Matter | Curriculum | Assessment and Technology | Inclusive | Classroom | Self Development | Collaboration and Lifelong Learning | Research and Professionalism | Pedagogical | Content Mastery | Classroom | Integration of Professional and Inclusive | Entrepreneurial | | | | | |
|-------------|--------------------|-------------|----------------|------------|---------------------------|-----------|-----------|------------------|-------------------------------------|------------------------------|-------------|-----------------|-----------|---|-----------------|-----|-----|-----|-----|-----|
| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
| SEE D21 7A | Observing Children | 3 | | 3 | 3 | 2 | 2 | | 3 | 2 | | | 2 | 3 | 2 | 2 | | 3 | | |

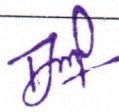
| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 2 | | 3 | | | 2 | | | | | | | 2 | 3 | 2 | | | | |
| CO2 | | | | | 2 | | | | 3 | 2 | | | | | | 2 | | | |
| CO3 | 3 | | | 3 | | | | | | | | | | | | | | | 3 |

| | |
|--------|--|
| Unit I | Assignment1: Children at Play |
| Local | Students are required to keep detailed records of their observations |

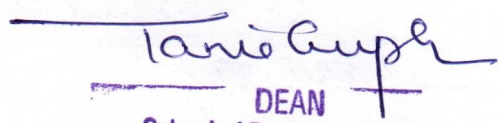

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| | |
|------------------------------|---|
| Regional | Students must learn to discuss the difference between raw data and the observations and interpretations thereof; it is expected that discussion amongst peer group and with faculty supervisor during the time allotted with this, would enable students to evolve frameworks of analyzing the observation data. |
| National | Students are required to keep detailed records of their observations. Students must learn to discuss the difference between raw data and the observations and interpretations thereof; it is expected that discussion amongst peer group and with faculty supervisor during the time allotted with this, would enable students to evolve frameworks of analyzing the observation data. Supervisor will facilitate the process of analyzing and interaction and help establish link with Theory. |
| Global | |
| Employability | Students must learn to discuss the difference between raw data and the observations and interpretations thereof; it is expected that discussion amongst peer group and with faculty supervisor during the time allotted with this, would enable students to evolve frameworks of analyzing the observation data. |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit II | Assignment 2: A day in the Life of Children. |
| Local | Students are required to undertake observations of individual children and their families in three diverse settings: a neighborhood children, a child from a 'Basti' and Child from affluent home. |
| Regional | observational schedule and an interview schedule can be used. |
| National | The neighborhood child essentially refers to a child from a middle class socio-economic background. This category must not overlap with any of other categories. Each of Three setting will require a distinct methodological approach. However, common guidelines which can serve both as an observational schedule and an interview schedule can be used. Such a guidelines would use following as a framework for |




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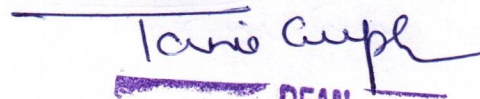


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| | |
|------------------------------|---|
| | gathering data: family, Physical space: Material Resources; Health and Nutrition; School Related Factors; Human Support Structures; family Interactions. |
| Global | |
| Employability | <p>framework for gathering data: family, Physical space: Material Resources; Health and Nutrition; School Related Factors; Human Support Structures; family Interactions.</p> <p>Observation may include talking to parents only to fill in gaps. Observation may be conducted unobtrusively and without any attempt to intrude into the privacy of the family.</p> |
| Entrepreneurship | |
| Skill Development | observational schedule and an interview schedule can be used. |
| Professional Ethics | framework for gathering data: family, Physical space: Material Resources; Health and Nutrition; School Related Factors; Human Support Structures; family Interactions. |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit III | Assignment 3: Child in the Classroom |
| Local | Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles |
| Regional | |
| National | Students are required to keep records of the data collected through observations and interviews. Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles. |
| Global | |



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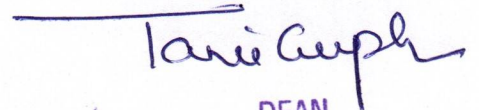


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| | |
|------------------------------|--|
| Employability | Teacher trainees will be observing four categories of children: 1. High academic achievers 2: Students who have lagged academically 3: Children with special needs. Their attitude, responses, behavior etc. are observed and the observations are recorded. |
| Entrepreneurship | |
| Skill Development | Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principle |
| Professional Ethics | Based on the discussions with the peer group and faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principle |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| SDG | Professional Development of Teachers |
| NEP 2020 | Equitable and Inclusive Education |
| POE/4 th IR | Skill Development |



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| | | | | | |
|-------------------------|------------------------------|---|---|---|---|
| SEED221A | SERVICE LEARNING | L | T | P | C |
| Version 2.0 | | 0 | 0 | 2 | 1 |
| Pre-requisites/Exposure | Awareness about surroundings | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to -

- Practice skills and test classroom knowledge through related service experiences in the local community.
- Provide needed assistance to community agencies and to the people served by the agencies.
- Provide leadership training and development opportunities for the Service Learning and encourage future community work and social service career exploration.
- Enhance subject matter learning in applying classroom knowledge to practical experience.
- Develop commitment to service, social justice, and community involvement and enable them to work productively with diverse communities.

Course Outcomes

On the completion of the course the student-teachers will be able to:

CO1 Understand the importance of environment through different activities.

