K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION

(SOED)

Bachelor of Education

B.Ed.

Programme Code: 27

2018-20

Approved in the 17th Meeting of Academic Council Held on 29 June 2018

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CONTENT

1. Introduction

K.R. Mangalam University, Gurugram is a State Private University established under Haryana Private Universities Act and is empowered to award degrees under section 2f of the UGC act, 1956. Spread over 26 acres, the K.R. Mangalam University campus is meticulously designed with special emphasis on conserving nature. KRMU is located in a wonderful location with magnificent view of Aravali hills. The campus is beautiful and has all facilities and resources for a conducive learning environment.

Vision

The University was developed with a vision to develop it as a world class University and to deliver a substantial innovation and international impact through creation and dissemination of knowledge.

Mission

- Transforming lives through knowledge, collaboration and partnership.
- Undertaking world class research of high impact on society
- Creating niche of innovation, entrepreneurship and creativity.
- Nurturing and rewarding skills and talent.
- Pursuing excellence in education.

2. About the School of Education (SOED)

The School of Education established in 2016 strives to foster and maintain an environment of creativity with a deep commitment to inculcate excellence in academics and contribute towards overall development of personality of its students. The school strives to impart state-of-the-art, technology embedded teaching through quality-based teacher education curriculum. We at The School of Education offer diverse Programmes of studies that are designed to develop an insight into the nuances of teaching and learning in terms of theoretical perspectives, latest pedagogical

techniques and also facilitate the development of the students' understanding of social, emotional and intellectual ecosystem with relation to teaching and learning. Our School offers the following Programmes

- **B.Ed.**   **M.A. (Education)**
- **B.El.Ed.**   **Ph.D. (Education)**

School Vision

The School of Education aspires to become an internationally recognized department through excellence in the interdisciplinary arena of education, research, and innovation, preparing socially responsible lifelong learners contributing to nation-building.

School Mission

M1: Create socially concerned, spiritually oriented, law-abiding teachers with the right attitudes and values.

M2: Establish the students to lead the dynamic school by integrating theoretical and practical leadership and administrative tasks.

M3: Make students succeed in a rapidly changing society by understanding the challenges of sustainability issues.

M4: Prepare competent, committed, and creative professionals by engaging them in innovative teaching and empirical research activities.

Objectives:

- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions

- To change the behaviour, attitude and values of prospective teachers so that they grow and develop into responsible and accountable agents of change in the society, who are sensitive to local, national and global concerns and issues vital for human survival, progress and development.
- To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities.
- To prepare students to lead and manage schools in a dynamic and evolving environment, with emphasis on the relationship between theoretical and practical aspects of leadership and administrative tasks.

Innovative Pedagogies:

- Dialogue and team teaching
- Group discussions
- Activity based teaching.
- Assignments
- Field visits
- Innovative classroom assessment techniques
- Presentations
- Learning through technology.
- Cooperative and collaborative learning
- Role play
- Demonstration
- Video conferencing
- Simulated teaching

Aims of Bachelor Degree Programme

3. Undergraduate Programmes offered by School of Education (SOED)

3.1 Bachelor of Education (B.Ed.)

Programme Duration: 2 Years

Eligibility Criteria:

- Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanity, Bachelor's in

Engineering or Technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central Government/ state government, whichever is applicable.

This Programme aims at complete development of the student in to a teacher; particularly acquiring knowledge and skill, in individual care of the learner and also in the methods and evaluation designed to facilitate learning. It prepares the teachers for upper primary to senior secondary classes at the school level, according to the National Council of Teacher Education (NCTE) guidelines.

Programmes such as M.Ed./M.Phil/Ph.D.

Eligibility Criteria:

The candidate should have passed the 10+2 examination conducted by Central Board of Secondary Education or Equivalent examination from a recognized Board with minimum of 50% marks in aggregate.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable. This Programme aims at rendering the social function of a school teacher in the context of achieving Universalization of Elementary Education besides focusing on developing a deep and critical understanding of the curriculum and pedagogy in teachers, who are believed to perform a transformative role in school education. Both professional and academic options are available to the students who graduate with a B.Ed. Degree.

Career Option:

Teaching in Government as well as private schools/institutions, Exceptional educational practitioners can be appointed as Principal, Head Teacher, Educational Consultant, Working with NGOS in the field of education and Opportunity for joining higher education Programmes such as M.Ed./M.Phil/Ph.D.

3.2 Bachelor of Elementary Education (B.El.Ed.)

Programme Duration: 4 years

Eligibility Criteria:

The candidate should have passed the 10+2 examination conducted by Central Board of Secondary Education or Equivalent examination from a recognized Board with minimum of 50% marks in aggregate.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable. This Programme aims at rendering the social function of a school teacher in the context of achieving Universalization of Elementary Education besides focusing on developing a deep and critical understanding of the curriculum and pedagogy in teachers, who are believed to perform a transformative role in school education. Both professional and academic options are available to the students who graduate with a B.El.Ed. Degree.

Career Option:

Teaching in Government as well as private schools/institutions, Exceptional educational practitioners can be appointed as Principal, Head Teacher, Educational Consultant, Working with NGOS in the field of education and Opportunity for joining higher education Programmes such as M.Ed./M.Phil/Ph.D.

4 Class Timings

The class will be held from Monday to Friday from 9.10 A.M. to 4.10 P.M.

5 Syllabi

The syllabi of the B.Ed. programme offered by School of Education (SOED) are given in the following pages:

TWO YEAR B.Ed. PROGRAMME AT A GLANCE

	Semester I	Semester II	Semester III	Semester IV	Total
Courses	8	8	2	6	**24**
Credits	22	24	18	23	**87**

Scheme of Studies and Syllabi for B.Ed. Programme as per Choice Based Credit System (CBCS)

ODD SEMESTER I

ODD SEMESTER I							
S.No.	COURSE CODE	COURSE TITLE	L	T	S	P	C
1	SEED501	CHILDHOOD AND GROWING UP	4	0	0	0	4
2	SEED503	CONTEMPORARY INDIA AND EDUCATION	4	0	0	0	4
3	SEED505	UNDERSTANDING DISCIPLINE AND SUBJECTS	3	0	0	0	3
4	SEED507	READING AND REFLECTING ON TEXTS	0	0	0	4	2
5	SECS102	INFORMATION TECHNOLOGY AND FUNDAMENTALS	3	0	0	0	3
6	SECS152	INFORMATION TECHNOLOGY AND FUNDAMENTAL LAB	0	0	0	2	1
7	SEEL217	PERSONALITY GROOMING AND COMMUNICATION SKILLS	3	0	0	0	3
8	SEED509	SCHOOL CONTACT-I	0	0	0	4	2
		TOTAL	**17**			**10**	**22**

SEED501	CHILDHOOD AND GROWING UP	4	0	0	0	4

Course Objectives:

- To explain the meaning, concept and characteristics of growth, maturation and development at various stages.
- To describe the problems of childhood and adolescent age especially with respect to the Indian context.
- To develop an understanding of different aspects of a child's physical, intellectual, social and moral development.
- To analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child.
- To develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social-cultural and constructivism.

Unit I

Development of Child at Different Stages (Childhood and Adolescence): Concept, meaning and general principles of growth and development, stages of development-growth and development across various stages from infancy to adolescence**.** (physical, intellectual, social and moral development.),Piaget's concept of cognitive development, Kohlberg's theory of moral development, Erikson's psycho-social development theory, factors affecting growth and development, relative role of heredity and environment in development; concept of growth and maturation; parenting styles: influencing developmental aspects of childhood and adolescence, impact of media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

Unit II

Understanding Individual Difference: Concept of individual difference**,** factors influencing individual difference, educational implications of individual differences for teachers in organizing educational activities, dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values, understanding individual from multiple intelligences perspective with focus on Gardner's theory of multiple intelligences.

Unit III

Theoretical Perspectives to Enhance Learning among Children and Adolescents:: meaning of learning, implicit knowledge and beliefs, perspective on human learning: Connectionists or Behaviorist, Cognitivist, Constructivism, Bruner's discovery learning: concepts and principles of each perspective and their applicability in different learning situations, relevance and applicability of various theories of learning for different kinds of learning situations, role of learner in various learning situations as seen in different theoretical perspectives. role of teacher in teaching learning situations.

Unit IV

Deprivation and Deprived Children: Measures for their Adjustment and Education: Childhood in the context of poverty and globalization; current issues related to adolescents stress and role of the teacher : increasing loneliness, changing family structures and rising permissiveness; issues in marginalization of difference and diversity; children living in urban slum, socially deprived girls: measures to bring improvement in their status, child rearing practices of children separated from parents practices of children's separated children in crèches; children in orphanages; schooling: peer influences, school culture, relationships with teachers, competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction, impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

Practical Assignments/Field Engagement: (Student will attempt at least one of the following)

- Students teachers to collate about ten newspaper articles that involve issues of parenting and childhood analyze these and hold discussions.
- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.
- Students teachers can identify any child to understand 5-14 year old children in diverse
  contexts and use case profile method to study.

SUGGESTED READINGS

1. Bhatia, H. R.(1990). Elements of Educational Psychology Bombay: Orient Longman Ltd.

2. Chauhan, S. S.(2000). Psychology of Adolescence. New Delhi: Vikas Publishers.

3. Crain, W. (1992).Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall.

4. Dash, M.(1991). Educational Psychology. New Delhi: Deep and Deep Publishers.

5. Kakkar S. (1991).The Inner World: A Psycho-analytic study of childhood and society in

   India,Delhi: Oxford University Press.

6. Kakkar, S.B (1978).Indian Childhood: Cultural Ideas, and Social Reality, New Delhi: Oxford.

7. Kundu, C.L. and Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.

8. Readings on the Development of Children. New York: W. H. Free

SEED503	CONTEMPORARY INDIA AND EDUCATION	4	0	0	0	4

Course Objectives

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

- □understand perspectives in education including social bases of education
- critically understand the constitutional values related to aims of education
- analyze varied aims of education and its process aspects
- develop their own views about education and its development in social and cultural context
- develop a personalized professional view of one's pedagogical role
- think critically about the prevailing conditions of the society and their remedies
- visualize meaningfully the contemporary India
- develop an understanding of trends, issues and challenges facing contemporary Indian society.

Unit I

Constitution of India and Education: Concurrent status of education, Policies, Acts and Provisions related to education, Education of marginalized and socially disadvantaged segments, Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A, Directive Principles of State Policies, Right to Education (RTE) Act 2009.

Unit II

Education Commission and Education Policies: Post Independence New Education policy 2016, UNESCO suggestions in the light of Dollar Commission and Justice Verma Committee, NCF 2005, NCF Teacher Education 2009, Secondary Education Commission (1952-53): objectives and recommendations, Indian Education Commission (1964-66): objectives and recommendations, National policy on Education (1986) objectives and recommendations, Revised National Policy 1992 and POA: Major features.

Unit III

Contemporary Issues in Indian Education: Universalization of Elementary Education and related issues such as MDM, SSA, RUSA and RMSA, Issues and Debates on Globalization, Liberalization and Privatization, Common School System, Vocationalisation of Education,

Three Language Formulas, Open learning and distance education System, Modernization: Concept, Advantages and Disadvantages.

