



K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION

(SOED)



Bachelor of Education

B.Ed.

Programme Code: 27

2019-21

**Approved in the 20th Meeting of Academic Council Held
on 16 July 2019**



Registrar

K.R. Mangalam University
Sohna Road, Gurugram, (Haryana)



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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.**
- **B.El.Ed.**

M.A. (Education)

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

3. The 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.

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.

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	7	8	8	4	27
Credits	23	28	24	18	93

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

Semester I			
S.No.	Course Code	Course Title	Credits
1	SEED501A	Human Development, Diversity and Learning	4
2	SEED503A	Conceptual Foundations of Education	4
3	SEED505A	Language Across the Curriculum	4
4	SEED507A	Understanding Disciplines and Subjects	4
5		Open Elective	4
6	SEED509A	EPC 1: Reading and Reflecting on Texts	2
7	SEED511A	School Exposure	1
		TOTAL	23

SEED501A	HUMAN DEVELOPMENT, LEARNING, COGNITION AND DIVERSITY IN EDUCATION	4
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Course Overview

This course endeavours to develop a thoughtful understanding of development processes and learning and some of the major perspectives and theories underlying them. It enables to develop an understanding and appreciation of human diversity and the challenges stemming from it in the institutions and society, especially in the context of India. The course also aims at promoting an appreciation of the role of context and culture on development and learning in culturally diverse societies, the challenges which children experience in their development and learning, particularly in the context of diversity. The socio-cultural perspective of Indian societies would form the context in which teaching, practicum, and course transaction would be placed.

Objectives

The course will enable the student-teachers to -

- Facilitate a complete understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- Foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
- Evaluate key universal constructs in developmental psychology and educational psychology and their applications from the perspective cultural diversity.
- Embed the classroom discussions, perspective building and practicum tasks in inclusive education.
- Develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Unit I

Human Development

- Concept of Growth, Maturation and Development
- Basic Principles of Growth and Development
- Debates: Nature v/s Nurture, Continuity v/s Discontinuity, Universal v/s Contextual
- Developmental theories of Piaget, Vygotsky, Erikson and Kohlberg and their educational implications for facilitating the development and uniqueness of Children, Adolescents and Young Adults in pluralistic societies.

Focus should be on locating the understanding of childhood and adolescence in the pluralistic nature of Indian society and in the context of poverty, globalization, and adult culture. Notions of multiple childhoods and adolescences should be emphasized.

Unit II

Human Learning and Cognition

- Exploring learning, thinking, developmental and cultural differences from different perspectives: Behaviorism, Social Cognition, Cognitive Information Processing, and Social Constructivism.
- Educational implications of the above for curriculum development, design of learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children's knowledge and social experiences in the classroom.

It is expected that the theoretical concepts drawn from the above stated approaches will serve to understand:

Learning as a natural, biological process of adaptation, an interaction between inherent biological structures and processes and the environment, situating the discussion in the Piagetian perspective; conditioning and imitative / observational learning as explained in behaviourism and social cognitive theory of Bandura.

Learning as a personal process of meaning making; Personal / Radical Constructivism.

Learning as a social process of knowledge construction; as a process of negotiating personal knowledge, restructuring it and constructing shared understanding: Social Constructivism-Vygotsky's approach to learning; situated cognition.

Learning as a process of becoming; Humanistic approach focused on discovery and evolution of self: Maslow and Carl Rogers.

Unit III

Human Diversity

- Understanding socio-cultural Diversity of children and adolescents in the context of following -
 - Class/Socio-Economic Status, caste, class, Power, Religion and Race/Ethnicity
 - Gender and Gender Stereotyping
 - Multiculturalism, Diversity in Culture and cross-cultural experiences
 - School Diversity, Classroom Climate, Language and Learning Styles
 - Disability/Exceptionality/Special Needs
- Understanding psychological diversity in the context of following -
 - Intelligence
 - Creativity
 - Self- concept
 - Motivation
- Role of the Teacher and strategies to deal with the differences and diversity

The focus in this unit should be on developing strategies to deal with their educational, socio-emotional needs and counselling needs. This unit should be taught through a series of field engagements with a de-brief on theory.

Unit IV

Practicum (Any Two)

- Analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.
- Organizing classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.
- Observing the peer associations, interactions and games which children of different age groups engage in. Analyzing the effect of these on their gender identity, sexuality and societal attitudes with particular focus on diversity related to caste, disability, language and religion.
- Interviewing a few children who have recently migrated to Delhi and joined a mainstream school, with a view to identifying the challenges and difficulties that they face. Focus should be on adjustment, peer relations, and classroom dynamics. Based on this, developing a plan of action that will address their special needs.
- Identifying the barriers to inclusive education. Developing a short action plan describing how the class could be made more inclusive.
- Analyzing influences of media on children's and adolescents' behavior, ambitions, aspirations, body image and identity.

Suggested Readings

- Berk, L. E. (2011). *Child Development*. (8th Ed.). New Delhi: Pearson Prentice Hall.
- Eggen, P. & Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. (4th Ed.). New Jersey: Prentice Hall.
- Farrell, M. (2009). *Foundations of Special Education: An Introduction*. (4th Ed.). Wiley Blackwell.
- Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity*. (2nd Ed.). New York: McGraw Hill Education Open University Press.
- Gargiulo, R.M. (2015). *Special Education in Contemporary Society 5e: An Introduction to Exceptionality*. Canada: Sage.
- Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.
- Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th Ed.). New Jersey: Pearson Education.
- Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th Ed.). London: Wadsworth Publishing.
- Lightfoot, C., Cole, M. & Cole, S. R. (2013). *The Development of Children*. (7th Ed.). New York: Worth Publishers.
- Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd Ed.). New Jersey: Prentice Hall.
- Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.
- Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.
- Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi: Orient Longman.
- Santrock, J.W. (2007). *Adolescence*. (11th ed.). New Delhi: Tata McGraw-Hill.
- Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge: Cambridge University Press.
- Santrock, J.W. (2010). *Lifespan Development*. (13th Ed.). New York: McGraw-

Hill Higher education.

- Saraswathi, T.S. (Ed). (1999). *Culture, Socialization and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
- Slavin, R. E. (1997). *Educational Psychology: Theory and Practice*. (5th Ed.). New Jersey: Allyn and Bacon.
- Vygotsky. L (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Vygotsky. (1986). *Thought and Language*. Cambridge: The MIT Press.
- Way, N. & Chu, J.Y. (Eds.) (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood*. New York: University Press.
- Woolfolk, A. (2014). *Educational Psychology*. (12th ed.). New Delhi: Pearson Education.
- Woolfolk, A., Misra, G. & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. (11th Ed.). New Delhi: Pearson.

SEED503A	BASIC CONCEPTS AND THOUGHTS IN EDUCATION	4
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Course Overview

One of the Basic premises underlying the concept of Education is the philosophical and sociological thought. Philosophy of Education is essentially a method of approaching educational experience rather than a body of conclusions. This course will endeavour to develop a basic understanding of philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. It will facilitate the understanding of the following: Interpretation of human nature, the world and the universe and their relation with man and society. Interpretation of aims and ideals of education, the relationship of various components of the system of education, relationship of education and various areas of national life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.

Objectives

The course will enable the student-teachers to -

- Promote reflective thinking among students with relation to the philosophical and sociological perspectives of Education.
- Sharpen their perception of the concepts involved in educational practice.
- Enhance their capacity to formulate responses to the reality of education.
- Critically evaluate and systematically reflect upon general theories of Education.