CO2 Develop the ability to create best out of waste

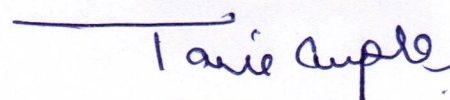
CO3: Develop skills, other than classroom teaching, that needed to become an effective teacher

Catalogue Description

Service learning is a form of experiential learning; there are key areas where service-learning departs from traditional models of experiential learning. For example, service-learning has a greater emphasis on reciprocal learning and reflection. Service-learning pedagogy ensures that goals and objectives as well as overall curriculum structure are premised on collaboration. Service learning has proven to be an innovative and effective education methodology that is grounded in scholarship. The Kolb model describes the key stages that service learners cycle through in their educational processes: 1) concrete experiences, 2) reflective observation, 3) abstract conceptualization, and 4) active experimentation. Each



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of these four stages is an integral part of service-learning that must be fully embraced by students, institutions, and community partners in order for service-learning's multifaceted goals to be achieved. Service-learning takes into account the needs of adult learners and uses appropriate methods and resources to facilitate meaningful learning and discovery.

Course Content

Procedure: The purpose of service learning is to create consciousness among the local villagers about various emerging social issues related to their basic survival. In order to complete the programme, teacher trainees will visit the adopted village with the faculty in charge. During visit the teacher trainees will complete the following activities listed below and submit the report as per the guidelines suggested by the faculty in charge.

Suggested Activities

Activity I

03 Contact Hours

Environmental awareness (Guest Lectures, Poster Making, Slogan writing, Conducting awareness discussions among the students and with specific groups).

Activity 2:

03 Contact Hours

Plantation (Awareness sessions; planting plants).

Activity 3

03 Contact Hours

Education of socially and educationally backward children.

Activity 4

03 Contact Hours

Proper use & disposal of waste materials (Awareness sessions; Implementation).

Activity 5

03 Contact Hours

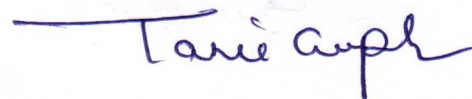
Swachha Bharat Abhiyan.

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record



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Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Understand the importance of environment through different activities. | PO7 |
| CO2 | Develop the ability to create best out of waste | PO9 |
| CO3 | Develop skills, other than classroom teaching, that needed to become an effective teacher | PO1 |



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| | | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|-------------|------------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| SEE D22 1A | Service Learning | 2 | 2 | | | | | | 3 | 2 | 3 | | 2 | | 3 | 2 | | 3 | | |

1= lightly mapped

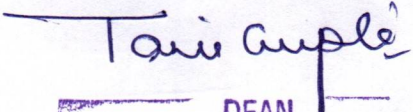
2= moderately mapped

3=strongly mapped

| CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | | 2 | | | | | | 3 | | 3 | | 2 | | | | | | 3 | |
| CO 2 | | 2 | | | | | | 2 | | 2 | | 2 | | | 2 | | | 2 | |
| CO 3 | 2 | 2 | | | | | | | 2 | | | 2 | | 3 | | | | 3 | |

| | |
|---------------|--|
| Unit I | Activity 1 Environmental awareness (Guest Lectures, Poster Making, Slogan writing, Conducting awareness discussions among the students and with specific groups). |
| Local | Environmental awareness |
| Regional | Environmental awareness |
| National | Environmental awareness |
| Global | Environmental awareness |
| Employability | Environmental awareness |


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| | |
|------------------------------|---|
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Environmental awareness |
| Gender | |
| Human Values | |
| Environment & Sustainability | Environmental awareness |
| Unit II | Activity 2 Plantation (Awareness sessions; planting plants). |
| Local | Plantation |
| Regional | Plantation |
| National | Plantation |
| Global | |
| Employability | Plantation |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Plantation |
| Gender | |
| Human Values | |
| Environment & Sustainability | Plantation |
| Unit III | Activity 3 Education of socially and educationally backward children. |
| Local | Education of socially and educationally backward children |
| Regional | Education of socially and educationally backward children |
| National | Education of socially and educationally backward children |
| Global | Education of socially and educationally backward children |
| Employability | |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Education of socially and educationally backward children |
| Gender | |
| Human Values | |



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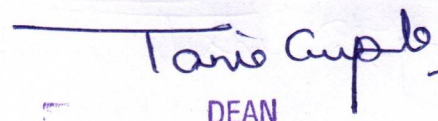


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| | |
|------------------------------|---|
| Environment & Sustainability | |
| Unit IV | Activity 4 Proper use & disposal of waste materials (Awareness sessions; Implementation). |
| Local | Proper use & disposal of waste materials |
| Regional | Proper use & disposal of waste materials |
| National | Proper use & disposal of waste materials |
| Global | Proper use & disposal of waste materials |
| Employability | Proper use & disposal of waste materials |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Proper use & disposal of waste materials |
| Gender | |
| Human Values | |
| Environment & Sustainability | Proper use & disposal of waste materials |
| Unit V | Activity 5. Swachh Bharat Abhiyan. |
| Local | Swachha Bharat Abhiyan |
| Regional | Swachha Bharat Abhiyan |
| National | Swachha Bharat Abhiyan |
| Global | |
| Employability | Swachha Bharat Abhiyan |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Swachha Bharat Abhiyan |
| Gender | |
| Human Values | |
| Environment & Sustainability | |