Unit IV

Emerging Concerns of Indian Society and Education: Culture and Education, Democracy and Education, Inequalities in ancient, medieval and modern education, New Economic Reforms and their impact on Education, Education for Technological Empowerment, Role of teacher in the context of Universal Education, Reservation as an egalitarian Policy.

Project/Assignment Work: (Student will attempt at least one of the following)

- Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhiyamik
- Siksha Abhiyan (RAMSA) – A local level Survey
- A local survey on Mid-day Meal Program in Secondary School.
- Debate on medium of Schooling or Three language formula
-

SUGGESTED READINGS

1. Challenges of Education- A policy perspective, (1985). Ministry of Education, Govt. of
2. India, New Delhi.
3. Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin.
4. Education for all (1993). The India scene, Ministry of Education, Govt. of India, New Delhi.
5. Walia, J.S. (2011). Modern Indian Education and its Problems. Jalandhar: Paul Publishers.
6. Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
7. Kashyap, S.C. (2009). The Constitution of India. New Delhi National Book Trust.
8. Gera, L., Viswanathappa G. & Srinivas K. (2014). Foundations of Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
9. National Policy of Education (1986). Ministry of Education, Govt. of India, New Delhi, 1992.
10. Pandey, K.P.(2010). Perspectives in Social Foundations of Education. New Delhi:

Shipra Publications.

11. Programme of Action (1992). Ministry of Education, Govt. of India, New Delhi.

12. Rajput, J.S. (1994). Universalisation of Elementary Education, Role of Teacher Education, New Delhi: Vikas Publishing House.

13. Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi.

14. Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt.

of India, New Delhi, 1949.

15. Right to Free and Compulsory Education Act 2009.

16. Sadgopal, A.(2000). Shiksha Main Badlav ka Sawal: Samajik Amubhavo se Niti Tak. Delhi: Granth Shilpi.

17. Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2009. Vimarsh Vol.1.

SEED505	**UNDERSTANDING DISCIPLINE AND SUBJECTS**	3	0	0	0	3

Course Objectives

- To reflect on the nature and 'disciplinary role' in the school curriculum.
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual contexts.
- To study the relationship between academic disciplines and school subjects.
- To critical examine the role of ICT in effective curriculum transaction and evaluation.

Unit I

Structure of the Disciplines: Disciplines: meaning, types, importance and relationship with subjects, core ideas of developing discipline: meaning and organization, philosophical views in different discipline by various philosophers (John Dewey, Krishna Murthy) in modern context.

Unit II

Understanding the Organization of School Subjects: Nature, importance and historical perspective of various school subjects, changes in school subjects in terms of social, political and intellectual context, curriculum: concept, principles of curriculum construction for different subjects.

Unit III

Analyzing relationship between School Subjects: Meaning of correlation/relationship, correlation between academic disciplines and school subjects, effects on curriculum framework, meaning of inter disciplinary approach to education and its effects on school subjects, theory of content for selection of school subject in curriculum.

Unit IV

Critical Study of ICTs and Developing Capacities: Critical examination of the role of ICT in effective curriculum transaction and evaluation, capacity development of teachers and students in the use of ICTs, ICT based teaching-learning approaches in schools, role of open and distance learning in catering to diversity in learners and learning styles.

Practical Assignments: (Student will attempt at least one of the following)

- Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc.

- Critical readings of specific texts to develop conceptual clarity

- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements

- Collating and analyzing child and adult conceptions of social and natural phenomena

- Developing concept maps to design subject-based and thematic-based curriculum materials

- Observing, documenting and interpreting classroom discourse (teaching-learning episodes)

- Investigating perspectives in children's literature and other teaching-learning materials

SUGGESTED READINGS

1. Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.

2. Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge.

3. Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi.

4. Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, and K.Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.

5. Dewey, J. (2004). Democracy and education. Courier Dover Publications.

6. Goodson, I.F., and Marsh, C.J. (2005). Studying school subjects: A guide. Routledge

7. Hall, C., and Hall, E. (2003). Human relations in education. Routledge.

8. Krishnan, A. (2009). What are Academic Disciplines? University of Southampton , NCRM E Prints Repository

9. NCERT (2005). National Curriculum Framework.

10. NCERT (2006). Teacher education for curriculum renewal.

11. NCERT Report (2010) National Curriculum Framework.

12. NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.

13. Ram, S. (1999). Current issues in teacher education, Sarup and Sons Publications, New

    Delhi.

SEED507	READING AND REFLECTING ON TEXTS	0	0	0	4	2

Course Objectives:

- To read and respond to variety of texts in different ways may be personal, creative or critical.
- To enhance their capabilities as readers and writers by becoming participants in the process of reading.
- To get involved in the reading interactively-individually and in groups become resources for one another.
- To comprehend and think reflectively on spoken or written texts.
- To read critically and analyze course readings, ideas presented in the class and experiences in schools.
- To write with a sense of purpose and for an audience.
- To learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process.

Unit I

General Orientation: Communication- concept and type of communication, overcoming barriers of communication, Identifying and describe some differences in dhonemic system of language spoken by learners (in first and second language), Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories.

Suggested Activities:

1. Exposure (native speaker) to give students by using ICT followed by discussion.
2. Narrating/describing a related account from one's life experience (in front of a smaller group) by student -teacher.
3. Re-telling the account – in one's own words/from different points of view (talking turns in a smaller group).
4. Discussion of chapter character and situation sharing interpretation and points of view (in a small group)
5. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. (individual text).

Unit II

Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation, The selected text could include articles, Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language).

Suggested Activities:

1. Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion).
2. Writing a review or a summary of the text, with comments and opinion.

Engaging with journalistic writing

1. Student teacher will select newspaper/magazine articles on topics of contemporary issues.
2. Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation.
3. Articles on topics of interest for write collage magazine/wall.

Unit III

Engaging with Subject related Reference Books:

Sequence of Activities:

1. Student teacher (in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books.
2. Search relevant references books from library/internet source and extract relevant information.
3. Makes notes on these ideas in some schemative from (flow diagram/mind map)
4. Plan a presentation with display and oral comments.
5. Make presentation to whole group.

SECS102	**INFORMATION TECHNOLOGY AND FUNDAMENTALS**	3	0	0	0	3

Course Objective

To familiarize management studies with computer and it's applications in day to day business and managerial activities, with more emphasis on its practical aspect.

Unit I

Basics of Computers and its Evolution: Evolution of computers, data, instruction and information, block diagram of a computer, characteristics of computers, functions of different units of a computer, generations of computers, classification of computers: - digital, analog and hybrid, micro, mini, mainframe and super computer, single-board computer.

Unit II

Introduction to Computer Software: Open source software**,** copylefted and non-copylefted software; system software; application software; utility software; demoware, shareware, firmware, freeware, free software. Compiler and interpreter, generations of languages: machine level, assembly, high level, 4GL.

Introduction to Computer System & Operating System Overview: Instruction execution, memory hierarchy, objectives and function of OS, structure of OS, types of operating systems, component and services offered by OS, layered approach of OS, properties of OS, system boot, file management.

Unit III

Input and Output Devices: keyboard, mouse, joystick, digitizer, scanner, MICR, OCR, OMR, light pen, touch screen, bar code and quick response reader, voice input device, monitor and it's type ,printer and it's type, plotter

Computer Memory: Primary Memory (ROM and it's type - PROM, EPROM,EEPROM, RAM) Secondary memory- SASD, DASD Concept, Magnetic Disks - Hard disks, Optical disks - CD ROM and it's type (CD ROM, CD ROM-R, CD ROM-EO, DVD ROM), Flash Memory, Blu-ray Disk

Unit IV

Concept of Data Communication and Networking: Networking concepts, types of networking (LAN, MAN AND WAN), Communication Media, Mode of Transmission (Simplex, Half Duplex, Full Duplex), analog and digital transmission. Synchronous and asynchronous transmission, network topologies, MOOC

Introduction to Database Management System:

Introduction to Database Systems: File System versus DBMS, Architecture of DBMS, Data Models, Schema and instances, Data independence, Advantages of a DBMS, Describing and storing data in a DBMS, Database Languages, Overview of Hierarchical, Network and Relational Database Management System.

SUGGESTED READINGS

1. Jain, V.K.; Computers and Beginners**.**
2. Leon and Leon; Introduction to Information Technology, Leon Tech World.
3. Sinha, Kr. Pradeep and Preeti Sinha; Foundations of Computing, BPB Publication.

SECS152	INFORMATION TECHNOLOGY AND FUNDAMENTALS LAB	0	0	0	2	1

Course Objective

This practical course will give learning of basic operations of Windows, MS-Word, MS-PowerPoint and MS-Excel

List of Experiments

1. Introduction to GUI based Operating System: Desktop, Task Bar, My Documents, Control panel, logging and resetting window password and various ending a computer session. Working with Disks, Folders and files using file explorer and command prompt, taking backup on Mobile and pend drive using USB Port, music and video player.

2. Understanding and Accessing Individual Control Panel Items along with different ways of operating Control panel items.

3. Introduction to Document Editor Application Software: Document creation and formatting of document, inserting and formatting complex table, using inbuilt word template, office online template, creating-edit-modify template, import/export files, convert word document to web document, PDF files, creating hyperlinks, adding security features to word document- imposing password and checking virus in Macros. Finding and Replacing Text, Basic of E-Mail, E-mail Addressing, Using E-mail- opening mail, mailbox, creating and sending mail, replying mail, forwarding, sorting & searching e-mail, Document Collaboration, Instant Messaging and Mail Merging.

4. Introduction to Presentation Application Software: Creating a presentation, different views of the presentation, customizing slides using predefined layouts/ slide transition / paragraph or text animation, importing data from other sources in PowerPoint presentations.

5. Introduction to Spreadsheet Application Software: Features of a spreadsheet, Data entry, Cell referencing, entering series, editing data, ranges, formulae insertion, inserting functions, creating macros and hyperlink, import and export data.

6. Analysis using Spreadsheet Application Software: Consolidation of data and data analysis in spreadsheet: sorting and filtering techniques drop down list from range of cell, applying and removal of data validation to cell, protecting cell data using password.

7. Pivot table report and Pivot chart report in Spreadsheet Application Software: creating pivot table, grouping fields, drill down pivot, layout and format, filtering, sorting and conditional formatting data, chart creation.

8. Creating form, Reports and queries using Access Application Software.

9. Hand-on experience on Outlook Application Software calendar to organize day-to-day activities, creating an appointment & Repetitive Appointment, working with event, planning a meeting, create, view and delete group schedule.

10. Database Designing & Maintenance: Maintaining an access tables, managing database by SQL queries, documenting a database, assigning privileges to users of database.

SEEL217	PERSONALITY GROOMING AND COMMUNICATION SKILLS	3	0	0	0	3

Course Objectives

- To train teacher trainees to use appropriate language for public speaking.
- To make them understand the importance of working in teams in the present day scenario.
- To prepare them realize how group decision making is better than decisions made individually.
- To help them better understand basic leadership qualities and personality traits
- To help them to understand various techniques of stress management in teaching and learning.
- To facilitate critical thinking and analysis of activities and attitudes that support institutional success.