Unit I

Basic Concepts in Philosophy of Education

- Teaching, training, learning and education in relationship to the child's nature, growth and development.
- Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects

- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
 1. **Activity:** With reference to Dewey's ideas on learning and Gandhi's Nai Talim
 2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 3. **Dialogue:** With reference to Plato (Allegory of the Cave), the Upanishads(The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher

Unit II

Basic Concepts in the Sociology of Education

- State and Democracy
- Constitutional Perspective: Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- Socialization, Role of family and school, conflicts and coherence.
- Political ideology with reference to curriculum and textbooks.
- Determinants of aims of Education: culture, economy, and history
- Dominance, conflict and resistance in the context of schooling.

Unit III

Introduction to the main ideas of the following thinkers concerning aims of education, school curriculum, pedagogic practices, role of teachers and discipline

- John Dewey
- Gandhi
- Tagore
- Freire
- J. Krishnamurti

Unit IV

Practicum

- A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Readings

- Cohen, Brinda (1969). Educational Thought: An Introduction. Macmillan: Britain
- Moore, T.W. (1974). Educational Theory: An Introduction. London: Routledge & Kegan Paul.
- Wilson, J and Cowell, Barbara\ (1928). Taking Education Seriously. London: The Falmer Press.
- Montessori, Maria (1965). Spontaneous Activity in Education New York: Schocken Books.
- Montessori, Maria (2012). The Absorbent Mind. New Delhi: Aakar Books.
- Kumar, Krishna (1977). Raaj Samaj aur Shiksha. Delhi: Rajkamal.
- Kumar, Krishna (1998). Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi.
- Kumar, Krishna (2002). Shiksha aur Gyan. Delhi: Granthshilpi.
- Kumar, Krishna (2004). What is Worth Teaching? Delhi: Orient Longman.
- Buber, Martin (2006). 'Teaching and Learning' in the Writings of Martin Buber.
- Will Herberg. Universal Digital Library. The World Publishing Company: New York.
- Hanh, Thich Nhat (1987). *Being Peace*, Parallax Press, Unified Buddhist Church. Berkeley.
- Hanh, Thich Nhat (2013). *Peace of Mind. Becoming Fully Present*. Bantam Press.
- Dhankar, Rohit (2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan.
- Wozzley, A.D. (1949). Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyan meemansa Parichay Patna: Bihar Hindi Granth (Academy)
- Mascaro, Juan (1965). The Upanishads. England: Penguin.
- Freire, Paulo (1970). Pedagogy of the Oppressed. London: Penguin Books.
- Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.
- Dewey, John (1902). The Child and the Curriculum. Chicago: The University of

Chicago Press.

- Dewey, John (1915). *The School and Society*. The University of Chicago Press.
- Jiddu, Krishnamurti (1975). Lutyens, Mary, Ed. *Freedom from the Known*. San Francisco: Harper.
- Krishnamurti, Jiddu (1992). *Education and the Significance of Life*. India: Krishnamurti Foundation India.
- Sykes, Marjorie (1988). *The Story of Nai Talim: fifty Years of Education at Sevagram*. Wardha: NaiTalim Samiti.

Course Overview

The role of languages across the curriculum is being increasingly documented, it is important for all teachers to understand the importance of language across the curriculum and develop approaches that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is necessarily a language class also. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. This course is visualized to develop understanding about the nature and importance of classroom discourses; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts will be made to *build networks across different subjects and language* in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues and pedagogical issues of this course. The students will develop competence in analysing current school practices and coming up with appropriate alternatives for language teaching and learning across school subjects.

Objectives

The course will enable the student-teachers to –

- Introduce the theory and practice of a language across curriculum.
- Build a perspective in the teaching of various subjects using a common language at the school level.
- Guide the students to explore language in subject-specific contexts by relating it to the overall objectives of the curriculum.

- Provide the participants with hands on experience of classroom practices which can be replicated in their specific contexts.

Unit I

Language Background of Students

- Understanding multilingualism in the classroom
- Home language and school language
- Power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory; Discontinuity theory).

The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject.

Unit II

Nature of Classroom Discourse

- Classroom Discourse — oral language; discussion as a tool for learning; the nature of questioning in the classroom — types of questions and teacher's role.

The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

Unit III

Informational Reading and Writing

- Reading in the content areas — Social Sciences, Science, Mathematics
- Nature of expository texts vs. narrative texts; transactional vs. reflexive texts;
- Schema theory
- Text structures
- Examining content area textbooks
- Reading strategies — note-making, summarizing
- Making reading-writing connections
- Process writing

- Analyzing students' writings to understand their conceptions
- Writing with a sense of purpose — writing to learn and understand.

The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.

Unit IV

Practicum (Any Two)

- Discussion on role and importance of dialect and standard language.
- Interview some technical people and find out which language do they prefer to use? And why?
- As a student you must have felt that sometimes the language of instruction did not help in understanding of the text. Keeping that in view how will you facilitate your students to understand the content?
- Comprehending and analyzing the texts.
- Narrating / describing a related account from one's life experience.
- Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.
- Ask the students to describe a scientific/mathematical/environmental concept in their language and then in the language that they are learning in school.
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Take different types of texts from content areas. Analyze the language and develop a thematic lesson design.
- Use texts from content areas in the language classroom to develop reading comprehension and reading strategies.

Suggested Readings

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
- Agnihotri, R.K. (1999). *Bachchon ki bhashaa seekhne ki kshamata, Bhag 1 or 2. Shakshik Sandarbh*. Bhopal: Eklavya.
- Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multiliguality*. International Multilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhashaa, bhubhashita or hindi: Ekanth samvaad*, New Delhi: Shilalekh
- NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT.
- Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.

SEED507A	UNDERSTANDING DISCIPLINES AND SUBJECTS	4
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Course Overview

From time to time different documents on School and Teacher Education curriculum have stressed the need of understanding the perspectives of various disciplines by school teachers. It is also equally important for teachers to understand how knowledge within and among the disciplines are framed; what is the nature of content included in school curriculum; and what pedagogical strategies are employed to transact school curriculum. Focusing on the above concern, the National Curriculum Framework (NCF), 2005, has highlighted the nature of discipline of subjects by making connections across disciplines and bringing out the interrelatedness of knowledge for school experiences of the children.

The present Course will enable the students to reflect on the nature and role of disciplinary knowledge and its processes to acquire knowledge in the school curriculum with discussion on various perspectives (Historical, Philosophical, and Socio-cultural) of teaching subject areas in schools.

Objectives

The course will enable the student-teachers to –

- Understand and explain: knowledge and how it differs from information.
- Know the process of acquisition of knowledge;
- Acquaint with the Structure of knowledge as reflected in different disciplinary streams and subjects;
- Identify the process of evolution of disciplines and also the inter-relationships with their distinctive identities;
- Establish linkages between and among different disciplines and school subjects;
- Know the nature of various school subjects and curricular materials, inter-relationships between curriculum and syllabus;
- Delineate content of various subjects and its organization in school curricula.

Unit I

Concept of Knowledge

- Defining Knowledge,
- Requirements of Knowing,
- Three Divisions of Knowledge,
- Knowledge and Information Sources and ways of Acquiring Knowledge:
- Knowledge through Intuition,
- Knowledge through Authority,
- Knowledge through Tenacity,
- Knowledge through Reason,
- Knowledge through Empiricism,
- Knowledge through Revelation,
- Knowledge through Faith,
- Categorization of Knowledge,
- Constitution of Disciplinary Knowledge:
- What is a Discipline?
- Characteristics of a Discipline,
- What Constitutes a Discipline?
- Forms of Disciplines
- Implications of Knowledge for Teaching and Learning

Unit II

- Discipline Specific Knowledge: Evolution and Framing of Disciplines, Discipline of English, Science, Discipline of Mathematics, Discipline of Social Sciences,
- Perspectives of Disciplines Philosophical Perspective, Socio-political and Cultural Perspectives, Historical Perspective
- Inter-relationships between and among Disciplines Inter-relationships between the Disciplines of Social Sciences, Inter-relationships of Language with other Disciplines Inter-relationships between Physics and Mathematics, Inter-relationships between Biology and Chemistry

Unit III

- Pedagogical Demands of Disciplinary Knowledge: Pedagogical Concerns of Disciplinary Knowledge
- Pedagogical concerns of Disciplinary Knowledge at different Stages of School Education
- Classifying and Accommodating Specific Areas of Knowledge
- Understanding Specific Areas of Knowledge Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process
- Framing School Subjects Academic Disciplines and School Subjects Framing School Subjects – Scholastic and Pedagogical Considerations.