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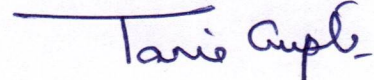


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| | |
|------------------------|---|
| SDG | SDG 6 Ensure availability and sustainable management of water and sanitation for all, 6.a recycling and reuse technologies |
| NEP 2020 | 4.23 environmental awareness including water and resource conservation, sanitation and hygiene; 4.28 respect for environment 23.13 environmental preservation |
| POE/4 th IR | Skill Development and Employability |



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| | | | | | |
|-------------------------|--|---|---|---|---|
| SEED224A | SCHOOL ATTACHMENT AND COMMUNITY LIVING | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Skills of observing the surroundings | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The student- teachers will be able to:

- Observe various curricular and co-curricular activities of the schools.
- Develop observation schedule of the various school and community activities.
- Prepare a detailed report of the programme and present it individually and/or in group.

Course Outcomes

On the completion of course the student-teachers will be able to:

- CO1. Enhance the skills of observation through the exposure of school and community visit.
- CO2. Interpret the observations of school and community activities into the observation schedule.
- CO3. Project the detailed report on school –community connects at their Institute.

Course Content

A. School Attachment Programme

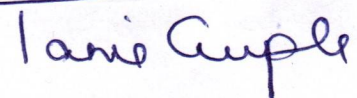
Duration: 1 week

One week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, and Special Schools.

During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the



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schedules. At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

B. Community Living

Duration: 1 week

Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes, safety education and gaining community's perception about and aspirations from formal education system.

At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.

Advanced Readings:

1. Marinac, M. (2011). Handbook for student/student-teacher teaching, University of Wisconsin Stevens Point
2. Scott M. et al. (2011). Student-teacher Student-teachers School attachment and Mentor Teacher Handbook. *Wakulla County School*.
3. Wheeler, E. (2010). Master of Arts in Teaching Student-teacher Student-teachers School attachment Handbook for Student-teacher Student-teachers and Mentors. *Towson University College of Education*.

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)


| |
|-----------------------------|
| Mapping between COs and POs |
|-----------------------------|

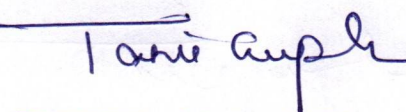
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| | Course Outcomes (COs) | Mapped Programme Outcomes |
|-----|--|---------------------------|
| CO1 | Enhance the skills of observation through the exposure of school and community visit. | PO9 |
| CO2 | Interpret the observations of school and community activities into the observation schedule. | PO3 |
| CO3 | Project the detailed report on school –community connect at their Institute. | PO7 |

| | | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|-------------|-----------------------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
| SEE D22 4A | School Attachment Programme | | 3 | | | | 3 | | 3 | | | 3 | | 3 | 3 | | 2 | | | |


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| CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 | PO 14 | PO 15 | PO 16 | PO 17 | PO 18 | PO 19 | |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| CO 1 | | | | | | | | | 3 | | | 3 | | | | | | | | |
| CO 2 | | | 3 | | | | | | | | | | | 3 | | | | 2 | | |
| CO 3 | | | | | | | 3 | | | | | | | | 3 | | | | | |

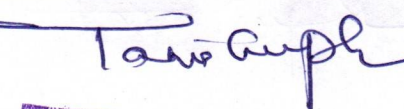
1= lightly mapped

2= moderately mapped

3=strongly mapped

| Unit I | School Attachment Programme |
|------------------------------|---|
| Local | One week School Attachment Programme shall be carried out during the second semester in local/nearby schools e.g. Government, Private, Urban, Rural, and Special Schools. |
| Regional | various curricular activities, e.g. sports and games, dance, songs; |
| National | various curricular activities, e.g. sports and games, dance, songs; |
| Global | |
| Employability | the teaching-learning process in the classroom, ICT use, student participation, classroom management. |
| Entrepreneurship | The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. |
| Skill Development | The student-teachers shall observe curricular activities for which they may use observation schedules. |
| Professional Ethics | At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute. |
| Gender | |
| Human Values | The student-teachers shall observe curricular activities for which they may use observation schedules. |
| Environment & Sustainability | At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute. |
| Unit II | Community Living |
| Local | Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community |

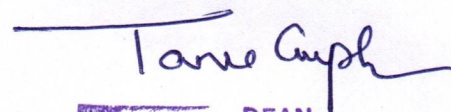

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| | |
|------------------------------|--|
| | members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes, |
| Regional | preparing school development plan |
| National | sharing cultural practices, holding cultural programmes |
| Global | |
| Employability | the student-teachers shall prepare a detailed report of the programme, individually and/or in group |
| Entrepreneurship | |
| Skill Development | preparing school development plan |
| Professional Ethics | safety education and gaining community's perception about and aspirations from formal education system |
| Gender | |
| Human Values | sharing cultural practices, holding cultural programmes |
| Environment & Sustainability | safety education and gaining community's perception about and aspirations from the formal education system. |
| SDG | Professional Development of Teachers (SDG 4.c) |
| NEP 2020 | Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46), Catalysing Quality Academic Research in All Fields through a new National Research Foundation(17) |
| POE/4 th IR | Updated Curriculum (As per NCTE Norms) |



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| | | | | | |
|-------------------------|-----------------------------------|---|---|---|---|
| SEED353A | SCHOOL ENGAGEMENT I | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Observation and Analytical Skills | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Interact with elementary school children.
- Explore creative ways of organizing activities for children.
- Prepare report on various school activities.
- Reflect upon their experiences.