Unit I

Communication in Organizations: Meaning, process and importance of communication; types of communication; effective communication: barriers to effective communication & tips to overcome.

Unit II

Grooming and Leadership: Appearance & dressing; etiquettes & manners in social and official contexts; qualities of a leader; types of leadership; significance of leadership, situational leadership and individual leadership styles; study of great leaders.

Unit III

Group Dynamics, Team Building and Stress Management: Concepts of team and group; principles of intra-group dynamics in team building and management; how to build and manage effective teams; stress management: difference between distress and eustress, causes of stress and techniques of reducing educational stress; case studies.

Unit IV

Interview and Presentation Skills: Meaning, objectives and types of interviews; how to prepare for an interview? mock interview; types of presentation; tips for effective presentation; presentation of the assigned topics.

Text Book:

Reference Books:

1. Mitra, Barun K. Personality Development and Soft Skills,OUP, Delhi, 2012.

2. Raman Meenakshi and Sharma, Sangeetha. *Technical Communication Principles and Practices,* 2nd Ed. Oxford University Press, New Delhi, 2011

3. Sinha, K.K. *Business Communication*. Galgotia Publishers.

4. Tickoo, M.L, Subramanian A. E. and Subramaniam P.R. *Intermediate Grammar, Usage and Composition.* Orient Blackswan.

5. Web Sources: www.slideshare.com

6. www.authorstream.com

| SEED509 | SCHOOL CONTACT-I | 0 | 0 | 0 | 4 | 2 |

Course Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To participate in co-curricular and extra -curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the Pupil teacher to critically analyze the gained teaching experiences in actual school environment.

Unit I

Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.

Unit II

Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation(CCE) by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

Unit III

Record maintenance: Observing record maintenance in schools; preparing records and maintaining them

Unit IV

School Contact: Choosing a school, preparing for the visit, conducting the scheduled activities and maintaining the records

Activity 1: Morning Assembly-everyday with Prayer, thought for the day, speech on a relevant topic, News reading & National Anthem

Activity 2: 10 Minutes Meditation everyday

Activity 3: Simulation Class-once in a week

Activity 4: Class observation and report-one on each day by observing a planned class by a teacher or teacher trainee

Activity 5: Indoor game-one per day by one student, and keeping record on its utility, effectiveness and application

Activity 6: Discussion on any relevant topic to education-one per week

Activity 7: Reviewing one journal from Education discipline

Activity 8: Discussion, referencing and preparing a report on CCE system

Activity 9: Discussion and preparing a report on the latest trends in teaching

Activity10: School Contact programme and the report submission

SCHEME & SYLLABUS

FOR

EVEN SEMESTER II

SEMESTER-II

S.No.	Course Code	Course Title	L	T	S	P	C
1	SEED502	Learning and Teaching	4	0	0	0	4
2	SEED504	Knowledge and Curriculum-I	2	0	0	0	2
3	SEED506	Language Across Curriculum	3	0	0	0	3
4	SEED508	Philosophical and Sociological Foundations of Education	4	0	0	0	4
5	SEED510	Drama and Art in Education	0	0	0	2	1
6	SEED512	School Contact-II	0	0	0	4	2
7		**Pedagogy Subjects I ***	4	0	0	0	4
8		**Pedagogy Subjects II ***	4	0	0	0	4
	SEED514	Pedagogy of English					
	SEED518	Pedagogy of Economics					
	SEED520	Pedagogy of Social Sciences	4	0	0	0	4
	SEED540	Pedagogy of Mathematics					
	SEED542	Pedagogy of Physical Science					
	SEED 544	Pedagogy of Biological Science					
	SEED 546	Pedagogy of Commerce					
		TOTAL	**21**			**6**	**24**
*Note: Student can choose two Pedagogical Subjects							

SEED502	**LEARNING AND TEACHING**	4	0	0	0	4

Course Objectives:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of intelligence, personality and adjustment.

Unit I

Development and Learning: Learning and teaching : nature, relevance and relationship, nature and nurture, growth and maturation, relationship between development and learning, developmental influences: development as a resultant of interactions between individual and the external environment (physical, socio-cultural, economic, ecological and technological), dimensions of individual development: stages of development: developmental tasks with focus on processes of growth and development across various stages from infancy to post adolescence and their significance to learning.

Unit II

Cognition and Learning: Approaches to learning: Behaviourist(Classical and Operant Conditioning), Cognitivist(Insightful learning, Tolman's Sign Learning Theory), Humanist, social Constructivist, theories of learning (concepts, principles and applicability is different learning situations): Thorndike, Pavlov, Skinner, Rogers, Bandura, Vygotsky, meaning of cognition and its role in learning, socio-cultural factors influencing cognition and learning, role of a teacher in a teaching-learning context: transmitter of knowledge, model, facilitator, negotiator and learner.

Unit III

Intelligence and Motivation: Meaning, definition, nature of intelligence and the role of heredity and environment, theories of intelligence, Spearman's two factor theory, Guilford's

factor analytical theory, assessment of intelligence, individual tests-verbal tests, group tests : verbal/non-verbal, use and misuse, motivation: meaning and need, difference between needs and drives, motives and incentives, role of a teacher in motivating students: need and strategies.

Unit IV

Personality and Adjustment: Meaning and nature of personality, Theories of Personality, Type Approach: Hippcrates, Kretschmer, Sheldon, Jung, Trait Approach-Allport, Cattell, Type cum Trait Approach-Eysenck, Psychoanalytic Approach-Freud, Adler, Humanistic Approach-Maslow, Roger, meaning and nature of adjustment-(in the context of teaching and learning), adjustment as achievement and process and areas of adjustment, methods of adjustment: direct methods and indirect methods, characteristics of a well-adjusted person.

Practical Assignments / Field Engagements: (Student will attempt at least one of the following)

- The student-teacher does observation of children at play and maintains diaries to acquaint themselves with the different strategies of children employ in learning and cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; individual and group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture).

- The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

SUGGESTED READINGS

1. Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.

2. Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.

3. Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.

4. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.

5. Garvey, C. (1990). Play. Cambridge: Harvard University Press.

6. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.

7. J. C. Aggarwal, (2015). Essential of Educational Psychology, Vikas Publishing House: Pvt., New Delhi

8. Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

9. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

SEED504	KNOWLEDGE AND CURRICULUM-I	2	0	0	0	2

Course Objectives:

- To enable students appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Western thinkers.
- To examine the different sources of knowledge and their kinds
- To familiarise students with the process of constructions of knowledge
- To critically analyse the role of Education in reproducing dominance and challenging
- Marginalisation with reference to class, caste, gender and religion.

Unit I

Knowledge, Education and Schooling: Relationship between school and education, Nature of knowledge: information, knowledge, conception, perception, Schooling, education and knowledge as visualised by different Indian and western thinkers: M. K. Gandhi, Rabindranath Tagore, Sri Aurobindo, Rousseau, Froebel, John Dewey, Understanding the basic assumptions about human nature society, learning and aims of Education in relation to Curriculum.

Unit II

Child's Construction of Knowledge: Sources of knowledge: empirical knowledge vs. revealed knowledge, different kinds of knowledge, disciplinary knowledge, course content knowledge, indigenous knowledge vs. global knowledge, scientific knowledge vs. religious knowledge, process of construction of knowledge as given by jean Piaget and Iev Vygotsky, concepts of belief, information, knowledge and understanding, processes and criteria to be kept in mind for curriculum construction.

Unit III

History, Politics and Education: Prominent characteristics of education in India after independence, Political nature of Education, Teacher and society: a critical appraisal of the status of a teacher in Indian society, Autonomy, academic freedom and accountability: concept and issues

Unit IV

Knowledge and Power : Sociological Perspective: Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks, Contestations to "Knowledge", Dominance, Marginalisation, Subversion, Role of Education in reproducing dominance and challenging marginalisation with reference to class, caste, gender and religion.

Projects/Assignments Work: (Student will attempt at least one of the following)

To engage the learners in critically analysing issues related to curriculum in the field through the following screenings and based on the same a diary to be maintained to record their reflections post the six screenings(Group discussions to be held in the presence of faculty mentors):

CDs/DVDs to be screened for the Student-teachers:

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
2. Debrata Roy DVD *The Poet & The Mahatma*
3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*
4. NCERT CD ROM *Battle for School by Shanta Sinha*
5. NCERT CD ROM *Globalisation and Education*
6. Sri Aurobindo Ashram Trust DVD *India and Her Future*

SUGGESTED READINGS

1. Badheka, G (2001). Baal Shikshanaur Shikshak. Bikaner: Vaagdevi Prakashan.
2. Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.)
3. D'Costa. A.R.(2016).Himalaya Publishing House: New Delhi.
4. Dewey, John. (2009). School aur Samaj. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).
5. Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
6. Palmer, Joy A. et. al (2001). Jean- Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori Fifty Major Thinkers on Education From Confucius to Dewey, USA: Routledge.

SEED506	LANGUAGE ACROSS CURRICULUM	3	0	0	0	3

Course Objectives:

- To enable student-teachers to understand the nature and structure of language.
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Unit I

Language and Communication: Language as a tool of communication, features of language, structure of language, language and power, language diversity in the context of India, multilingualism: nature and scope, multilingualism: as a resource and a strategy, socio-cultural variations in languages: accents and linguistic variations.

Unit II

Acquisition of Language Skills: Acquisition of the four language skills, listening skills: developing pronunciation by phonic drills, developing vocabulary by listening to the usage of new words in different contexts and meaning making, reading and writing, relationship between reading and writing, oral and silent reading of expository texts: strategic; comprehension; pre-reading and post reading activities, characteristics of a good handwriting; developing the skill of writing effective compositions.

Unit III

Development of Language: Perspectives in language development (with reference to how children acquire language at early age): Skinner, Bandura and Walters and nativist Chomskian perspective, relationship of language and society: identity, power and discrimination.

Unit IV

Language and Curriculum Transaction: Bilingual or trilingual children: implications for teachers, multilingual classroom: challenges and strategies to cater to diversity, nature of multilingualism, differences in communication, hierarchical status of Indian languages and its

effect on classroom dynamics qualities and competences of a teacher to cater to a multilingual classroom.

Practical Assignments / Field Engagements: (Student will attempt at least one of the following**)**

- The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in English and Hindi with the support of assistive devices in the Language Laboratory under the guidance of Faculty Mentors.

- Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing. (To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)

- Students to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations Formally-Informal Communication and the challenges they face in Communicating.

SUGGESTED READINGS

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi:Sage Publications.

2. Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, Bhag 1 or 2. *Shakshik Sandarbh*. Bhopal: Eklavya.

3. Agnihotri, R.K. (2007). *Hindi: An essential grammar.* London: Routledge

4. Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multiliguality*. International Multilingual Research Journal, Vol.(2) 1-10

5. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanth samvaad,* New Delhi: Shilalekh

6. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

7. Reading Development Cell, NCERT (2008). *Reading for meaning.* New Delhi: NCERT.

8. Yule, G. (2006). *The study of language.* Delhi: Cambridge University Press.

SEED508	**PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION**	4	0	0	0	4

Course Objectives:

- To gain an understanding of the concept, meaning, aims and functions of Education
- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.