Unit IV

Practicum (Any Two)

- 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

- Artmer, P.A., Newby, T.J. (2013). Behaviorism, cognitivism, and constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), pp.43-71. *Wiley Online Library*.
- Corrigan, D., et.al. (2011). *The professional knowledge base of Science teaching* (Ed.). New York: Springer Dordrecht Heidelberg.
- Deng, Z. (2007). Knowing the subject matter of a secondary school science subject. *Journal of Curriculum Studies*, 39(5), 503–535.
- Deng, Z. (2007). Transforming the subject matter: examining the intellectual roots of pedagogical content knowledge. *Curriculum Inquiry*, 37(3), 279–295.
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	OPEN ELECTIVE	4
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SEED509A	EPC1: READING AND REFLECTING ON TEXTS	2
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Course Overview

A number of studies have shown that the teachers as well as student-teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student-teachers to read the given texts and then to critically examine the ideas presented in the texts and organise debates/discussions around the ideas. The given texts could be extracts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The teachers will select 10-15 books available in their library for teaching the course in the light of its objectives listed below.

Objectives

The course will enable the student-teachers to -

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills.
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Unit I

One or more stories from the following collection

- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004
- Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co.2001
- Tales of the Open Road- Ruskin Bond- PenguinUK-2006
- Encounters with Animals- Gerald Durrell-Penguin 2012

Excerpts from the following:

- The Diary of a Young Girl: Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.

'I have a Dream' Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

Unit II

Essays /Excerpts from Literary Texts

- The Elephant, the Tiger and the Cell phone – Shashi Tharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Ontage, Bloomsbury, and London.
- Interpreter of Maladies – (Title Story) – Jhumpa Lahari, Mariner Books.

Unit III

Essays /Excerpts from Educational and Scientific Texts

- Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- Democracy and Education (Ch. -Thinking in Education)-John Dewey, Emereo Publ.
- Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.
- A Brief History of Time- Stephen Hawking, Random House.

- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005,NCERT
- RTE Act, 2009.

Transaction Mode

A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts

SEED511A	SCHOOL EXPOSURE	1
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The School Exposure Programme shall be carried out during the first semester in local/nearby school or schools. The students will be engaged with children studying in Govt., Private urban rural and schools for challenged learners. A group of 10 to 12 student-teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student-teachers) needs to visit at least two types of schools. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme.

During this programme, the student-teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organization of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.

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

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

Semester-II			
S.No.	Course Code	Course Title	Credits
1	SEED502A	Contemporary India and Education	4
2	SEED504A	Assessment for Learning	4
3	SEED506A	Knowledge and Curriculum	4
4	SEED508A	Communication in Teaching-Learning Process	4
5	SEED510A	EPC 2: Arts in Education	2
6	SEED512A	School Attachment Programme and Community Living	2
<i>*The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II</i>			
7	SEED514A	<i>Pedagogy of School Subject-I</i> Pedagogy of English	4
	SEED516A	Pedagogy of Hindi	
	SEED518A	Pedagogy of Physical Science	
	SEED520A	Pedagogy of Commerce	
8	SEED522A	<i>Pedagogy of School Subject-II</i> Pedagogy of Economics	4
	SEED524A	Pedagogy of Social Sciences	
	SEED526A	Pedagogy of Mathematics	
	SEED528A	Pedagogy of Biological Science	
		TOTAL	28

Course Overview

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student-teachers. Study of this course will enable the students to understand socio-economic, linguistic, geographical etc. ethos of the nation, thereby help them effectively discharge their role in the society with numerous diversities. The student-teachers will also understand the role of education as an intervention tool for desired changes in the country. The course will help the students to appreciate the influence of social set-up on education in which it operates.

Objectives

The course will enable the student-teachers to -

- Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- Appraise about the policy initiatives taken in education reform during pre- and post-independent India.
- Develop overall understanding of the working and recommendations of various

Commissions and Committees constituted for improving education in the country.

- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
- Familiarize with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities
- Develop understanding of the issues, and challenges faced by Indian contemporary Society

UNIT I

Contemporary India

- Social Stratification-forms and function; caste and class; region and religion;
- Types of Society-tribal, Agrarian; industrial, postindustrial society;
- Educational scenario of India: diversity in terms of educational opportunities-religion, caste, class, gender, language, region and tribes;
- Challenges in achieving universal elementary education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity;
- Impact of Urbanization; Industrialization; Globalization, modernization, economic liberalization and digitalization etc.
- Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;

UNIT II

Constitutional Provisions and Education

- Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system;
- Aims and purposes of education drawn from constitutional provision;

- Fundamental Rights & Duties of Citizens
- Constitutional interventions for universalization of education and RTE Act2009;
- Decentralization of Education and Panchayati Raj (specifically through 7^{3rd} and 7^{4th} amendment);
- Role of Central and State governments in the development of education

UNIT III: Policy Framework for Development of Education in India

- Overview of educational reform in the Pre-independence period- Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;
- Education in Post-Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Knowledge Commission;
- Emerging trends in the interface between
- Political process and education
- Economic developments and education
- Socio-cultural changes and education.
- Idea of Common School System
- National System of Education;
- Language Policy
- Learning Without Burden-1993
- Justice VermaCommission-2012

UNIT IV

Contemporary Indian Education: Concerns, Issues and Initiatives

- Challenges in Implementation of RTE Act2009

- Right to Education and Universal Access:
- Issues of a) Universal Enrolment b) Universal Retention c) Universal Success
- Issues of Quality and Equity.
- School Safety
- *The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children.*
- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalized Group
- ICT In School Education- National Repository of Open Educational Resources(NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching(PMMMMNMTT)
- Equality of Educational Opportunity
- Meaning of equality and constitutional provisions
- Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

Practicum (Any One)

- Case study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration

- Impact of electronic media on children
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of nearby locality to find out the causes of low literacy

Suggested Readings

- Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NCERT, New Delhi.
- Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
- Govt. of India (1992). *Programme of Action (NPE)*. Min of HRD.
- Govinda, R. (2011). *Who goes to school? : Exploring exclusion in Indian education*. Oxford University Press.
- Krishnamurti, J. (1992). *Education and world peace*. In *Social responsibility*. Krishnamurti Foundation.
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- Mani, R.S. (1964). *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Das, Manoj (1999). *Sri Aurobindo on Education*, National Council for Teacher Education, New Delhi.
- Mohanty, J. (1986). *School Education in Emerging Society*, Sterling Publishers.
- Mukherji, S.M. (1966). *History of Education in India*, Acharya Book Depot, Baroda.
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- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- NCERT. (2005). National curriculum framework. (*NCF 2005*). New Delhi: NCERT.
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- NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005).NCERT.
- NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
- NCERT. (2006d). Position paper-National focus group on teaching of Indian language
- Ozial, A.O. ‘Hand Book of School Administration and Management’, London, Macmillan.
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- Sainath P. (1996). Everybody loves a good drought. Penguin Books New Delhi.
- Salamatullah (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of NaiTalim, NaiTalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra (1967). Education in Ancient India, Arya book Depot, New Delhi
- UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.