Course Outcomes

On the completion of the course, student-teachers will be able to:

CO1: Experiment different scholastic and non-scholastic activities in the school campus.

CO2: Associate themselves with school engagement activities.

Catalogue Description

The school is considered as a laboratory for student-teachers. This course provides an overall exposure to the students regarding the scholastic and co-scholastic activities carried out in the school. The students are engaged in planning, organizing and executing some of the activities in school campus.

Course Content

25 Contact Hours

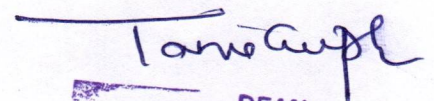
Suggested Activities

Activity 1: Morning Assembly Report

Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report



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Activity 3: Organizing Indoor and Outdoor games – Report

Activity 4: Student interaction with friends and family - Report

Activity 5: Study of a student with special need - Report

Activity 6: Critical study of Mid-day-meal - Report

Activity 7: Overall observation and commentary about the School

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Experiment different scholastic and non-scholastic activities in the school campus. | PO3 |
| CO2 | Associate themselves with school engagement activities. | PO5 |

| Course Title | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|--------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| Course Title | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P |
| 1 | O | O | O | O | O | O | O | O | O | O | O | O | S | S | S | S | S | S | S |
| 2 | | | | | | | | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | | | | | | | | |

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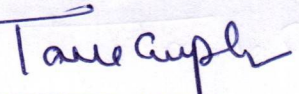
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| | |
|------------------------------|--|
| Skill Development | Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report |
| Professional Ethics | Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report |
| Gender | Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report |
| Human Values | Activity 1: Morning Assembly Report Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report |
| Environment & Sustainability | Activity 2: Observation on students' movements in schools and classroom sitting postures in the school - Report |
| SDG | Sustainable Development and Global Citizenship |
| NEP 2020 | Equitable and Inclusive Education: Learning for All |
| POE/4th IR | Employability, Entrepreneurship, Skill Development |
| Activities | Activity 3: Organizing Indoor and Outdoor games – Report Activity 4: Student interaction with friends and family - Report |
| Local | Activity 3: Organizing Indoor and Outdoor games – Report Activity 4: Student interaction with friends and family - Report |
| Regional | Activity 3: Organizing Indoor and Outdoor games – Report Activity 4: Student interaction with friends and family - Report |
| National | Activity 3: Organizing Indoor and Outdoor games – Report Activity 4: Student interaction with friends and family - Report |
| Global | Activity 3: Organizing Indoor and Outdoor games – Report Activity 4: Student interaction with friends and family - Report |
| Employability | |
| Entrepreneurship | |
| Skill Development | Activity 3: Organizing Indoor and Outdoor games – Report |
| Professional Ethics | |
| Gender | Activity 4: Student interaction with friends and family - Report |
| Human Values | Activity 4: Student interaction with friends and family - Report |
| Environment & Sustainability | |
| SDG | Sustainable Development and Global Citizenship |
| NEP 2020 | Equitable and Inclusive Education: Learning for All |
| POE/4th IR | Employability, Entrepreneurship, Skill Development |
| Activities | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |



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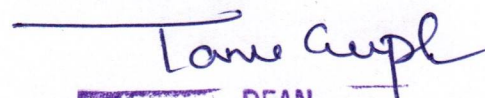


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|------------------------------|--|
| Local | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Regional | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| National | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Global | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Employability | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Entrepreneurship | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Skill Development | Activity 5: Study of a student with special need - Report |
| Professional Ethics | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| Gender | |
| Human Values | Activity 6: Critical study of Mid-day-meal - Report |
| Environment & Sustainability | Activity 5: Study of a student with special need - Report Activity 6: Critical study of Mid-day-meal - Report |
| SDG | Sustainable Development and Global Citizenship |
| NEP 2020 | Equitable and Inclusive Education: Learning for All |
| POE/4th IR | Employability, Entrepreneurship, Skill Development |
| Activity | Activity 7: Overall observation and commentary about the School |
| Local | Activity 7: Overall observation and commentary about the School |
| Regional | Activity 7: Overall observation and commentary about the School |
| National | Activity 7: Overall observation and commentary about the School |
| Global | Activity 7: Overall observation and commentary about the School |
| Employability | Activity 7: Overall observation and commentary about the School |
| Entrepreneurship | Activity 7: Overall observation and commentary about the School |
| Skill Development | Activity 7: Overall observation and commentary about the School |
| Professional Ethics | Activity 7: Overall observation and commentary about the School |
| Gender | |
| Human Values | Activity 7: Overall observation and commentary about the School |
| Environment & Sustainability | Activity 7: Overall observation and commentary about the School |
| SDG | Sustainable Development and Global Citizenship |
| NEP 2020 | Equitable and Inclusive Education: Learning for All |
| POE/4th IR | Employability, Entrepreneurship, Skill Development |



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|-------------------------|-----------------------------------|---|---|---|---|
| SEED362A | SCHOOL ENGAGEMENT II | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Observation and Analytical Skills | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Interact with elementary school children.
- Explore creative ways of organizing awareness programmes for children.
- Prepare report on various school-community connect activities.
- Reflect upon their experiences.