Unit 1

Education: Meaning and Function: Concept, Meaning, Aims and Functions of Education, Education as a Liberal discipline and its Interdisciplinary nature, Education and its related concepts: Training, Instruction, Teaching and Indoctrination, Education as Character development and Preparation for Life (In the light of the Ideas of Swami Vivekananda and John Dewey), Education as a tool for propagation of Culture.

Unit II

Thoughts of Thinkers on Education and it's Practice: Relevance of educational thoughts of Indian and Western thinkers to the present Education system (*To deliberate upon Aims of and functions of Education, Pedagogy, Pedagogical Practices in the Classroom, Teacher-Student Relationship and Essential Values and Qualities needed in a Teacher to Prepare a Child for Life*), Jiddu Krishnamurti, B.R. Ambedkar, Western: Plato, Rousseau.

Unit III

Education and Socio-Cultural Context: Education as an instrument of social change; Influence of education on society, family and their practices, Socio-cultural influences on the aims and organization of education (in the context of Sanskritisation, Industrialization and Modernisation, Education and Culture: Acculturation and Enculturation, Emerging trends in the Indian Context: Globalization, Internationalization and Privatisation of Education: Positive and Negative Impact

Unit IV

Issues and Concerns in Education: Equalization of Opportunities in the Education sector: Outreach, Access, Affordability, Quality, Constitutional provisions for ensuring Equity and Equality (Special Emphasis on Right to Education),Nature and forms of Inequality including Dominant and Marginalised groups, Gender inequalities in Schools; Public, Private, Rural-Urban-Tribal, Democracy, Socialism and Secularism: Concept and Practice in Schools, National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion, Inclusive Education: Ideology and Present Status in Schools, Commercialisation of Education: Meaning and Concerns in the Indian Context.

Projects/Assignments Work: (Student will attempt at least one of the following)

- Reflecting on the Readings on any two thinkers on education and maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.

- Implementation of the provisions of RTE(Right to Education): An observational study to look at the ground realities in the schools in the neighbourhood

- The diary maintained on the discussions on the above two practical are to be presented group-wise with the participation of all the student-teachers in the above activities in the presence of the faculty members in colleges.

SUGGESTED READINGS

1. Brubacher, J.S. [1969] McGraw Hill Book Co. Modern Philosophies of Education
2. Carr, David. [2003] Making Sense of Education; Routledge Falmer
3. Cenkener, William :[1976] Manohar Publishers Hindu Personality in Education
4. Dewey, John [1966] Democracy and Education ; New York, Macmillan
5. Israel, Scheffler [1966] Philosophy and Education; Allyn Bacon Inc. 2nd ed.
6. Kneller, George F. [1971]: Introduction to the Philosophy of Education; John Wiley and Sons, Inc.
7. Krishnamurti, J.; [1953] Education and the Significance of Life. ; Krishnamurti Foundation India.
8. Mani, R.S. [1964]; Educational ideals of Gandhi and Tagore.
9. O'Connor,D.J. [1973] An Introduction to Philosophy of Education. Universal Book Stall.

10. Ozmon , Howard A. and Craver, Samuel M. :[1976] Philosophical Foundations of Education 2nd ed. Charles, Merrill Publishing Co.

11. Peters, R.S. The concept of Education series Part 2 and 3 Edited by R.F. Dearden,

12. P.H. Hirst and R.S. Peters; Routledge and Kegan Paul, London and Boston.

13. Schofield, Harry; [1982] The Philosophy of Education—An Introduction ; Unwin Education Books, London

14. Siegel, Harvey [2009] The Oxford Handbook of Philosophy of Education; Oxford University Press.

15. Seetharamu, A.S.; [1989] Philosophies of Education. Ashish Publishing House.

16. Snook, I.A. [1967] Indoctrination and Education; Routledge and Kegan Paul'

SEED510	DRAMA AND ART IN EDUCATION	0	0	0	2	1

Course Objectives:

- To develop basic understanding of different Art forms, impact of Art forms on the human mind.

- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.

- To develop skills for integrating different Art forms across school curriculum at secondary level.

- To create awareness of the rich cultural heritage artists and artisans

Unit I

Visual Arts and Crafts: Experimentation with different materials of visual art, such as pastel, poster, pen and ink, rangoli materials and clay, exploration and experimentation with different methods of visual arts like painting, block printing, collage, clay modelling, paper cutting and folding, paper framing and display of art works.

    Activity 1: Poster Making based on the given theme

    Activity 2: Rangoli Making-theme based

    Activity 3: Collage Making-theme based

Unit II

Performing Arts: Dance, Music, Theatre and Puppetry: Listening/viewing and exploring regional art forms of music, dance, theatre and puppetry, viewing/listening to live and recorded performances of classical and regional art forms, participation and performance in any one of the regional arts forms keeping in mind the integrated approach, planning a stage-setting for a performance/presentation by the student-teacher.

Activity 4: Role Play

Activity 5: Puppet show

Activity 6: Dumb charade

Activity 7: Planning Stage Setting

Unit III

Appreciation of Arts: Meaning and concepts of arts and aesthetics and its significance at secondary level of school education, difference between education in arts and arts in education, identification of different performing art forms and artists; dance, music and musical instruments, theatre, puppetry (based on a set of slides, videos, documentaries selected for the purpose), knowledge of Indian craft traditions and its relevance in education (based on a set of slides, videos films, documentaries selected for the purpose), knowledge of Indian contemporary arts and artists; visual arts based on the videos, films and documentaries selected for the purpose, Indian festivals and its artistic significance.

Activity 8: Movie appreciation / review

Activity 9: Preparing a report on any one Indian art form

Unit IV

Engagement in Analysis and Activities: Initiation into the craft of drama and related activities for engagement in schools with learners, theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts and craft forms, textbook analysis to find scope to integrate art forms either in the text or activities or exercises

Activity10: Stage presentation of an art form, and its interpretation report by the student viewers.

Practical Engagements

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession.

Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Approach for Teaching–learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.

- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community,are some of the practical aspects, which needs to be taken care too. Student teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.

- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student-teachers engages in the same including their reflection on the experience.

SEED512	SCHOOL CONTACTS-II	0	0	0	4	2

Course Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To participate in co-curricular and extra -curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the Pupil teacher to critically analyze the gained teaching experiences in actual school environment.

Unit I

Organisation of co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.

Unit II

Writing a reflective journal on the problems faced by teachers in assessment through the scheme of continuous and comprehensive evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

Unit III

Record maintenance: observing record maintenance in schools; preparing records and maintaining them

Unit IV

School Contact: choosing a school, preparing for the visit, conducting the scheduled activities and maintaining the records

Activity 1: Morning Assembly-everyday with Prayer, thought for the day, speech on
a relevant topic, News reading & National Anthem

Activity 2: 10 Minutes Meditation everyday

Activity 3: Simulation Class-once in a week

Activity 4: Class observation and report-one on each day by observing a planned
class by a teacher or teacher trainee

Activity 5: Indoor game-one per day by one student, and keeping record on its utility,
effectiveness and application

Activity 6: Discussion on any relevant topic to education-one per week

Activity 7: Reviewing one journal from Education discipline

Activity 8: Discussion, referencing and preparing a report on CCE system

Activity 9: Discussion and preparing a report on the latest trends in teaching

Activity10: School Contact programme and the report submission

SEED514	PEDAGOGY OF ENGLISH	4	0	0	0	4

Course Objectives:

- To understand the need and importance of English language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English on second language.
- To develop an appreciation of the role of English in both academics and life.

Unit I

Fundamentals of Language: Fundamentals of language, nature and scope of language, psycholinguistic and sociolinguistic perspectives of language, role of language in life: intellectual, emotional, social and cultural, development, language acquisition vs. language learning, multilingualism as resource to second language teaching-learning, language across curriculum, principles and maxims of language teaching.

Unit II

Language Development Skills and Learning Resources: Listening: the concept of listening, sub-skills of Listening, tasks, materials and resources for developing the listening skill, assessing listening, Speaking; Phonetics (the consonant and vowel system, intonation, stress, pitch), Tasks, Materials and resources for developing the speaking skill, Reading Skill: Teaching reading: theories; the mechanics of reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading, Tasks materials and Resources for developing reading skill, Writing skill; teaching writing: the mechanics of writing including punctuation, spelling, hand- writing, indentation; writing as a process; the various stages of different types of writing. Tasks, Resources and materials for developing the writing skills, assessing writing, giving feedback

Unit III

Approaches and Methods in English Language Teaching: Various approaches, methods and techniques in use for teaching English: The Direct Method, The Structural Approach, Communicative language Teaching, Task- based language Learning, Language learning in the Constructivist paradigm

Unit IV

Professional Growth and Learner Evaluation: Action research: concept and identification of problems faced by the teachers in the classroom, critical appraisal of an English text book, professional competencies of a teacher, comprehensive and continuous evaluation and its use in English class, different elicitation techniques used in English; cloze, diagnostic and achievement test, remedial teaching, contrastive analysis; error analysis.

Practical Assignments/Field Engagement: (Student will attempt at least one of the following**)**

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in English.
- Critical study of any one English Text-book.
- Organisation of inter-class contests in English
- Identifying and Evaluating ICT resources suitable for teaching English.

SUGGESTED READINGS

1. Doff, A. (1988) Teach English. CUP : Cambridge
2. Morgan J. & Rinvolucri M. (1986). Vocabulary, OUP: Oxford.
3. Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon.
4. Grellet, F. (1981). Developing Reading Skills, CUP: Cambridge.
5. Nutall, Chrishrine (1987) Teaching Reading Skills in a Foreign Language. London : Heinemann Educational Books Ltd. Parrott, M. (1993). Tasks for Language Teachers. Cambridge :CUP
6. Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP
7. Hughes, A. (1989). Testing for Language Teachers Cambridge :CUP
8. Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge:CUP
9. Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall.
10. Asher, R. E. (ed.) (1994). The Encyclopedia of Language and Linguistics.
11. Hedge,T.(1998). Writing: Resource Book for Teachers. Oxford : OUP.

12. Bygate, M. (1987). Speaking: Oxford: OUP.

13. Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge : CUP

14. Littlewood, W. (1992). Teaching Oral Communication. Oxford : Blackwell Publishers.

15. Nunan, D. (1989). Designing Tasks for the Communicative Classroom.Cambridge : CUP.

16. Anderson & Lynch (1988). Listening. Oxford: OUP.

17. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford : Pegamon.

18. Brumfit and Carter (1986). Literature and Language Teaching: Oxford : OUP.

19. Underhill, N. (19870. Testing Spoken Language: Cambridge: CUP.

20. Ur, P. (1991). Discussions that work. Cambridg : CUP.

21. Ur,P. (2014). A Training Course in Teaching of English. CUP: Cambridge

22. Richards and Rodgers (1986). Approaches and Methods in Language Teaching.Oxford : OUP.

23. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford : OUP

24. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.

25. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford : OUP

SEED518	PEDAGOGY OF ECONOMICS	4	0	0	0	4

Course Objectives:

- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics
- To develop competence in use of appropriate strategy in relation to the content to be taught
- To develop ability to design, develop; and use various tools & techniques of evaluation

Unit I

Economics: Context and Concerns: Historical development of Economics as a school subject, Meaning, Nature and Scope and Values of Teaching Economics in present scenario, Understanding Economics in relation to Commerce, History, Geography, Mathematics, Agriculture, Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05, Comparative analysis of prescribed syllabus of CBSE & ICSE

Unit II

Methods & Skills of Teaching Economics: Methods of teaching**:** lecture, discussion method, inductive- deductive method, project method, survey method, co-operative learning method, techniques of teaching**:** supervised study, dramatization, brain-storming, field trip and simulation, challenges of teaching economics and role of economics teacher in teaching of social science and in current affairs, use of ICT in economics and designing resource plans for effective transaction

Unit III

Instructional Media & Co-curricular Activities: Instructional media**:** concept, importance and types of instructional media and their use in teaching of economics, co-curricular activities: type, role and significance of co-curricular activities in teaching of economics, text book**:** features of a good text book. criteria for evaluation of economics, text book, micro teaching, unit planning and lesson planning

Unit IV

Approaches and Evaluation in Teaching: Evaluation: meaning, significance of evaluation and its role in education process. methods of assessment: formative, summative, diagnostic, evaluation procedure for appraising learners performance, planning and preparation of achievement test in economics, informal assessment techniques, observation recording, performance assessment-preparation of performance standards, Continuous and Comprehensive evaluation (CCE), action research: concept and identification of problems faced by the teachers in the classroom

Project/Assignment Work: (Student will attempt at least one of the following)

- Critical study of any one Economics book.

- Preparation of achievement test report

- Development and organization of co-curricular activities

- Identifying and Evaluating ICT resources suitable for teaching Economics

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same

  before peers in simulated teaching exercise.

SUGGESTED READINGS

1. Aggarwal, J.C. (2005). Teaching of Economics: A Practical Approach, Vinod Pustak Mandir: Agra.

2. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.

3. Arora, P.N. And Shorie, J.P. (1986). Open Book Examination Question in Economics, New Delhi, NCERT.

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   IASE, Deptt. of Education, Delhi University.

6. Bawa, M. S. (ed.) (1995). Tendering of Economics: Contemporary Methods and

7. Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.

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University.

9. Chakravorty, S. (1987). Teaching of Economics in India, Bombay, Himalaya Publishing.

10. Siddiqi, M.H. (1998). Teaching of Economics: New Delhi; Ashish Publishing House.

SEED520	PEDAGOGY OF SOCIAL SCIENCES	4	0	0	0	4

Course Objectives:

- To develop an understanding of the nature of social sciences, both of individual disciplines comprising social sciences, and also of social sciences as an integrated/interdisciplinary area of study.

- To acquire a conceptual understanding of the processes of teaching and learning social sciences.

- To enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.

- To acquire basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.

- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of environment, dealing with disaster.

Unit I

 Social Sciences as an Integrating Area of Study: Nature and scope of social science, difference between social science and social studies, aims and objectives of teaching of social sciences, social science curriculum at school level-correlation with other subjects, critical appraisal of a social science text book, democratic values and national objectives, citizenship, importance of democratic inclusive class room for social science teaching, curriculum development process: national and state levels, social science teacher: concept of teaching skill, teacher as a reflective practitioner.

Unit II

 Methods and Strategies: Difference between approaches, strategies and methods, types of approaches, inductive, deductive, constructivist, multidisciplinary and integrated approach in social sciences; methods of storytelling, problem solving, project method, observational method, assignment method, discussion method, cooperative learning, role play and simulation, micro teaching, unit planning and lesson planning, social science laboratory - organization and management, organization and planning of co-curricular activities in social science, field trip/excursion/bulletin board in social science.

Unit III

Teaching-Learning Resources in Social Sciences: People as resource: the significance of oral data, types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, using the library for secondary sources and reference material, such as dictionaries and encyclopedias, various teaching aids: using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, audio-visual aids, CD-ROM, multimedia, internet. Open-book tests: strengths and limitations. Technology integration: planning with the integrating technology for inquiry model for social sciences at secondary school level, e-technologies, Instructional aids: preparation, improvisation and effective use-chart, models, scrap books, media (print non-print and electronic media), maps, globe,

Unit IV

Evaluating Students Learning:·Evaluation; concept, importance and types of evaluation, Continuous and Comprehensive Evaluation (CCE) in social sciences, type of test items and development of achievement test in social sciences, diagnostic testing and remedial measures, action research: concept and identification of problems faced by the teachers in the classroom, analyzing textbooks in social sciences in the light of the syllabus and from the perspective of the child (textbooks of the same class may be taken up for all subjects in social sciences).

Practical Assignments/Field Engagement (Student will attempt at least one of the following)

- Project report on any topic of social science.
- Critical analysis of social science syllabus at any particular level.
- Developing an achievement test and its administration.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Identifying and Evaluating ICT resources suitable for teaching Social Science
- Analyzing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills

SUGGESTED READINGS

1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publishing House.

2. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,

3. Martorella H. Peter (1994) Social Studies for elementary School Children (DevelopingYoung Citizens)

4. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub.,

5. Michaels U. John(1992), Social Studies for Children

6. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.

7. Preston, Ralph C(1955)., Handbook of Social Studies, Rhinehart and Company,.

8. Shaida, B.D(1962)., Teaching of Social Studies, Jalandhar: Panjab Kitab Ghar,

9. Teaching Social Studies in High School, Wesley Edgar Bruce

10. UNESCO (1981), Handbook for teaching of Social Studies.

11. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.

SEED 540	PEDAGOGY OF MATHEMATICS	4	0	0	0	4

Course Objectives:

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

- understand the nature of mathematics and the historical developments leading to concept in modern mathematics .
- describe instructional planning and development of relevant material for the teaching of mathematics.
- devise instructional strategies in teaching mathematics at secondary level and refine the competencies in secondary level mathematics.
- apply appropriate evaluation techniques in mathematics and explain importance and uses of learning resources in mathematics.

Unit I

Meaning, scope and nature of mathematics (axioms, postulates, patterns ,mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams), need and importance of mathematics at secondary stage, aims and objectives of teaching mathematics at secondary stage, framing objectives according to Bloom's taxonomy, historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.

Unit II

Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF, methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach, preparation of a lesson plan, preparation of unit planning.

Unit III

Mathematics club and its importance, mathematics laboratory and its effective use, importance of re-creational activities – games, puzzles and riddles in mathematics, textbooks in mathematics: relevance and use, critical evaluation of mathematics text books at secondary stage/ senior secondary stage, projective and non- projective teaching aids, instructional and material development, role of communication in classroom- math talk; building a community

of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work.

Unit IV

Evaluation in mathematics, evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, continuous and comprehensive evaluation, formative and summative evaluation, criterion and norm reference test, preparation of an achievement test, professional development of mathematics teachers.

Practical Assignments/Field Engagement:

- Organizing Mathematical Activities in School.
- Developing at least five Instructional Aids.
- Development of an Achievement test in Mathematics.
- Developing a Multi-media Lesson in Mathematics.

SUGGESTED READINGS

1. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York. ·Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
2. Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company. .
3. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
4. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication
5. Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
6. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
7. NCF 2005
8. Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.

Course Objectives:

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

- understand the nature of Physical Science and contribution of eminent scientists .
- describe instructional planning and development of relevant material for the pedagogy of physical science
- devise instructional strategies in pedagogy of physical science at secondary level and refine the competencies in secondary level science
- apply appropriate evaluation techniques in science and explain importance and uses of learning resources in science

Unit I

Meaning and nature of physical science, scope of physical science and rationale of teaching physical science as a compulsory subject at secondary level, aims and objectives of teaching physical science at secondary stage, framing objectives in behavioural terms according to Bloom's taxonomy, significance of physical science in daily life and its relevance to social and environmental issues, major contributions and landmarks of Indian scientists in the field of science.

Unit II

Critical evaluation of the science curriculum at the secondary stage with reference to NCF-2005, approaches and methods of teaching physical science: activity based approach: investigatory approach, laboratory method, project method and constructivist approach, concept mapping approach: meaning of concept, concept formation with reference to concept maps, development of lesson plan.

Unit III

Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs, instructional teaching learning material: preparation, improvisation and effective utilization, textbooks in physical science: relevance and use, critical evaluation of science text books at secondary stage/ senior secondary stage, application of ICT in pedagogy of physical science

Unit IV

Evaluation in physical science, evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, continuous and comprehensive evaluation, formative and summative evaluation, criterion and norm reference test, preparation of an achievement test, professional development of science teachers.

Practical Assignments/Field Engagement:

- Conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
- Preparation of an Achievement test on any topic.
- Preparation of a working model / tool / device based on any principle of Physical Sciences.
- Preparing a Multimedia Lesson of Physical Science

SUGGESTED READINGS

1. Anderson R.D. (1970), Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
2. Barbe, R.H. (1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
3. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
4. Edigar M. and Rao D.B. (1996), Science Curriculum, New Delhi: Discovery Publishing House.
5. Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation.
6. Kochar, S.K. (1997), Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
7. NCF 2005
8. Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
9. Rahi, A.S. (2012). Pedagogy in Physical Science and Teachers. U.S: Createspace Publications.
10. Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
11. Sood, J.K. (1992). New directions in Science Teaching. Chandigarh: Kohli Publishers.
12. Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers

SEED 544	**PEDAGOGY OF BIOLOGICAL SCIENCE**	4	0	0	0	4

Course Objectives:

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

- develop an understanding of the nature of biology and its linkages with other science subjects
- acquire a conceptual understanding of pedagogy of biological science
- devise instructional strategies in pedagogy of biological science at secondary level
- apply appropriate evaluation technique in biological science and able to apply ICT in pedagogy of biological science
- To recast teaching of Biological Science so that it enables children to examine and analyse everyday experiences

Unit I

Meaning, nature, history, scope and interdisciplinary linkage of biological science, scope of biological science and rationale of teaching biological science as a compulsory subject at secondary level, role of biology in teaching integrated science, EVS and health education, aims and objectives of teaching biological science at secondary stage with reference to NCF2005, framing instructional objectives in behavioural terms according to bloom's taxonomy.

Unit II

Methods and approaches of teaching biological science with reference to NCF 2005, activity based approach: enquiry approach, laboratory method, project method and constructivist approach, cooperative learning, team teaching and peer- learning, concept mapping approach: meaning of concept, concept formation with reference to concept maps, development of lesson plan and unit plan.

Unit III

Biology laboratory: Design, organization and management, identifying and analysing age and stage specific learning resources and using them in teaching-learning process of biology (e.g. for classification and systematic studies of organisms, morphology and anatomy of organisms, and their parts, life processes, understanding about environment and relationships of organisms among themselves and with their environment, etc.) instructional teaching

learning material: real objects and specimens, visits to botanical and zoological museums, application of ICT in pedagogy of biological science.

Unit IV

Evaluation in biological science, evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, continuous and comprehensive evaluation, formative and summative evaluation, criterion and norm reference test, design and analysis of class tasks and home tasks (with reference to inculcation of thinking and process skills), preparation of an achievement test.