Course Overview

This Course – as its title suggests - proposes that student-teachers become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of which dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

Objectives

The course will enable the student-teachers to -

- Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)
- Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the user of a wide range of assessment tools, and learn to select and

construct these appropriately as per the need

- Evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

Unit I

Assessment and Evaluation-An Overview

- Purposes and approaches of assessment in behavioristic, cognitivist, and constructivist paradigms.
- Perspective on assessment and evaluation for learning in a constructivist paradigm.
- Distinction between assessment of learning and assessment for Learning and Assessment as Learning.
- Critical review of current evaluation practices and their assumptions about learning and development.
- Clarifying the terms:-test, measurement, examination, assessment and evaluation formative and summative evaluation continuous and comprehensive assessment grading.

Unit II

Context of Assessment and Assessment Procedure

Dimensions and levels of learning

- Retention/recall of facts and concepts; application of specific skills
- Manipulating tools and symbols
- Problem-solving; applying learning to diverse situations
- Meaning-making process
- Abstraction of ideas from experiences

Assessment Tools

- Different kinds of tasks: projects, assignments, performances
- Different kinds of tests and their construction
- Observation of learning processes by self, by peers, by teacher
- Self-assessment and peer-assessment

- Constructing Portfolios

Unit III

Data Analysis, Feedback and Reporting

- Statistical tools- frequency distribution, graphical representation, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Feedback as an essential component of formative assessment
- Use of assessment for feedback
- For taking pedagogic decisions such as for selecting teaching methodology
- Providing additional inputs or giving more time for understand of some concepts.
- Place of marks, grades(absolute and relative) and qualitative descriptions

Unit IV

Examination Reform: Issues and directions

- National Policy on Education (1986) and Programme of Action(1992)
- National Curriculum Frameworks - 2005 developed for school education
- *(Discussion should cover analysis of recommendations, implementations and the emerging concerns)*
- School-based assessment and evaluation: policies, practices and possibilities
- Impact of examination-driven schooling on the social identity and socialization of children
- CCE in Right of Children to Free and Compulsory Education Act, 2009 Introducing flexibility in examination-in view of the needs of the students and other stakeholders
- Improving quality and range of questions in exam papers
- School-based credits
- Role of ICT in Examination
- On-demand and on-line examination

Practicum (Any One)

1. Analysis of a range of assessment tools collected from different schools
2. Developing worksheets and other tasks/tools for learning and assessment in one's

specific subject area

3. Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment
4. Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same.
5. Observing, interviewing and writing comprehensive profile of a student.

Suggested Readings

- Kay Burke (2006) *From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8*, Crowing Press, A Sage Publications Company, California. NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT
- Norris N. (1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S. (1974) *Modern Educational Testing*. New Delhi: Sterling Publication
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- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brooks, J.G. (2002). *Schooling for life: Reclaiming the essence of learning* Alexandria, VA: Association for Supervision and Curriculum Development.
- Burke, K. (2005). *How to assess authentic learning* (4th ed.), Thousand Oaks, CA
- Corwin, Burke, K, Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Conzemius, A., & O'Neill, J. (2001). *Building shared responsibility for student learning*, Alexandria, VA: Association for Supervision and Curriculum Development.
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- *MHRD (2009), the Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi*
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd. Ed.). Upper Saddle River, NJ: Prentice Hall.
- NCERT (2005). National Curriculum Framework, 2005, NCERT, New Delhi
- *NCERT (2006), Position Paper: National Focus Group on Examination Reforms, NCERT.*

Course Overview

One of the important role of teachers concerns facilitation of construction, transfer, reinforcement and refining of knowledge during interaction with students. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This course familiarizes the students with the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels, analysing text books and related educational material in the context of aims and objectives of education and learning outcome. The course enables the students to understand the role of ideology and power in influencing curriculum development and also lends an understanding to know the gaps in the curriculum. Student-teachers are equipped in dealing with various dimensions of knowledge and its transaction in a social environment.

Objectives

The course will enable the student-teachers to –

- Understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.
- Make distinctions between ‘knowledge and information’, and ‘reason and belief’ based on epistemological basis of education, to engage with the enterprise of education.
- The basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
- Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
- Impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc.
- Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.

- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

Unit I

Knowledge and Knowing

- Knowledge: Meaning and nature
- Differences between information, knowledge, belief and truth.
- Knowing Process: Different ways of knowing; Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and the known in knowledge transmission and construction
- Facets of Knowledge- Different facets of knowledge and relationship, such as: (local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school With an emphasis on understanding special attributes of 'school knowledge.)
- Role of culture in knowing
- Reflection on knowledge
- Views of Gandhi, Tagore, and Aurobindo on knowledge and education

Unit II

Forms of Knowledge and its Organisation in Schools

- Meaning of curriculum, perspectives of curriculum- Traditionalist
- Understanding the meaning and nature of curriculum: need for curriculum in schools.
- Concept of Core curriculum, Hidden curriculum, and Spiral curriculum School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.
- Curriculum framework, curriculum and syllabus; their significance in school education

Unit III

Curriculum Determinants and Considerations

- Broad determinants of curriculum making:(At the nation or state-wide level)
- Socio-political aspirations, including ideologies and educational vision;
- Cultural orientations;
- National priorities;
- System of governance and power relations
- International contexts.
- Considerations in curriculum development:(At school level)
- Forms of knowledge and its characterization in different school subjects
- Socio-cultural context of students – multi-cultural, multilingual aspects
- Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit IV

Curriculum Development (at School Level)

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.
- Process of curriculum making
- Formulating aims and objectives (based on overall curricular aims and syllabus)
- Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
- Construction of curriculum visa-a-vie teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'
- Teachers' role in generating dynamic curricular experiences through flexible interpretation of curricular aims; and contextualization of learning; varied learning experiences.
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- Process of curriculum evaluation and revision
- Feedback from learners, teachers, community, and Administrators

Practicum (Any One)

Each student-teacher is required to submit two assignments selecting one from each group given below:

Group I

- Analyze the state curriculum of your state in the light of NCF 2005 and how various issues like gender, inclusiveness, ICT are integrated in the curriculum?
- Discussion on purpose of curriculum framework
- Interaction with school teachers and principal, how they operationalize the prescribed curriculum into an action plan;
- Analysis of any one text book with regard to incorporation of gender issue
- How curriculum is evaluated and revised

Group II

- Critical appraisal on overview of salient features of the 'philosophy and practice' of education advocated by any two following thinkers and their presentation :
- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education
- Sri Aurobindo: Integral education

Suggested Readings

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
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- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
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- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
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- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
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SEED508A	COMMUNICATION IN TEACHING-LEARNING PROCESS	4
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Course Overview

Communication in Teaching – Learning as viewed as a subject that aids in developing the student into effective communicators, who can efficiently and effectively articulate their thoughts, feelings and emotions. Communication is more than just pronunciation, intonation or articulation. Communication involves the teachers’ classroom discourse and interaction that deepen thinking to help students internalize and process subject content. . This course in Communication takes into account the context and purpose for which teachers and students are communicating. Given the emphasis on 21st century competencies, more demands are being made on the students to explain, justify and reason through problem-solving strategies. Teaching is not be seen as a one-sided activity, where in teacher is disseminating information, but two-way with teacher and/or students responding to each other to deepen content learning. The interaction among students as they co-construct knowledge becomes important too. The students play an active role in recognizing the role of language in meaning making, and see communication as a collaborative activity. Teachers and students co-construct knowledge together, particularly in the subjects that involve multimodal aspects of communication, for example, visual data such as graphs, charts, and statistics.

Objectives

The course will enable the students to -

- Develop the competencies of students to become effective communicators.
- Acquaint the students with the factors responsible for shaping interaction in the classroom.
- Familiarize the students with the language and ethics of communication in the classroom.
- Develop the reading and writing skills of the students.

Unit: I

Teacher as Communicator

- Awareness of audience as a key factor in communication;
- Children as learners;
- Communication and curriculum;
- Using knowledge about learner psychology as a factor in shaping classroom interaction;
- Concept of language across the curriculum;
- Interpreting response in oral interaction;
- Feedback as communication;
- Communication as a factor in Institutional Ethos;
- Communication, language and ethics.