Course Outcomes

On the completion of the course, student-teachers will be able to:

CO1 Experiment different developmental activities in the school campus.

CO2 Associate themselves with school engagement activities.

Catalogue Description

The School Engagement II Programme shall be carried out during the sixth semester in local/nearby school or schools. For this, the student may be placed in regional language medium schools; and the rest may be placed in Government, Private, Urban, Rural and Schools for challenged learners.

A student teacher needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student-teachers will undertake the different activities in different schools, ensuring maximum participation of the students in all the activities.

Student-teachers will undertake the following activities and prepare a report of the same.

Course Content

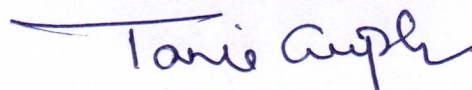
Suggested Activities

Activity 1

05 Contact Hours



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Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps).

Activity 2:

05 Contact Hours

Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits).

Activity 3:

05 Contact Hours

Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water).

Activity 4:

05 Contact Hours

Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions.

Activity 5:

05 Contact Hours

Feedback from village members.

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Experiment different developmental activities in the school campus. | PO3 |
| CO2 | Associate themselves with school engagement activities. | PO5 |



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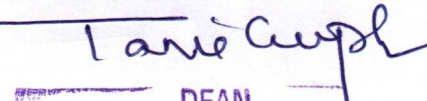
| | | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|-------------|----------------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| SEE D36 2A | School Engagement II | 3 | 2 | | 3 | | | | | | | | 2 | | 3 | | | | | |

| Programme and Course Mapping | | | | | | | | | | | | | | | | | | | |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|
| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1 | 3 | | | | | | | | | | | 2 | | | | 4 | 5 | 6 | |
| CO2 | | 2 | | 3 | | | | | | | | | | 3 | | | | | |

1=lightly mapped 2= moderately mapped 3=strongly mapped

| | |
|---------------------|--|
| Unit I | Activity 1 Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps) |
| Local | Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps) |
| Regional | |
| National | |
| Global | |
| Employability | Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps) |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps) |


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| | |
|---|---|
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit II | Activity 2: Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits). |
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits). |
| Entrepreneurship | |
| Skill Development | Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits). |
| Professional Ethics | Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits). |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit III | Activity 3: Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water |
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water |
| Gender | |

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| | |
|------------------------------|--|
| Human Values | |
| Environment & Sustainability | |
| Unit IV | Activity 4: Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions. Activity 5: Feedback from village members. |
| Local | Feedback from village members. |
| Regional | |
| National | |
| Global | |
| Employability | Feedback from village members. Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions. |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Feedback from village members. Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions. |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| SDG | Professional Development of Teachers (SDG 4.c) |
| NEP 2020 | Technical Skills that match Industry Needs Updated Curriculum Focus on Employability Skills (Local/Regional and Global) Internship Programs Consulting Field Projects Team Work On-Campus/Online Jobs Simulations |
| POE/4 th IR | Internship: Students will perform activities during internship in nearby govt and private schools affiliated to HBSE & CBSE |



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| | | | | | |
|-------------------------|--|---|---|---|---|
| SEED477A | RESEARCH PROJECT I (CASE STUDY) | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Research And Methodology | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Do reflective enquiry through classroom-based research.
- Enhance the skills of systematic observation and documentation.
- Equip the intern for reflective teaching.


Course Outcomes

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

- CO1: Develop knowledge, Understanding and an insight of the various underlying concepts of research.
- CO2: Understand Research designs, tools and techniques of gathering data.
- CO3: Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.
- CO4: Explore educational research problems and prepare and present a research proposal
- CO5: Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

Catalogue Description

A case study is research method that involves an up-close, in-depth and detailed investigation of a subject of study and its related contextual position. They can be produced following a form of research. A case study helps in bringing the understanding of a complex issue or object. It can extend experience or add strength to the existing knowledge through previous research. Their contextual analysis revolves around a limited number of events or conditions and how they relate. The students would be acquainted with the


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planning and execution of case studies in order to undertake prognosis and diagnosis of the problems faced by their cases.

Course Content

Project Work

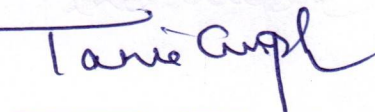
20 Contact Hours

1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom-based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis ,children's understanding of specific concepts and so on can be taken up.
2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.
4. It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices. Students will be expected to submit a short report on each project.

Each project will be assessed by the supervisors using the following basis and criteria

| S.No. | Basis | Criteria |
|-------|---|--|
| 1 | Introduction of the concept undertaken for research | <ul style="list-style-type: none">• Theoretical and research status• Methodology |
| 2 | Data collection | <ul style="list-style-type: none">• Authenticity• Richness and detail in records |
| 3 | Analysis and Interpretation | <ul style="list-style-type: none">• Framework used• Link with theory• Presentation• Comprehensiveness |


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DEPT. OF CHEMISTRY
5800 S. UNIVERSITY AVE.
CHICAGO, ILL. 60637

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DATE

| | | |
|---|--------------|---|
| | | <ul style="list-style-type: none"> • Use of Examples from raw-data |
| 4 | Implications | <ul style="list-style-type: none"> • Inferences • How do the research findings inform practice? |

Advanced Readings

1. Best and Kahn, Research Methodology, PHI Limited.
2. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
3. Design of Experience: Statistical Principles of Research Design and Analysis, by Robert
4. Fundamentals of modern statistical methods by Rand R.wilcox.
5. Kerlinger, Foundation of Research.
6. Kothari, C.R. Research Methodology (Methods and Techniques), New Age Publisher.
7. Power Analysis for Experimental research A Practical Guide for the Biological, Medical and social Sciences by R. Barker Bausell, Yi-Fang Li Cambridge University Press.