Practical Assignments/Field Engagement:

- Conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
- Preparation of an Achievement test on any topic.
- Preparation of a working model / tool / device based on any principle of Biological Science.
- Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher.

SUGGESTED READINGS

1. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
2. Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO
3. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
6. Patton, M.Q. (1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
7. Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
8. Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
9. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.
10. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

SEED 546	PEDAGOGY OF COMMERCE	4	0	0	0	4

Course Objectives:

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

- ➢ gain insight on the meaning and nature of commerce for determining aims, and strategies of teaching learning
- ➢ identify and relate everyday experiences with learning commerce and understand lesson planning and evaluation aspects in teaching commerce
- ➢ apply the knowledge in analysing higher secondary commerce contents in terms of the techniques and aids for the purpose of teaching commerce
- ➢ understand the different types of curriculum, classroom management techniques and technology in education to teach commerce
- ➢ develop interests in knowing the recent development in teaching methodology and technological developments in commerce

Unit I

Foundation and context of commerce, meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school, aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student : (aspirations, capabilities, opportunities and stress).

Unit II

Understanding terminology of commerce, meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level, micro teaching skills, lesson planning in commerce, relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.

Unit III

Teaching learning material, its meaning and importance, importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF-2005, teaching learning material: textbook & reference books and their dynamics of in teaching, learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking).

Unit IV

Meaning, importance of evaluation and types of evaluation in commerce, classroom processes and evaluation in commerce, educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process, development of test items: essay, short answer and objective types, new approaches to assessment: question bank, open book examination & grading, construction of an achievement test: concept and steps.

Practical Assignments/Field Engagement:

- Visits to Banks, Insurance houses, Warehouse, Trade-Centres, Companies and other Business Houses.
- Collection of business documents, newspaper and magazines articles (cuttings), business forms, Collection of e-learning resources in Commerce.
- Exploring how currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
- Developing a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

SUGGESTED READINGS

1. Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
3. Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
4. Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
5. Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
6. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
7. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
8. Umesh (2009) Teaching of Commerce. New Delhi: Tandon Publications.

SCHEME & SYLLABUS
FOR
ODD SEMESTER III

ODD SEMESTER-III							
TEACHING PRACTICE IN DIFFERENT SCHOOLS							
S.No.	**COURSE CODE**	**COURSE TITLE**	**L**	**T**	**S**	**P**	**C**
1	SEED511	INTERNSHIP- I	0	0	0	0	9
2	SEED513	INTERNSHIP- II	0	0	0	0	9
		TOTAL	0	0	0	0	**18**

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 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.

School Internship

18 Credits

S.No	Components	Marks
1.	Simulated Teaching	20
2.	Discussion Lessons (2 Lessons in each pedagogy course) Total 4 Discussion Lessons (10x4)	40
3.	50 Lesson Plans (in each pedagogy course) (25x2)	50
4.	Achievement Test Report (ATR)(In one subject)	20
5.	Two Lessons to be Delivered in each pedagogy course through the use of Multimedia (10x4=40)	40
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	20
7.	Peer Group observation	10
	Total	**200**

SCHEME & SYLLABUS

FOR

EVEN SEMESTER IV

		EVEN SEMESTER-IV					
S.No.	**COURSE CODE**	**COURSE TITLE**	**L**	**T**	**S**	**P**	**C**
1	SEED522	GENDER, SCHOOL AND SOCIETY	4	0	0	0	4
2	SEED524	KNOWLEDGE AND CURRICULUM -II	2	0	0	0	2
3	SEED526	CREATING AN INCLUSIVE SCHOOL	4	0	0	0	4
4	SEED528	HEALTH, YOGA AND PHYSICAL EDUCATION	4	0	0	2	5
5	SEED530	ASSESSMENT FOR LEARNING	4	0	0	0	4
6		**VAC**	4	0	0	0	0
7	**Optional Courses (Student will select any one of the following)**		-	-	-	-	-
	SEED532*	ENVIRONMENTAL EDUCATION	4	0	0	0	4
	SEED534	SCHOOL LEADERSHIP	4	0	0	0	
	SEED535	PEACE EDUCATION	4	0	0	0	
	SEED538	GUIDANCE AND COUNSELLING	4	0	0	0	
		TOTAL	**26**			**2**	**23**

SEED522	**GENDER, SCHOOL AND SOCIETY**	4	0	0	0	4

Course Objectives:

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to educating and education.
- To develop an understanding of the paradigm shift from women studies to gender studies based on the historical backdrop.
- To reflect on different theories of gender and education and relate it to power relations.
- To analyze the institutions involved in socialization processes and see how socialization practices impact power relations and identity formation.

Unit I

Gender Issues and their Key Concepts: Gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping, and empowerment, equity and equality in education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to gender: present status in India and prospects, polyandrous, matrilineal and matriarchal societies in India: relevance and status of education, Issues related to transgender, problems and challenges faced by transgender

Unit II

Gender Studies: Paradigm Shift: Paradigm shift from women's studies to gender studies, historical backdrop: some landmarks from social reform movements, theories on gender and education and their application in the Indian context, socialization theory, gender difference, structural theory, deconstructive theory, power control in patriarchal, patrilineal, matriarchal and matrilineal societies: assessing affect on education of boys and girls.

Unit III

Gender, Power and Education: Gender identities and socialization practices in: family, other formal and informal organization, schooling of girls: inequalities and resistances (issues of access, retention and exclusion), collection of folklores reflecting socialization processes, changing perspectives with legal provisions: right to inheritance.

Unit IV

Gender Issues in Curriculum: Social construction of masculinity and femininity, patriarchies in interaction with other social structures and identities, reproducing gender in school: curriculum, text-books, classroom processes and student-teacher interactions, overcoming gender stereotypes, working towards gender equality in the classroom: need and strategies, empowerment of women: strategies and issues.

Practical Assignments /Field Engagement: (Student will attempt at least one of the following)

- Discussion on theories of gender and education with its application in the Indian context
- Project on analyzing the institution of the family Marriage, reproduction Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

SUGGESTED READINGS

1. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
2. Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi and
3. Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash and K.
   Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
4. Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
5. Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

SEED524	KNOWLEDGE AND CURRICULUM -II	2	0	0	0	2

Course Objectives:

- To enable student teachers to understand the meaning of the term curriculum.
- To sensitize them towards the conceptual linkages and distinctions between educational aims, curriculum framework, curriculum development, curriculum transaction, curriculum evaluation and pedagogy.
- To explore the role of school as an organization and its culture along with the teacher in operationalizing and developing, a contextually responsive.
- To familiarize student-teachers with the recommendation of NCF-2005 and NCFTE-2009 pertaining to curriculum and schooling.

Unit I

Curriculum and its Related Concepts:· Meaning of curriculum, differentiating between the following with respect to their nature and role: (a) curriculum framework, curriculum and syllabus (b) teaching and instruction (c) textbook and reference book (d) supplementary book and work book: interrelationship between curriculum, society and learner, centralized vs. decentralized curriculum: strength and limitations, core curriculum vs. hidden curriculum: meaning, role and interrelationship, NCF-2005 and NCFTE-2009: recommendations on curriculum and schooling.

Unit II

Curriculum Determinants and Considerations: Broad determinants of curriculum construction (at the national and state level): (a) child and his/her interests and developmental contexts (b) diversity: social-cultural-geographical-economic-political (c) socio-political aspirations including ideologies and vision for education (d) national priorities (e) system of governance and power relations (f) international contexts.

Unit III

Curriculum Planning and Transaction (At School Level): Different approaches to curriculum development (a) subject centered (b) behaviourist (c) learner centered (d) constructivist (e) competency based (including minimum levels of learning.) (f) environmental (g) integrated, models of curriculum development given by Ralph Tyler, Hilda

Taba and Philip Jackson, Curriculum Transaction: role of a teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue.

Unit IV

Curriculum Engagement: Role of school philosophy, administration (and organization) in creating a context for transacting the curriculum effectively, role of infrastructural support in teaching and learning: classroom seating arrangement, library, laboratory, playground, canteen, school culture and organizational ethos as the context for teachers work, construction of curriculum: teacher's role and support in developing curriculum.

Practical Assignments/Field Engagement: (Student will attempt at least one of the following**)**

- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode i.e. engagement in critical pedagogy while discussing important documents such as Kothari Commission, NCF-2005 and NCFTE-2009

- Teachers should incorporate seminars, discussions, movie appraisals, group work, field works, projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

- Visits to Apex organizations such as NCERT, CBSE, NIOS, SCERT,CIET in Education to examine their role in Curriculum Planning Development ,Implementation and Evaluation

SUGGESTED READINGS

1. Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; New York.

2. Bawa, M.S. & Nagpal, B.M. eds (2010); Developing Teaching Competencies; Viva Books.

3. Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.

4. Connelly, F. Michael (Editor) (2008). The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.

5. Gunter, Mary Alice et.al (2000). Instruction: A Model.s Approach- Fifth Edition; Pearson Education Inc.; Boston.

6. Instructional Technology: A Systematic Approach to Education (1986). Frederick G. Knirk, Kent L. Gustafson, Holt, Rinehart and Winston, Inc.

7. Instructional Technology: Foundations (1987), Robert Mills Gagne, Lawrence Erlbaum Associates.

8. Kelly, A.V. (2006). The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London.

9. Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.

10. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.

11. McNeil, John D. (2003). Curriculum: The Teacher.s Initiative; Third Edition; Merril Prentice Hall; Ohio.

12. Moore, Kenneth D.(2005). Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.

13. Muijs, Daniel and Reynolds, David (2005). Effective Teaching: Evidence and practice-Second Edition; Sage Publication; London.

14. Mukunda, Kamala V. (2009). What Did You Ask At School Today: A Handbook of Child Learning; Harper Collins Publishers; Noida.

15. National Curriculum Framework for School Education (2005); NCERT; New Delhi.

SEED526	CREATING AN INCLUSIVE SCHOOL	4	0	0	0	4

Course Objectives:

- To familiarize student- teachers with the concept of inclusive education and appreciate

  its philosophy in the context of *Education for All*.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in inclusive education.
- To develop capacity of student- teachers for creating an inclusive school.
- To appreciate various inclusive practices to promote Inclusion in the classroom.

Unit I

Inclusive Education: Forms of inclusion and exclusion in Indian education (marginalized sections of society: on account of gender, caste, socio-economic status and language, disability; meaning of inclusive education, historical development, philosophical and social basis of inclusive education, benefits of inclusive education to children without special needs, addressing inequality and diversity in the India classroom: pedagogical and curriculum concerns.

Unit II

Children with Special Needs: Historical and contemporary perspectives to disability and inclusion, range of learning problems across various disabilities, types of disabilities: characteristics and identification of the educational needs of these special focus groups, assessment of learning problems in children with various disabilities, assistive devices, equipments and technologies for different disabilities, adaptation and accommodation according to various disabilities, educational provision in laws on disability, policies and international instruments like UNCRPD.

Unit III

Schools Preparedness for Inclusion: School organization and management : ideology, infrastructures, reproducing gender in school for achieving gender equality: curriculum inputs, textbooks, student-teacher interactions, provision of assistive devices, equipments and technological support to cater to different disabilities, support services available in the school

to facilitate inclusion: role and functions of the following personnel: special education teacher, audiologist cum speech therapist physiotherapist, occupational therapist, counselor.