Unit II

Reading as Resource

- Reading as resource;
- Choice of readings;
- Analyzing a text from the perspective of students;
- Communication through different media.

Unit III

Writing Skills for Teachers

- Writing letters, applications, reports, minutes, and essays;
- Writing about research;
- Writing annotations,
- References and bibliography;
- Writing journals and reflective diaries, etc.
- Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing;

Suggested Readings

- Grabe, W. & Stoller, F. (2013). Teaching and researching reading. New York, NY: Routledge.
- Hacker, D. J., Dunlosky, J. & Graesser, A. C. (Eds.) (2009). Handbook of meta cognition in education. New York, NY: Routledge.
- Hartman, H. J. (Ed.) (2001). Meta cognition in learning and instruction: Theory, research and practice. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- HKPISA Centre, The Chinese University of Hong Kong. (2015). The fifth HKPISA report, PISA 2012. Hong Kong: Author. McGregor, T. (2007). Comprehension connections: Bridges to strategic reading. Portsmouth, NH: Heinemann.
- Rose, D. & Martin, J. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Sheffield, United Kingdom: Equinox Publishing.
- Rozmiarek, R. (2006). Improving reading skills across the content area. California: Corwin Press. Vacca, R. T., Vacca, J. A. L. & Mraz, M. E. (2005). Content area reading: Literacy and learning across the curriculum. Boston, MA: Pearson/Allyn and Bacon.
- Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge: Brookline Books.

Internet Resources

- EDB One-stop Portal for Learning & Teaching Resources <http://www.hkedcity.net/edbosp/>
- EDB: Reading to Learn <http://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/index.html>
- EDB: School Library Services <http://www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html>
- OECD: Programme for International Student Assessment (PISA) <http://www.pisa.oecd.org>
- Programme for International Student Assessment Hong Kong Centre: “Programme for International Student Assessment” <http://www.fed.cuhk.edu.hk/~hkcsisa/>

Course Overview

Arts Education as one of the domains of knowledge is taught as a compulsory curricular area up to class X. There is a need to integrate arts education in the formal schooling of students to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher.

In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help the student-teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.

Objectives

The course will enable the student-teachers to

- Understand basics of different art forms.
- Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression.
- Acquire skills for integrating different art forms across school curriculum for better learning and development.
- Develop awareness of the rich cultural heritage of the country.

Unit I

Appreciation of Arts

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose).
- Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences.
- Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

Unit II

Practicum

Visual Arts and Crafts

- Hands on experience of working in different media and materials (drawing, painting, clay modeling, collage making etc. with pencil, pen, crayons, dry and watercolors, clay, paper, etc.), methods and techniques (block printing, collage making, clay modeling, relief work, heritage crafts etc.) to learn visual art processes and its pedagogical aspects related to other subject areas.
- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.

Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring regional music, dance, theatre and puppetry will help

student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum.

- Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student-teachers.
- Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.

Suggested Readings

- Council of Chief State School Officers (1992). Model standards for beginning teacher licensing and development: a resource for state dialogue. Washington, dc: council of chief state school officers.
- Day, Michael d., ed. (1997). Preparing teachers of art. Reston, va: national art education association.
- Darling-Hammond, Linda, and Cobb, Velma l. (1996). "The changing context of teacher education." in the teacher educator's handbook: building a knowledge base for the preparation of teachers, ed. Frank b. Murray. San Francisco: Jossey-Bass.
- Gailbraith, Lynn. (1993). "Familiar, interactive, and collaborative pedagogy: changing practices in preservice art education." *Art Education* 46 (5):6–11.
- Gailbraith, Lynn, ed. (1995). Preservice art education: issues and practice. reston, va: National Art Education Association.
- Gore, Jennifer M. (2001). "Beyond our differences: A reassembling of what matters in teacher education." *Journal of Teacher Education* 52 (2):124–135.
- Henry, Carol (1999). "The role of reflection in student-teachers' perceptions of their professional development." *Art Education* 52 (2):14–20.
- Kowalchuk, Elizabeth a. 1999. "Perceptions of practice: What art student-teachers say they learn and need to know?" *Studies in Art Education* 41 (1):71–90.
- National Art Education Association (1999). Standards for art teacher preparation. Reston, va: National Art Education Association.
- Zimmerman, Enid (1994). "Current research and practice about pre-service visual art specialist teacher education." *Studies in Art Education* 35 (2):79–89.
- Zimmerman, Enid (1994). "Concerns of pre-service art teachers and those who

prepare them to teach." *Art Education* 47 (5):59–67.

Internet Resources

- Consortium of national arts education associations; International council of fine arts deans; and council of arts accrediting associations. 2001. To move forward. (www.naea-reston.org/tomove.pdf).
- International council of fine arts deans. 1998. "Teacher education in the arts for the twenty-first century." (www.rowan.edu/icfad)

SEED512A	SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING	2
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A. School Attachment Programme

Duration: 1 week

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

During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

B. Community Living

Duration: 1 week

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

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

Course Overview

The two-year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student-teachers to -

- Understand the different roles of language;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Appreciate authentic literary, non- literary (media) and translated texts;
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet;
- Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks;

Unit I

Language, Linguistic System and Society

- The organization of sounds; The structure of sentences; Nature and structure of meaning; Phonetics, Syntax and semantics, etc.
- The concept of Universal Grammar;
- Language and Society
- Language and Power;
- Language and Class (society)
- Language and Identity;
- Language and Gender.
- Language in School — Home language and school language — Medium of understanding; Multilingual and multicultural classroom;
- Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in curriculum — Different school subjects as registers of language.

Unit II

Role and Position of Languages

- Constitutional Provisions and Policies of Language Education
- Role of English language in the Indian context - English as a colonial language,
- English in Post-colonial times;
- English as a language of knowledge;
- Position of English as second language in India;
- English and Indian languages;
- English as a link language in global context; challenges of teaching and learning English.

Unit III

Approaches, Methods and Techniques in English Language Teaching

- The Grammar Translation Method
- The Direct Method
- The Reading Method
- The Behaviorist – Structuralist Paradigm
 - The Structural Approach
 - The Audio Lingual Method
- Another Paradigm Shift: Communicative Language Teaching
 - Communicational Teaching
 - The Humanistic Approach
 - Community Language Learning
- Total Physical Response
- The Constructivist Paradigm
 - Discourse Perspective in Constructivism
 - Vygotsky's Theory of Social Constructivism
- The Post Method Era

Pedagogical Approaches & Techniques

a) Constructivist Approach (7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach

b) Techniques of teaching- expository (narration, dramatization, concept mapping) & Interactive techniques (discussion, questioning, brainstorming)

c) Ways of appreciation of poems

MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT (2 Credits)

Pedagogical Bases

a) Aims and objectives of teaching English as first language and as second language.

b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)

c) Maxims of teaching

Unit IV

Developing Language Skills Grammar in Context; Vocabulary in Context

- Language Skills - listening, speaking, reading and writing.
- Listening and Speaking — Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: story- telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- Reading— Sub skills of reading; Importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc.
- Writing— Stages of writing; Process of writing; Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; higher order skills.

Practicum (Any One)

Take a few passages from Science, Social Science and Mathematics text books of classes VI to VII and analyse:

- How the different registers of language have been introduced?
- Do a survey of five schools in your neighborhood to find out-
 - Level of Introduction of English]
 - Materials (textbooks) used in the classroom
 - Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, andPOA-1992.
- Visit 5 schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- Discussion on the topic 'Mother Tongue and Other Tongue'
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.

- On the basis of the English textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language & Gender (ii) Language & Values. Write a report on their reflection in the textbooks.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.
- Have a discussion on the topic 'Difference Between Spoken and Written Language'
- Prepare activities for listening, speaking, reading and writing. (5Each)
- Prepare 3 activities to develop the reading skills of class VI students.