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab


Record

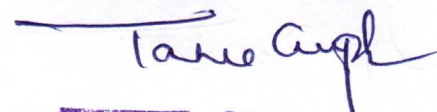
Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Develop knowledge, Understanding and an insight of the various underlying concepts of research. | PO3 |
| CO2 | Understand Research designs, tools and techniques of gathering data. | PO3 |
| CO3 | Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis. | PO3 |
| CO4 | Explore educational research problems and prepare and present a research proposal | PO3 |


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| | | |
|-----|---|------|
| CO5 | Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis. | PO10 |
|-----|---|------|

| | | Pedagogical Content | Subject Matter | Curriculum | Assessment and | Technology | Inclusive Education | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism and | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive Education | Entrepreneurial |
|-------------|----------------------------------|---------------------|----------------|------------|----------------|------------|---------------------|-----------|------------------|-------------------|-------------------|--------------|---------------------|-------------|-----------------|-----------|----------------|------------------|---------------------|-----------------|
| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| SEE D47 7A | Research Project -I (Case Study) | 3 | 3 | 3 | | 3 | | | | | 3 | 3 | 3 | | 3 | | 3 | 3 | | 3 |

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Служба государственной безопасности
К В. Удмуртской Республики
Ижевск

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| CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | | | 3 | | | | | | 3 | | | 2 | | 3 | 3 | | 3 |
| CO 2 | 3 | 3 | | | 3 | | | | | | 3 | | | 3 | | | | | 3 |
| CO 3 | 3 | 3 | | | 3 | | | | | 2 | | 3 | | | | | | | 3 |
| CO 4 | 3 | 3 | | | | | | | | 3 | 3 | | | 3 | | | | | |
| CO 5 | 3 | | 3 | | | | | | | | 3 | | | 3 | | | 3 | | 3 |

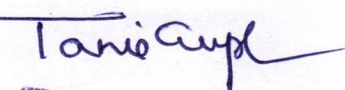
| | |
|------------------------------|---|
| Unit I | Every student is required to take up project work in specific area of interest. Project work is designed to initiate students into a process of scientific enquiry, through classroom-based research, small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken up. |
| Local | classroom-based research |
| Regional | classroom-based research |
| National | classroom-based research |
| Global | classroom-based research |
| Employability | classroom-based research |
| Entrepreneurship | |
| Skill Development | classroom-based research |
| Professional Ethics | classroom-based research |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit II | Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member. |


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| | |
|------------------------------|--|
| Local | task of data-collection during internship |
| Regional | task of data-collection during internship |
| National | task of data-collection during internship |
| Global | task of data-collection during internship |
| Employability | task of data-collection during internship |
| Entrepreneurship | |
| Skill Development | task of data-collection during internship |
| Professional Ethics | task of data-collection during internship |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit III | Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year. |
| Local | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| Regional | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| National | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized course |
| Global | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| Employability | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| Entrepreneurship | |
| Skill Development | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| Professional Ethics | small projects related to pedagogy subject to language or may be based on any of the foundation and specialized courses |
| Gender | |
| Human Values | |


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2010 2011 Condition (1/1/10)
K. J. Wood and Howard
1/1/10

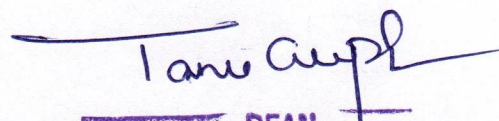
2010 2011 Condition (1/1/10)
K. J. Wood and Howard
1/1/10

Tenants

| | |
|------------------------------|--|
| Environment & Sustainability | |
| Unit IV | It is expected that the research undertaken will enable students to cultivate skills of systematic observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices. Students will be expected to submit a short report on each project. |
| Local | Prepare report on each project. |
| Regional | report on each project. |
| National | report on each project. |
| Global | report on each project. |
| Employability | report on each project. |
| Entrepreneurship | |
| Skill Development | Prepare report on each project. |
| Professional Ethics | |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| SDG | SDG 4 Quality education, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Quality Education, |
| NEP 2020 | 11. Towards a More Holistic and Multidisciplinary Education, (11.2 increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills) 5.27 assimilated from these approaches into the pedagogies being practiced in India |
| POE/4 th IR | Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development and Employability |



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| | | | | | |
|-------------------------|-------------------|---|---|---|----|
| SEED479A | SCHOOL INTERNSHIP | L | T | P | C |
| Version 2.0 | | 0 | 0 | 0 | 17 |
| Pre-requisites/Exposure | Field Exposure | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Expose the student to professional role models or mentors who will provide the student with support in the early stages of the internship and provide an example of the behaviors expected in the intern's workplace.
- Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.