Unit IV

Inclusive Practices in the Classroom: Making learning more meaningful- responding to special needs by developing strategies for differentiating content, curricular adaptations, lesion planning and TLM, pedagogical strategies to respond to individual needs of students: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE),CCE and its implications to facilitate inclusion.

Practical Assignments/Field Engagement: (Student will attempt at least one of the following**) (Records to be maintained)**

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices
- The student-teachers shall explore spaces for inclusion in schools
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents, community

SUGGESTED READINGS

1. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
2. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
3. Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
4. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
5. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America.s classrooms, P. H. Brookes Pub. Baltimore.
6. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi
7. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub

8. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Publication.

9. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pubublication.

10. Karten, T. *J.* (2007) More inclusion strategies that work. Corwin press, sage Pub

11. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.

12. Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford

13. Mangal, S. K. (2010) Education of Exceptional Children, PHI, New Delhi

SEED528	**HEALTH, YOGA AND PHYSICAL EDUCATION**	**5**	**0**	**0**	**0**	**5**

Course Objectives:

- To understand the concept of holistic health, its various dimensions and determinants.
- To develop positive attitude towards health physical education and yoga as individual.
- To sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To create interest for the practice of *Yogasanas* and *Meditations.*
- To understand various policies and programmes related to health, physical education and

  Yoga.
- To help them to understand the process of assessment of health and physical fitness.

Unit I

Health Education: Concept of health education, Aims and objectives of Health Education, Factors influencing health, dimensions and determinants of health, health needs of children, Role of the Teacher in School Health Programme

Unit II

Communicable and Non-communicable Diseases: Communicable and non-communicable diseases; Meaning and Characteristics, Mode, control and prevention, First Aid- Meaning and scope ,Qualities and duties of a First- Aider, hygiene, measures to prevent diseases, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Unit III

Physical Education: Concept of Physical Education, Misconception, Aims and Objectives ,Relation with General Education,Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities, development of physical fitness; postures; importance of relaxation; sports for recreation and competition; rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship, role of institutions (school and family), health services, policies and major health and physical education-related programmes

Unit IV

Yoga: Concept, need and importance of yoga, History of yoga, Aims, scope and functions of yoga education, *Yogasanas*- Standing, Sitting, Prone and Supine positions (5 Asanas each), *Kriyas and Pranayams*, Meditation, Do's and Don't of yogic practices, Role of *Yogasanas* for prevention of common diseases, Breathing exercises

Practicum/Field Assignment: (Student will attempt at least one of the following**)**

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts. 200 mts., long jump, shot put, 4×50 mts. relay) Gymnastics; Any two team games (*Kabaddi, Kho-Kho*, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organization of games and sports tournaments
- Learning and performing of basic *yogic* activities, asanas and pranayam, *Kriyas and Meditation.*
- Celebration of *yoga* day, *yoga* week.

SUGGESTED READINGS

- Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. *"Foundation of Physical Education Exercise Science and Sports"*, Tata McGraw Hill, Pvt. Ltd., New Delhi
- Gharote M.L. 2004. *Applied Yoga,* Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney.2011. 5th edition. *"Physiology of Sports and Exercise"*, Human Kinetics Publication
- John E. Nixon, Ann E. Jewett.1980. *"An Introduction to Physical Education,* Thomson Learning 9th edition, London.
- M.M. Gore. 2007. *"Anatomy and Physiology of Yogic Practices"* Motilal Banarsi Dass, New Delhi.
- MDNIY. 2010. *"Yoga Teachers Manual for School Teachers‖*, New Delhi
- Morarji Desai National Institute of Yoga, - *Pranayama‖*, New Delhi
- Morarji Desai National Institute of Yoga, - *Yogasana"* , New Delhi
- NCERT. 2013. *Training and resource materials on Adolescence Education,* NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)
- NCERT. 2014. *Population Education: Source Material,* New Delhi

- NCERT. 2015. *Yoga: A Healthy Way of Living, Secondary Stage*, New Delhi
- NCERT (2015). *Yoga: A Healthy Way of Living, Upper Primary Stage*, New Delhi.
- NCTE. 2015. *Yoga Education-Bachelor of Education Programme, New Delhi.*
  Swami Satyanand Saraswati. 2013. *"Asana Pranayama Mudra Bandha",* Bihar School of Yoga, Munger.

SEED530	**ASSESSMENT FOR LEARNING**	4	0	0	0	4

Course Objectives:

- To understand the nature of assessment and its role in teaching learning process.
- To analyze critically the role of assessment at different domains of learning.
- To develop the skill of construction of testing tools.
- To understand, analyze, manage and implement assessment data.
- To examine different trends and issues in assessment.

Unit I

Assessment and Evaluation: Meaning of assessment, distinction between assessment of learning and assessment for learning, assessment as learning, measurement, tests, examination, evaluation and their inter relationships, purposes and objectives of assessment for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties, principles and types of evaluation, norm referenced and criterion referenced testing, teacher made and standardized tests; essay type, objective type and objective based tests.

Unit II

Tools for Assessment: Steps of construction of a test: planning (blue print), preparation, try out and evaluation, characteristics of a good tool of evaluation: validity, reliability, objectivity and usability, techniques of assessment: use of projects, assignments, work sheets, practical work, and performance based activities, seminars and reports as assessment devices.

Unit III

Analysis and Implementation of Assessment: Scoring procedure manual and electronic, development of rubrics, analysis and interpretation of students' performance, processing test performance, calculation of percentages, frequency distribution, percentile rank, measures of central tendency, graphical representations and interpreting performance, place of marks, grades and qualitative descriptions, role of feedback in improving learning and learners' development.

Unit IV

Trends and Issues in Assessment Process: Existing practices: semester system

SUGGESTED READINGS

- Marzano, R. J. (2006). *Classroom Assessment & Grading That Work*. ASCD.
- Wiliam, D. (2011). *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*. Solution Tree Press.
- Black, P., & Harrison, C. (2004). *Assessment for Learning: Putting it into Practice*. Open University Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
- Earl, L. M., & Katz, S. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Corwin Press.
- Brookhart, S. M. (2010). *Formative Assessment Strategies for Every Classroom: An ASCD Action Tool*. ASCD.
- Brookhart, S. M. (2008). *How to Give Effective Feedback to Your Students*. ASCD.
- Brown, S., & Knight, P. (1994). *Assessment for Learning in Higher Education*. Routledge.
- Popham, W. J. (2008). *Rethinking Classroom Assessment with Purpose in Mind*. Association for Supervision and Curriculum Development (ASCD).
- Banta, T. W. (2009). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Jossey-Bass.

SEED532	**ENVIRONMENTAL EDUCATION**	4	0	0	0	4

Course Objectives:

Understand and reflect on the concept and characteristics of environmental education from various aspects.

Develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.

Do teaching learning about the environment, through the environment and for the environment.

Develop special skill needed to link theoretical understanding with practical/applied aspects.

Unit I

Nature and Scope of Environmental Education

Nature, need and scope of environmental education and its conservation

Environmental education: a way of implementing the goals of environmental protection.

Present status of environmental education at various levels

India as a mega biodiversity Nation, Different ecosystems at national and global level.

Role of individual in conservation of natural resources: water, energy and food

Role of individual in prevention of pollution: air and water

Equitable uses of resources for sustainable livelihoods

Environmental legislation: awareness and issues involved in enforcement

Role of information technology and media in environment awareness/consciousness

Unit II

Community Participation and Environment

Community participation in natural resource management – water, forests, etc.

Change in forest cover over time.

Deforestation in the context of tribal life

Sustainable land use management

Traditional knowledge and biodiversity conservation

Developmental projects, including Government initiatives and their impact on biodiversity conservation

Issues involved in enforcement of environment legislations

Role of media and ecotourism in creating environmental awareness

Role of local bodies in environmental management

Shifting cultivation and its impact on environment

Unit III

Environmental Issues and Concerns

Consumerism and waste generation and its management

Genetically-modified crops and food security: Impacts positive and negative

Water consumption pattern in rural and urban settlement

Ethno-botany and its role in the present day world

Environmental degradation and its impact on the health of people

Economic growth and sustainable consumption

Organic farming

Agricultural waste: Their impact and management

Rain water harvesting and water resource management

Biomedical waste management

Changing patterns of energy and water consumption.

Unit IV

Initiatives by various Agencies for Environment Education

Environmental conservation in the globalized world in the context of global problem

Alternative sources of energy

Impact of natural-disaster/man-made disaster on environment

Biological control for sustainable agriculture

Heat production and greenhouse gas emission

Impact of industry/mining/transport on environment

Sustainable use of forest produces.

Governmental and non-government initiatives.

Supreme Court order implementation of Environmental Education (EE)

SUGGESTED READINGS

- UNESCO. (1977). *Environmental education: Key issues*. UNESCO.
- Hungerford, H. R., & Volk, T. L. (1990). Changing learner behavior through environmental education. *The Journal of Environmental Education*, 21(3), 8-21.
- Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (2004). A review of research on outdoor learning. *National Foundation for Educational Research and King's College London, Technicians Educational Trust*.
- Sterling, S. (2001). Sustainable education: Re-visioning learning and change. *Sustainability and environmental education: Searching for pathways towards the future*, 41-62.
- Tilbury, D. (Ed.). (1995). *Environmental education for sustainability: defining the new focus of environmental education in the 1990s*. UNESCO.
- Palmer, J. A. (1998). Environmental education in the 21st century: Theory, practice, progress and promise. *Routledge*.
- Tanner, T. (1980). *Signs of the Time: Policy Advocacy and the Environmental Education Establishment*. Social Studies of Science, 10(3), 349-372.
- Sobel, D. (2005). *Place-based education: Connecting classrooms and communities*. Orion Society.
- Orr, D. W. (1992). *Ecological Literacy: Education and the Transition to a Postmodern World*. SUNY Press.
- Smith, G. A., & Williams, D. R. (1999). *Ecological Education in Action: On Weaving Education, Culture, and the Environment*. SUNY Press.

SEED534	**SCHOOL LEADERSHIP**	4	0	0	0	4

Course Objectives:

- To develop an understanding of the principles and practices of effective school leadership
- To explore various leadership styles and their applicability in educational settings
- To equip students with the necessary skills to lead and manage educational institutions efficiently.
- To provide practical insights and strategies for improving school performance and fostering a positive learning culture.
- To enhance communication and interpersonal skills necessary for effective leadership and collaboration within school communities.