पठन-विषय संक्षेपन

वर्तमान समय में हिंदी के क्षेत्र में रोजगार की अपार संभावनाएं सृजित हुई हैं जैसे विज्ञापनों में हिंदी के प्रयोग में वृद्धि, अन्य भाषा के चलचित्रों का हिंदी भाषा में अनुवाद होना, विभिन्न कार्यक्रमों में हिंदी उद्घोषकों की बढ़ती मांग, हिंदी में ऑनलाइन सामग्री में वृद्धि होना इत्यादि। इसके अतिरिक्त विभिन्न क्षेत्रों में हिंदी अधिकारी, अनुवादकों और हिंदी भाषा सीखने वाले शिक्षकों की मांग बढ़ती जा रही है। सुचना प्रौद्योगिकी की घर गांव तक पहुंच ने हिंदी को आज जन भाषा बना दिया है। इसके कारण हिंदी भाषा को सिखने बोलने वालों का नया वर्ग उभरकर सामने आ रहा है, जो हिंदी को ज्ञान संधान की भाषा मानने के प्रति गंभीर है। इसी कारण हिंदी शिक्षक को भी हिंदी भाषा के क्षेत्र में हो रहे इन परिवर्तनों और सम्भावनाओं को दृष्टिगत रखकर ही अध्ययन - अध्यापन करना होगा। इसी सम्बन्ध में इस पठान - विषय की रचना की गयी है। इस पठान - विषय के निर्माण में यह प्रयास सश्लिस्ट है की इस विषय को पढ़ाकर विद्यार्थी हिंदी शिक्षणशास्त्र की सम्यक आवश्यकताओं, विधियों, प्रविधियों, कौशलों, ऐतिहासिक तथ्यों, नवचारों, शिक्षण -अधिगम त्रुटियों, निदानों, व समुचित रूप से परिचित होकर विद्यालयों में हिंदी भाषा को आसानी से सिखने में शिक्षार्थियों की सहायता कर सकेंगे।

उद्देश्य

यह पठन - विषय विद्यार्थियों - शिक्षकों को इस प्रकार सक्षम बना सकेगा की वे -

- शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भी भाषा-कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाईI हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन

- हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- हिन्दी शिक्षण के उद्देश्य-प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

इकाईII: भाषा कौशलों का विकास

- भाषा कौशलों से अशभप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- श्रवण कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार, शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार,मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण,कौशल विकासक क्रियाएँ, मूल्यांकन
- पठन कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ,उद्देश्यों के संदर्भ में पठन के प्रकार,सस्वर तथा मौनपठन, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष-कारण तथा निराकरण
- लेखन कौशल – तात्पर्य, महत्त्व,शिक्षण-उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविधरूप,लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचनाशिक्षण-निर्देशित लेखन, स्वतंत्र लेखन
- उच्चस्तरीय भाषिक कौशलों का विकास

इकाईIII: हिन्दी भाषा तथा साहित्य का शिक्षण

- हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ
- भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौंदर्य बोध के तत्त्व
- कविता का रसास्वादन -महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता –शिक्षण के पक्ष-भाव एवं कलापक्ष, शिक्षण-विधियाँ, आस्वादन में शिक्षक की भूमिका,सौंदर्याबोध विकासक युक्तियाँ, मूल्यांकन
- गद्य शिक्षण – महत्त्व, उद्देश्य, गद्यविधाओं के विविधरूप (निबंध एवं निबंधेतर) तथा उनकी शिक्षण-विधियाँ, गहन अध्ययन निष्ठ पाठ एवं विस्तृत अध्ययन निष्ठपाठों की शिक्षणविधि में अंतर, मूल्यांकन
- भाषा एवं साहित्य की विभिन्नविधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास,

- हिन्दी भाषा और जनसंचार, जनसंचार के विविधरूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

इकाई IV: हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन

- हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें – हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
- हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण – शैक्षिक उपकरणों का महत्त्व एवं उनकी उपयोगिता, उपकरणों के विविधरूप- यांत्रिक एवं अयांत्रिक उपकरण, हिन्दी शिक्षण में सूचनाप्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग
- पाठ्यचर्या सहगामी क्रियाएँ-स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान
- मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक / लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रक्रिया, सभी प्रकार के प्रश्नों के निर्माण का अभ्यास
- विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य

प्रायोगिकपक्ष (कोई एक)

1. आस-पास के किसी क्षेत्र के किसी विशिष्ट समुदाय के लोगों की भाषा का सवेक्षण और उनकी शब्दावली का अध्ययन-विश्लेषण
2. भाषा कौशलों संबंधी भाषा खेल निर्माण
3. कल्पना प्रधान एवं भावप्रधान मौलिक निबंधलेखन के लिए विषयसूचीनिर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन
4. पत्र-पत्रिकाओं में प्रकाशित रचनाओं, नई समकालीन साहित्यिक पुस्तकों का अध्ययन-विश्लेषण
5. पाठ्यपुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती-जुलती रचनाओं का संकलन
6. पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन
7. पाठ्य पुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते-जुलते मुहावरों, लोकोक्तियों का संकलन
8. हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी रचनाओं की सूची का निर्माण

9. पाठ्य पुस्तकों में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण

उपेक्षित अधिगम परिणाम

हिंदी शिक्षण शास्त्र के सम्यक अध्ययन के पश्चात् विद्यार्थी हिंदी भाषा और साहित्य के विभिन्न आयामों से विधिवत रूप से परिचित हो पाएंगे। इस पठन विषय के अंतर्गत विद्यार्थी शिक्षा के क्षेत्र में वैदिक काल से लेकर वर्तमान काल तक आए परिवर्तनों के सन्दर्भ में ऐतिहासिक परिपेक्ष्य से लेकर वर्तमान वस्तुस्थिति का समुचित ज्ञान अर्जित कर सकेंगे। इसके अतिरिक्त वे व्याकरण के विभिन्न आयामों जैसे- ध्वनि विचार, वर्ण विचार, शब्द विचार और वाक्य विचार के अध्ययन से बन पाएंगे। इस पठन विषय को पढ़कर विद्यार्थी भाषा कौशलों, भाषा और साहित्य में साम्य साहित्य के विभिन्न अंगों, यथा गद्य और पद्य शिक्षण व्याकरण आदि का ज्ञान अर्जित कर सकेंगे। उन्हें हिंदी शिक्षण में सूचना प्रद्योगिकी और संचार माध्यमों का ज्ञान होगा और वे विभिन्न शिक्षण उपकरणों तथा प्रविधियों के ज्ञान को आत्मसात कर सकेंगे।

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Course Overview

Science is an organised system of knowledge based on inquiry born out from natural curiosity, logical reasoning and experimentation. Therefore, students- teachers are expected to appreciate the fact that every child possesses natural curiosity about her surroundings and every child is unique. That is why; the course on Pedagogy of Physical Science is to be developed by integrating content and process skills of science with pedagogy. The syllabus focuses to develop the proficiency in the student-teachers to design teaching-learning situations keeping in consideration the nature of science, learning needs, context of all children through a variety of approaches. The course is intended to enable students-teachers to design and organise learner-centred, activity based, participatory learning experiences through observation, inquiry, dialogue, discussion, experiments, projects and field work. This goal will be realised only if teacher-educators actively involve student-teachers in the construction of their knowledge by providing such opportunities to student-teachers and thinking critically on the relevant issues. It is suggested that student-teachers perform various activities – based on the Units given below interacting with their classmate, textbooks of Upper Primary, Secondary and Higher Secondary stages and materials in the immediate surroundings to contextualise their teaching –learning experiences.