Course Outcomes


On the completion of the course the student-teachers will be able to:

- CO1: Develop observational skills and managerial skills required in schools
- CO2: Understand pedagogical skills and to apply these skills in real teaching situations.
- CO3: Develop a comprehensive and critical understanding of diversities, disabilities, marginalization and their inclusion in education.
- CO4: Implicit and explicit structures in our schools that act as a hindrance in including all students.
- CO5: Understanding of steps and standards of developing e-content

Catalogue Description

This semester shall entail a field engagement of 16 weeks wherein, the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This


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shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools

Course Content

| .No | Components | Marks |
|--------------|--|------------|
| 1. | Simulated Lesson Plan (5 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II) | 20 |
| 2. | Discussion Lessons Plan (2 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated) | 40 |
| 3. | Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course) | 50 |
| 4. | Achievement Test Report (ATR) (In one Pedagogy Subject) | 20 |
| 5. | Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II) | 40 |
| 6. | Organising and maintaining the records of school activities | 10 |
| 7. | Peer Group observation (10 Lesson each in Pedagogy of School Subject I and Pedagogy of School Subject II) | 10 |
| 8. | Maintaining a Reflective Diary | 10 |
| Total | | 200 |

Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record

Examination Scheme:

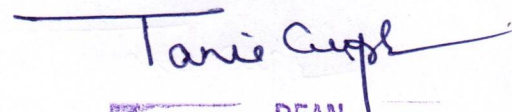
| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| |
|-----------------------------|
| Mapping between COs and POs |
|-----------------------------|



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| | Course Outcomes (COs) | Mapped Programme Outcomes |
|-----|--|---------------------------|
| CO1 | Develop observational skills and managerial skills required in schools | PO7 |
| CO2 | Understand pedagogical skills and to apply these skills in real teaching situations. | PO6 |
| CO3 | Develop a comprehensive and critical understanding of diversities, disabilities, marginalization and thier inclusion in education. | PO3 |
| CO4 | Implicit and explicit structures in our schools that act as a hindrance in including all students. | PO10 |
| CO5 | Understanding of steps and standards of developing e-content | PO7 |

1= lightly mapped

2= moderately mapped

3=strongly mapped

| Course Code | Course Title | Pedagogical Content | | Subject Matter | | Curriculum | | Assessment and | | Technology | | Inclusive Education | | Classroom | | Self Development | | Collaboration and | | Lifelong Learning | | Research and | | Professionalism and | | Pedagogical | | Content Mastery | | Classroom | | Integration of | | Professional and | | Inclusive Education | | Entrepreneurial | |
|-------------|-------------------|---------------------|-----|----------------|-----|------------|-----|----------------|-----|------------|------|---------------------|------|-----------|-----|------------------|-----|-------------------|-----|-------------------|-----|--------------|------|---------------------|------|-------------|-----|-----------------|-----|-----------|-----|----------------|-----|------------------|------|---------------------|------|-----------------|--|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | | |
| SEE D479A | SCHOOL INTERNSHIP | 3 | 3 | 3 | 3 | | | | | | 3 | 3 | | | | | | | | | | | | 3 | | | 3 | 3 | 3 | 3 | 3 | | | | | | | | |

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ЗОНА ПО ПОВЕРЛИВОСТЕ
КЪМ ИНТЕРЕСИТЕ НА
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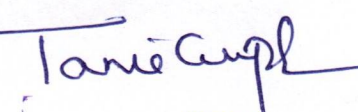
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| CO | P O 1 | P O 2 | P O 3 | P O 4 | P O 5 | P O 6 | P O 7 | P O 8 | P O 9 | P O 10 | P O 11 | P O 12 | P S O 1 | P S O 2 | P S O 3 | P S O 4 | P S O 5 | P S O 6 | P S O 7 | |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| CO 1 | | | | | | 3 | | | | | | | | | 3 | | | | | |
| CO 2 | 3 | | | | | | | | | | | | 3 | | | | | | | |
| CO 3 | | | | | 3 | | | | | | | | | | | | | | | |
| CO 4 | | | 3 | | | | | | | | | | 3 | | | | | | | |
| CO 5 | | | | | 3 | | | | | | | | | | | 3 | | | | |

| | School Internship |
|-------------------|--|
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | <p>Simulated Lesson Plan (5 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II)</p> <p>Discussion Lessons Plan (2 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)</p> <p>Achievement Test Report (ATR) (In one Pedagogy Subject)</p> <p>Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II)</p> <p>Organising and maintaining the records of school activities</p> |
| Entrepreneurship | |
| Skill Development | <p>Simulated Lesson Plan (5 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II)</p> <p>Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)</p> <p>Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II)</p> <p>Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II)</p> <p>Maintaining a Reflective Diary</p> <p>Peer Group observation (10 Lesson each in Pedagogy of School Subject I and Pedagogy of School Subject II)</p> |


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|------------------------------|--|
| Professional Ethics | Organising and maintaining the records of school activities |
| Gender | Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II) Maintaining a Reflective Diary Peer Group observation (10 Lesson each in Pedagogy of School Subject I and Pedagogy of School Subject II) |
| Human Values | Achievement Test Report (ATR) (In one Pedagogy Subject) |
| Environment & Sustainability | |
| SDG | Quality primary/ Secondary Education for all (SDG4.1), Safe and Inclusive Learning Environments (SDG 4.a), Professional Development of Teachers (SDG 4.c) |
| NEP 2020 | Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46) , Teachers (5.1- 5.29) , Equitable and Inclusive Education: Learning for All (6.1- 6.20) Optimal Learning Environments and Support for Students (12.1-12.10) Teacher Education (15.1-15.11) Technology Use & Integration (23.1- 23.13) Financing: Affordable and Quality Education for All (26.1 -26.7) |
| POE/4 th IR | Practical Courses from Industry/Alumni , Technical Skills that match Industry Needs , Updated Curriculum, Focus on Employability Skills (Local/Regional and Global), Internship Programs / Employability , Skill Development , Internship , Hands-on Experience , Projects |