Unit I

Foundations of School Leadership

Introduction to School Leadership

Historical Perspectives on Educational Leadership

The Role of School Leaders in Educational Systems

Legal and Ethical Issues in School Leadership

Theories of Leadership and their Application in Education

Unit II

Leadership Practices and Skills

Visionary Leadership: Setting Goals and Objectives

Instructional Leadership: Curriculum Development and Instructional Improvement

Transformational Leadership: Fostering Innovation and Change

Distributed Leadership: Building Leadership Capacity Among Staff

Communication and Conflict Resolution Skills for School Leaders

Unit III

Managing School Resources

Human Resource Management: Staff Recruitment, Development, and Evaluation

Financial Management: Budgeting and Resource Allocation

Facilities Management: Ensuring a Safe and Supportive Learning Environment

Technology Integration and Infrastructure Management in Schools

Community Engagement and Partnerships for Resource Mobilization

Unit IV

Leading for Equity and Inclusion

Diversity, Equity, and Inclusion in Educational Leadership

Culturally Responsive Leadership: Promoting Cultural Competence and Sensitivity

Addressing Achievement Gaps and Promoting Educational Equity

Supporting Special Populations: Students with Disabilities, English Language Learners, etc.

Building Inclusive School Cultures: Strategies for Creating Safe and Supportive Spaces

SUGGESTED READING

- Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass.

- Sergiovanni, T. J. (2005). *Leadership for the Schoolhouse: How Is It Different? Why Is It Important?*. Jossey-Bass.

- Leithwood, K., Harris, A., & Hopkins, D. (2008). *Seven Strong Claims About Successful School Leadership*. National College for School Leadership.

- Covey, S. R. (2006). *The 8th Habit: From Effectiveness to Greatness*. Free Press.

- DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. ASCD.

- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership That Works: From Research to Results*. ASCD.

- Sergiovanni, T. J. (1992). *Moral Leadership: Getting to the Heart of School Improvement*. Jossey-Bass.

- Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.

- Hallinger, P., & Murphy, J. F. (1987). Assessing the instructional management behavior of principals. *Elementary School Journal*, 88(4), 423-439.

- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change*. Open University Press.

SEED536	PEACE EDUCATION	4	0	0	0	4

Course Objectives:

- To understand the concept of peace and its relevance in various contexts.
- To explore the root causes of conflict and violence at individual, societal, and global levels.
- To examine the principles and values of peacebuilding and conflict resolution.
- To equip students with skills and strategies for promoting peace, tolerance, and nonviolence.
- To analyze the role of education in fostering a culture of peace and sustainable development.
- To encourage critical thinking and reflection on issues related to peace, justice, and human rights.
- To empower students to become active agents of positive change in their communities and beyond.

Course Content:

Unit I

Foundations of Peace Education

Introduction to Peace Education: Definitions and Concepts

Historical Perspectives on Peace and Conflict

Theories of Peacebuilding and Conflict Transformation

Understanding Violence: Causes, Dynamics, and Impact

Peace Education in the Context of Sustainable Development Goals

Unit II

Peacebuilding and Conflict Resolution

Principles of Conflict Resolution and Mediation

Negotiation Skills and Strategies for Peaceful Resolution

Restorative Justice Approaches in Conflict Transformation

Peacebuilding in Divided Societies: Reconciliation and Healing

Nonviolent Communication and Conflict Transformation Techniques

Unit III

 Human Rights, Social Justice, and Peace

Human Rights Education: Promoting Dignity and Equality

Social Justice and Peace: Addressing Structural Inequalities

Gender Equality and Women's Empowerment for Peace

Environmental Sustainability and Peacebuilding

Intersectionality: Understanding Multiple Forms of Discrimination and Injustice

Unit IV

 Education for Peace and Global Citizenship

Peace Education Pedagogy: Teaching Methods and Approaches

Curriculum Development for Peace Education

Building Inclusive and Peaceful School Communities

Global Citizenship Education: Fostering Solidarity and Cooperation

Youth Engagement and Empowerment for Peacebuilding

SUGGESTED READING

- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. SAGE Publications.

- Reardon, B. A. (1995). *Teaching for Peace: War, Conflict and the Classroom*. Longman Publishing Group.

- Salomon, G., & Nevo, B. (Eds.). (2002). *Peace Education: The Concept, Principles, and Practices Around the World*. Lawrence Erlbaum Associates.

- Banks, J. A. (Ed.). (2008). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.

- Harris, I. M. (2011). *Peace Education 2nd Edition*. McFarland.

- Christie, D. J., Wagner, R. V., & Winter, D. D. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Prentice Hall.

- Dugan, B., & Nazar, M. (Eds.). (2010). *Educating for Peace in a Time of Permanent War: Are Schools Part of the Solution or the Problem?*. IAP.

- Hantzopoulos, M., & Vally, S. (Eds.). (2017). *Teaching Peace and War: Pedagogy and Curricula*. IAP.

- Hicks, D., & Winterton, J. (Eds.). (2007). *World Yearbook of Education 2007: Educating the Global Citizen*. Routledge.

SEED538	**GUIDANCE AND COUNSELLING**	4	0	0	0	4

Course Objectives:

- To provide students with a comprehensive understanding of the principles and theories of guidance and counselling.

- To develop students' skills in counselling techniques and interventions for supporting individuals facing personal, academic, and career-related challenges.

- To explore ethical and legal issues in counselling practice and develop students' awareness of professional standards and boundaries.

- To examine the role of culture, diversity, and social justice in counselling relationships and practices.

- To equip students with knowledge and strategies for promoting mental health and well-being among diverse populations.

- To enhance students' self-awareness, empathy, and communication skills necessary for effective counselling.

- To provide opportunities for students to apply counselling theories and techniques in practical settings through supervised fieldwork or simulations.

Course Content:

Unit I

Foundations of Guidance and Counselling

Introduction to Guidance and Counselling: Definitions and Historical Perspectives

Theoretical Foundations of Counselling: Psychoanalytic, Humanistic, Cognitive-Behavioral, and Existential Approaches

The Counselling Process: Establishing Rapport, Assessment, Goal Setting, and Intervention Planning

Ethical and Legal Issues in Counselling Practice: Confidentiality, Informed Consent, and Professional Boundaries

Multicultural Competence in Counselling: Understanding Diversity and Cultural Sensitivity

Unit II

Counselling Skills and Techniques

Active Listening and Empathic Understanding in Counselling

Questioning Techniques and Socratic Dialogue

Reflective Practice and Self-Disclosure in Counselling

Cognitive-Behavioral Techniques: Cognitive Restructuring, Behavioral Activation, and Relaxation Training

Solution-Focused Brief Therapy: Goal Setting and Solution Building

Unit III

Personal and Career Counselling

Understanding Personality and Individual Differences

Developmental Theories and Counselling Across the Lifespan

Academic Counselling: Study Skills, Time Management, and Academic Goal Setting

Career Development Theories and Assessments

Career Counselling Interventions: Career Exploration, Decision Making, and Job Search Strategies

Unit IV

Special Topics in Counselling

Counselling for Mental Health and Well-Being: Stress Management, Coping Skills, and Resilience Building

Counselling for Trauma and Crisis Intervention

Family Counselling: Systems Theory and Family Dynamics

Group Counselling: Process and Leadership Skills

Supervised Fieldwork or Simulated Counselling Sessions

SUGGESTED READINGS

- Gysbers, N. C., & Henderson, P. (2012). *Developing and Managing Your School Guidance Program (5th ed.)*. American Counseling Association.

- Erford, B. T. (2015). *Transforming the School Counseling Profession (4th ed.)*. Pearson.

- Gladding, S. T. (2017). *Counseling: A Comprehensive Profession (8th ed.)*. Pearson.

- Corey, G., Schneider-Corey, M., & Callanan, P. (2018). *Issues and Ethics in the Helping Professions (10th ed.)*. Cengage Learning.

- Stone, C. B., & Dahir, C. A. (2019). *School Counseling Principles: Ethics and Law (3rd ed.)*. American School Counselor Association.

- Borders, L. D., & Drury, S. M. (2017). *Counseling Children and Adolescents (5th ed.)*. Cengage Learning.

- Erford, B. T. (2018). *Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations (3rd ed.)*. Pearson.

- Capuzzi, D., & Gross, D. R. (2019). *Counseling and Psychotherapy: Theories and Interventions (7th ed.)*. American Counseling Association.

- Whiston, S. C. (2017). *Principles and Applications of Assessment in Counseling (5th ed.)*. Cengage Learning.

- American Psychological Association. (2017). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association.

Annexure

Scheme of Studies and Syllabi for B.Ed. Programme as per Choice Based Credit System (CBCS)

		B.Ed. 2018-20					
		Semester I					
S.No.	**Course Code**	**Course Title**	**L**	**T**	**S**	**P**	**C**
1	SEED501	Childhood and Growing up	4	0	0	0	4
2	SEED503	Contemporary India and Education	4	0	0	0	4
3	SEED505	Understanding Discipline and Subjects	3	0	0	0	3
4	SEED507	Reading and Reflecting on Texts	0	0	0	4	2
5	SECS102	Information Technology and Fundamentals	3	0	0	0	3
6	SECS152	Information Technology and Fundamentals Lab	0	0	0	2	1
7	SEEL217	Personality Grooming and Communication Skills	3	0	0	0	3
8	SEED509	School Contact-I	0	0	0	4	2
		TOTAL	**17**			**10**	**22**

Semester-II

S.No.	Course Code	Course Title	L	T	S	P	C
1	SEED502	Learning and Teaching	4	0	0	0	4
2	SEED504	Knowledge and Curriculum-I	2	0	0	0	2
3	SEED506	Language Across Curriculum	3	0	0	0	3
4	SEED508	Philosophical and Sociological Foundations of Education	4	0	0	0	4
5	SEED510	Drama and Art in Education	0	0	0	2	1
6	SEED512	School Contact-II	0	0	0	4	2
7	SEED514	Pedagogy Subjects * Pedagogy of English	4	0	0	0	4
8	SEED518	Pedagogy of Economics	4	0	0	0	4
9	SEED520	Pedagogy of Social Sciences	4	0	0	0	4
10	SEED540	Pedagogy of Mathematics	4	0	0	0	4
11	SEED542	Pedagogy of Physical Science	4	0	0	0	4
12	SEED 544	Pedagogy of Biological Science	4	0	0	0	4
13	SEED 546	Pedagogy of Commerce	4	0	0	0	4
		TOTAL	**21**			**6**	**24**
*Note: Student can choose two Pedagogical Subjects							

Semester-III

		Teaching Practice in Different Schools					
S.No.	**Course Code**	**Course Title**	**L**	**T**	**S**	**P**	**C**
1	SEED511	Internship- I	0	0	0	0	9
2	SEED513	Internship-II	0	0	0	0	9
		TOTAL	0	0	0	0	**18**

Semester-IV

S.No.	**Course Code**	**Course Title**	**L**	**T**	**S**	**P**	**C**
1	SEED522	Gender, School and Society	4	0	0	0	4
2	SEED524	Knowledge and Curriculum-II	2	0	0	0	2
3	SEED526	Creating an Inclusive School	4	0	0	0	4
4	SEED528	Health, Yoga and Physical Education	5	0	0	0	5
5	SEED530	Assessment for Learning	4	0	0	0	4
6		**VAC**					
7	**Optional Courses** (*Student will select any one of the subjects given)*		0	0	0	0	
	SEED532*	Environmental Education	4	0	0	0	
	SEED534	School Leadership	4	0	0	0	4
	SEED536	Peace Education	4	0	0	0	
	SEED538	Guidance and Counselling	4	0	0	0	
		TOTAL	**22**			2	**23**