Objectives

The course will enable the student-teachers to -

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning
- Appreciate the fact that every child possess natural curiosity about her natural surroundings
- Appreciate that science is a dynamic and expanding body of knowledge
- Understand the process of science and role of laboratory in teaching- learning situation

- Appreciate various approaches of teaching-learning of physical science
- Use effectively different activities/ experiments / laboratory experiences for teaching-learning of physical science
- Identify the concepts of physical science that are alternatively conceptualized by teachers and students in general
- Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept
- Integrate knowledge in physical science with the other school subject
- Facilitate development of scientific attitudes in learners
- Construct appropriate assessment tools for evaluating learning of physical science.
- Examine the different pedagogical issues in the content of learning physical 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 behavioral 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
- 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.

Practicum (Any One)

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

Suggested Readings

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Course Overview

This paper attempts to prepare reflective teachers who are prepared to address the needs of a Commerce classroom. After studying this course, the students will be able to reflect on appropriate teaching needs of the commerce classroom, based on individual differences in learners and the school context. They will also develop new and use existing resources for teaching of commerce.

Objectives

The course will enable the student-teachers 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 analyzing 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.

Practicum (Any One)

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

Suggested Readings

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
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Course Overview

Economics has gained enormous relevance post liberalisation, privatisation and globalisation (LPG), and the merging of the world economy. The purpose of economic education is to create responsible citizens and effective decision makers. The importance of economic education goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the working of the economy. Economics can be taught by generating new knowledge with the help of exposing students to real life learning environments and experiences. Teaching economics in this twenty –first century requires teachers to implement effective technology –integrated teaching and assessment strategies not only to achieve cross critical outcomes, but providing on-going support to digital natives .The programme has been designed to impart advanced learning in economics and business, analysis of economic problems, and evaluation of the implications of economic policy and business planning and strategy.

Objectives

The course will enable the student-teachers to -

- Enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children.
- Develop the required competencies to present the subject matter of economics from a social science perspective.
- Help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- Help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- Help the teacher identify basic economic concepts, as integral in the to the syllabus and plan the suitable methodology to teach.
- Help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- Prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for

economics and find it relevant for their personal and professional lives.

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.

Practicum (Any One)

1. Critical study of any one Economics book.
2. Preparation of achievement test report.
3. Development and organization of co-curricular activities.
4. Identifying and Evaluating ICT resources suitable for teaching Economics.
5. Develop a Multi-Media lesson using appropriate ICT resources and transact the same.

Suggested Readings

- Aggarwal, J.C. (2005). Teaching of Economics: A Practical Approach, Vinod Pustak Mandir: Agra.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
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Course Overview

This course in the teaching of social sciences introduces student-teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student-teachers may not be having sufficient exposure to four major disciplines of social sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student-teachers understand key concepts of the various social sciences as well as related pedagogical issues. Furthermore, student-teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* That is why, in certain cases, Case Studies for the transactions of topics have been indicated.

Objectives

The course will enable the student-teachers to -

- Get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarily in social science.
- Comprehend the uniqueness of teaching-learning process of social science at secondary level.
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers

Unit I

Aims and Objectives of Teaching Social Science

- Social Science Education
 - For a democratic secular society
 - For an identity in the post-modern and globalized world in terms of historical, political, economic and environmental perspectives
 - For an informed and empowered citizen
- Organization of learning experience in Social Science Curriculum
 - Its status in Secondary School Curriculum
 - Its inter-disciplinary nature: Revisited
 - Its presentation in the text books

Unit II

Pedagogical Strategies in Social Science

- Purpose, Approaches and Strategies teaching- learning processes
- Inductive, deductive, interdisciplinary and constructivist approaches
- Narration, Dialogue& Discussion,
- Problem Solving, Project, Storytelling,
- Data collection and analysis,
- Field trips as learning experience,
- Dramatization, Archives& other historical Sources and their interpretation, reviewing Video Shows on social issues,
- Comparative method,
- Cartographic techniques,
- Time-line construction and other activities
- Development of Lesson Plan

Unit III

Resources in Social Science

- Teaching Learning Material: Need and objectives; collection and preparation.
- ICT in Social Science Classroom.
- Social Science Resource room: Need, Establishment, components and management.
- Social Science Teacher: Nature; Personal ideology and Personality traits; Academic and Professional competencies; and as a Reflective Practitioner.

Unit IV

Evaluation and Assessment in Social Science

- Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment
- Summative assessment: Objective and subjective strategies
- Assessment at different stages: secondary level.
- Assessment of Social Science as an integrated subject.
- Social Sciences and Global challenges related to marginalization, violence, environmental problems and financial crisis.

Practicum (Any One)

1. Term papers on current issues: Citizenship, Gender issues, Stock Market, Local History.
2. Enrichment of the subject areas like geography, history, political and social life and economics.
3. Establishment and Enrichment of Social Science Resource Centre.
4. Analysis of curriculum policies/documents and curriculum frameworks.
5. Critical appraisal of existing social science curriculum and text books at school level.
6. Critical Lessons (issue- based) Planning and Execution.
7. Organizing field trips and evaluating learning process.

Suggested Readings

- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context

and Challenges in Vandana Saxena (Ed.), Nurturing the Expert Within, Pearson, New Delhi

- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with Nature. Batnam Books.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I., et.al. (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Webb, Keith (1995). An Introduction to problems in the Philosophy of Social Sciences, Pub. - Pinter, London, New York.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

SEED526A	PEDAGOGY OF MATHEMATICS	4
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Course Overview

Mathematics plays an important role in our life; it not only helps in day-to-day situations but also develops logical reasoning, abstract thinking and imagination. It enriches life and provides new dimensions to thinking. The struggle to learn abstract principles develops the power to formulate and understand arguments and the capacity to see interrelations among concepts. The enriched understanding helps us to deal with abstract ideas in other subjects as well.

The goal of mathematics education in schools as envisaged by the National Curriculum Framework -2005 is the Mathematisation of children's thought processes. This requires developing the inner resources of a growing child. Thus there has been a shift in the focus of learning from rote memorisation to acquiring and building knowledge through exploration and enquiry. Teacher being a major component of the education system is required to be well aware of this child centric way of mathematics transaction in the classroom to bring out thinking individuals in the future society.

Quality education is predominantly dependent on the quality of its teachers. The present B.Ed. syllabus has been developed with these concerns to help groom the teachers of tomorrow, who would make their mathematics classrooms alive and interactive in which their students would be engaged in articulating their own understanding of concepts, evolving models and developing definitions.

Objectives

The course will enable the student-teachers to -

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;

- Appreciate the role of mathematics in day-to-day life;
- Understand that mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct students thinking;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning 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 New 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;

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.

Practicum (Any One)

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

Suggested Readings

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

Course Overview

Being one of the disciplines of science, concerns and approaches of Biological Science are almost similar to that of Science in general.. Scientific inquiry has always been the key factor in the root of this evolution of biological sciences as a scientific discipline. Present day's Biology is an outcome of the ever growing and evolving subject discipline both in school as well as higher education.

Therefore, teaching-learning practices of biological sciences will address the dynamism of evolving subject knowledge as well as changing paradigm of teaching- learning process. Learners of biological science would need to understand the nature of the discipline and arouse curiosity among young learners about natural surroundings vis-à-vis the entire living world. This discourse of learning process includes situations leading to understanding of biological facts and phenomena through inquiry, investigations and discoveries and inculcation of scientific attitude and temper. Also, the teaching-learning of biological sciences will focus on conservation of natural resources and sustainability of the environment besides welfare of mankind.

Objectives

The course will enable the student-teachers to -

- Facilitate inculcation of scientific attitude and temper among learners
- Appreciate that biological science is a dynamic and expanding body of knowledge
- Nurture curiosity of learners about her/his natural surroundings and relationships of every day's experience with concepts of biological sciences
- Develop insight about nature of biological sciences and for determining strategies of teaching-learning
- Explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities
- Formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects based on upper primary, secondary and higher secondary

curriculum

- Develop appropriate assessment tools for the evaluation of learning of different concepts of biological sciences
- Develop linkage of different concepts of biological sciences with life skills and its development
- Stimulate curiosity, creativity and inventiveness in the field of biological sciences

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 behavioral 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 analyzing 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.