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|-------------------------|--|---|---|---|---|
| SEED492A | RESEARCH PROJECT II (EDUCATIONAL ISSUE) | L | T | P | C |
| Version 2.0 | | 0 | 0 | 4 | 2 |
| Pre-requisites/Exposure | Research And Methodology | | | | |
| Co-requisites | -- | | | | |

Course Objectives

The course will enable the student-teachers to:

- Undertake reflective enquiry through classroom based research.
- Enhance the skills of systematic observation and documentation.
- Pursue reflective teaching classroom-based research.

Course Outcomes

On the completion of the course the student-teachers will be able to:

CO1: Develop knowledge, Understanding and an insight of the various underlying concepts of research.

CO2: Understand Research designs, tools and techniques of gathering data.

CO3: Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

CO4: Explore educational research problems and prepare and present a research proposal


CO5: Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

Catalogue Description

Educational research is a more formal, focused and an intensive process of carrying out a scientific method of analysis. The main purpose of educational research is focused upon scientific investigation and provides solutions to the problems in the field of education. Research in education represents an activity, directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned. Educational research is the part of behavioural sciences, in which, emphasis has been put upon understanding, explaining, predicting and to some degree controlling human behaviour. Research in education is use of the methods of scientific analysis to produce information, needed to make improvements in educational planning, decision making, teaching



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СОВЕТ НАРОДНОГО ПРОСВЕЩЕНИЯ
КЪМ ИСТОРИЧЕСКОМУ КОМИТЕТУ

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and learning, curriculum development, understanding of children and youth, use of instructional media, school organization and education management

Course Content

Project Work

1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken. Students will be acquainted on Basics of Research.
2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.
4. It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices.
5. Students will be expected to submit a short report on each project.

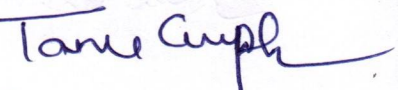
Each project will be assessed by the supervisors using the following basis and criteria

| S. No. | Basis | Criteria |
|--------|---|--|
| 1 | Introduction of the concept undertaken for research | <ul style="list-style-type: none">• Theoretical and research status• Methodology |
| 2 | Data collection | <ul style="list-style-type: none">• Authenticity• Richness and detail in records |
| 3 | Analysis and Interpretation | <ul style="list-style-type: none">• Framework used• Link with theory• Presentation• Comprehensiveness |



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|---|--------------|---|
| | | <ul style="list-style-type: none"> • Use of Examples from raw-data |
| 4 | Implications | <ul style="list-style-type: none"> • Inferences • How do the research findings inform Practice? |

Advanced Readings:

1. Best and Kahn, Research Methodology, PHI Limited.
2. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
3. Design of Experience: Statistical Principles of Research Design and Analysis, by Robert
4. Fundamentals of modern statistical methods by Rand R. Wilcox.
5. Kerlinger, Foundation of Research.
6. Kothari, C.R. Research Methodology (Methods and Techniques), New Age Publisher.
7. Power Analysis for Experimental research A Practical Guide for the Biological, Medical and social Sciences by R. Barker Bausell, Yi-Fang Li Cambridge University Press.


Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record


Examination Scheme:

| Components | Internal Practical Examination | Internal Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

| Mapping between COs and POs | | |
|-----------------------------|---|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Develop knowledge, Understanding and an insight of the various underlying concepts of research. | PO3 |


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| | | |
|-----|---|------|
| CO2 | Understand Research designs, tools and techniques of gathering data. | PO3 |
| CO3 | Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis. | PO3 |
| CO4 | Explore educational research problems and prepare and present a research proposal | PO3 |
| CO5 | Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis. | PO10 |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | |
|-------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|---|
| SEED492A | RESEARCH PROJECT II (EDUCATIONAL ISSUE) | | 3 | | 3 | | | | | | | 3 | | | 3 | | | | 3 | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | | | 3 | | | | | | | | 3 |
| CO2 | | | | | | | | | | | 3 | 3 | | | | | 3 | | 3 |
| CO3 | | | | | | | | | | | 3 | | | | | | | | 3 |
| CO4 | | 3 | | | | | | | | | 3 | | | | | | | | 3 |
| CO5 | | | | | | | | | | | | | | | | | | | |

Tanu Singh

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| PROJECT WORK | |
|------------------------------|---|
| Local | 1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken. Students will be acquainted on Basics of Research. |
| Regional | |
| National | |
| Global | |
| Employability | Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year. |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member. |
| Gender | |
| Human Values | It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices. |
| Environment & Sustainability | |

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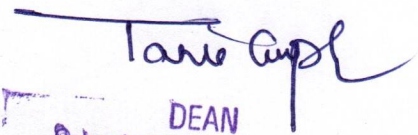
Tanuj

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|------------------------|--|
| SDG | SDG 4 Quality education, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Quality Education, |
| NEP 2020 | 11. Towards a More Holistic and Multidisciplinary Education, (11.2 increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills) 5.27 assimilated from these approaches into the pedagogies being practiced in India |
| POE/4 th IR | Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development and Employability |



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