Practicum (Any One)

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

Suggested Readings

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

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

Semester III			
S.No.	Course Code	Course Title	Credits
1	SEED530A	Gender, School and Society	4
2	SEED532A	Creating an Inclusive School	4
3	SEED534A	Environmental Education	4
4	SEED536A	EPC 3: Yoga Education	2
5	SEED538A	EPC 4: Understanding the Self	2
6	SEED540A	EPC 5: Understanding ICT and Its Application	4
7	SEED542A	Disaster Management	4
8	SEED544A	Gandhian Philosophy: Theory and Practices (Value Added Course)	0
TOTAL			24

Course Overview

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines. This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and femininity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

Objectives

The course will enable the student-teachers to -

- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Unit I

Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Unit II

Socialization Processes in India: Family, School and Society

- Gender Identities and socialization practices in different types of families in India.
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.
- Gender Issues in Curriculum
- Gender, Culture and Institution: Intersection of class, caste, religion and region
- Construction of gender in curriculum frameworks since Independence: An Analysis
- Gender and the hidden curriculum
- Gender in text and classroom processes
- Life skills and sexuality
- Vishakha Guidelines
- Domestic Violence Act,2005
- Reservation for Women
- Supreme Court Verdict about transgender (**Section 377** of the Indian Penal Code (IPC))

Unit III

Creating Gender Inclusive Classroom

- Developing positive self-concept and self-esteem among girls
- Teaching Learning Materials
- Classroom transaction

- Teacher as an agent of change

Unit IV

Practicum (Any two)

- Analyze Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
- Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Debates and Discussions on Violation of Rights of Girls and Women in our society.
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
- Organize Poster Competition on Gender Equality And Empowerment.

Suggested Readings

- Desai, Neera and Thakkar, Usha (2001). *Women in Indian Society*. National Book Trust, New Delhi
- Dunne, M. et al. (2003). *Gender and Violence in Schools*. UNESCO
- Kirk Jackie (Ed.) , (2008), *Women Teaching in South Asia*, SAGE, New Delhi
- Leach, Fiona (2003). *Practising Gender Analysis in Education*, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on *Gender Issues in Education*, New Delhi
- Nayar, Sushila and Mankekar Kamla (ed.)2007, *Women Pioneers in India's Renaissance*, National Book Trust, New Delhi, India.
- Sherwani, Azim (1998). *The Girl Child in Crisis*. Indian Social Institute, New Delhi.
- Srivastava Gouri (2012), *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi
- Unterhalter, Elaine (2007). *Gender, Schooling and Global Social Justice*, Routledge.

Course Overview

The diversity in the society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is a short course with an intention to develop a thought in the teacher which results in accepting all children in the class as his/her responsibility. This is a small beginning to a teacher towards a major change in the system and society. With this course it is expected that the teacher will reflect on the student who is deviant in the class as different who needs the input and attention like other students. Include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centres), viewing relevant documentaries and films, critical analysis and reflections

Objectives

The course will enable the student-teachers to -

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

Unit I

Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education
- International Focus: Salamanca 1994, UNCRPD, EFA(MDG)
- National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC,ST
- Educational concessions, facilities and provisions.

Unit II

Understanding Physical, Psychological and Social-Cultural Diversity

- Diversity due to disability (Nature, Characteristic and Needs)
- Special needs of children with sensory disabilities,
- Special needs of children with cognitive disabilities
- Special needs of children with physical disabilities
- Girls with disabilities- Issues, Challenges, and Supportive Programmes
- Diversity due to socio- cultural and economic factors
- Discrimination, language attitudes, violence and abuse.

Unit III

Addressing Learners' Diversity

- Curricular Issues
- Curriculum adaptation/modifications
- Content contextualization
- Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning(UDL)

Unit IV

Practicum (Any Two)

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings

- Ainscow, M. and Booth, T (2002). Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006). Improving Schools, Developing Inclusion, London: Routledge.
- Hegarty, S. and Mithu Alur (2002). Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd.
- Julka. A, Index of Inclusion (2012). NCERT, New Delhi.
- Jha. M. (2002). Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A. (2006). Meeting special needs in schools” A manual, NCERT, New Delhi
UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- World Bank (2003). Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine, B. (1998). Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Julka, A. (2015). Including Children with Special Needs: Upper Primary Stage, NCERT, New Delhi.
- Julka, A. (2014). Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study
- NCERT (2006). Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi
- NCERT (2006). Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, New Delhi.
- MHRD (2009). The Right of Children to Free and Compulsory Education Act, 2009.Ministry of Human Resource Development, New Delhi.

Course Overview

The quality of our lives is increasingly depending on our environment where we are. However, along with the development of the economy, science and technology environmental problems appear more and more with a higher frequency in everywhere and every time in the global. And so people have cared more and more about environment and given many solutions to solve environmental problems, Environmental Education (EE) being one of them. EE was born by the demands to protect the environment and by the higher understanding about the environment. EE helps everyone to learn about the environment and adjust their attitudes to a more environmentally friendly way of living and EE became a part of the educational system. The term “Environmental Education” appeared at the first time at the first IUCN conference in Paris in, but it was defined and recognized officially in 1962 by Rachel Carson. And through the last over 50 years, EE has been defined and redefined. Over a period of time the concept of EE has evolved. EE is defined as the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his/ her culture and his/ her biophysical surroundings. Environmental Education also entails practice in decision making and self-formulation of a code of behaviour about issues concerning environmental quality”. EE is a way forward for Sustainable Development. In recent time EE for Sustainable Development is reemphasised (EESD). EESD has four major focuses: (1) improving the quality of and access to basic education, (2) reorienting existing education to address sustainability, (3) improving public awareness, and (4) providing training for business, industry, and government.

Objectives

The course will enable the student-teachers to -

- 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)

Practicum (Any One)

1. A study of major initiatives taken by NCERT regarding environmental education.
2. Study of Development of slum area and their inhabitants in a nearby area/institute
3. A critical study of school habitat in the context of drinking water, sanitation paper, energy,
4. Garbage management etc.
5. Develop a road map for implementation of Environmental Education as suggested by NCF2005.
6. Develop a list of investigatory environmental problems (stage specific) work on the
7. Problem in a group of 2-3. Prepare a report.

Suggested Readings

- Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education
- Activities: CEE Bhruha E. (2004). Textbook For
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi: NCERT.
- NCERT (2007/2013). Looking Around Us, EVS Textbooks (3-5), New Delhi: NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad – The Journey of Environmental
- Education–A Source book, Centre for Environment Education, Ahmadabad.
- SCERT (2011). Paryavaran adhyayan aur vigyan shikshan, D.El.Ed.-ODL Course: Chhattisgarh.
- SCERT (2012/2013). We-Our environment, EVS Textbooks (3-5): Andhra Pradesh.
- Seminar Proceedings (1995-96). Seminar on EVS, organized by Vidya Bhawan, Udaipur.
- Springer (2006). Science Literacy in Primary Schools and Pre-Schools.
- The Green teacher (1997). Ideas, Experiences and Learning in Educating for the environment: Centre for Environment Education
- UNESCO (1988). Games and Toys in Teaching of Science and Technology: UNESCO.
- UNESCO (1990). An Environmental Education Approach to the Training of Middle Level
- Teachers: A Prototype Program: UNESCO, UNEP International EE Program.
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF.

Course Overview

Yoga Education has become as an essential component in all teacher education curriculum. Yoga has its roots in ancient Indian culture and civilization aiming at a fuller development of human personality, impacting upon its different dimensions and facets – the individual and social, emotional, cognitive, psychomotor, behavioral, and eventually moral and spiritual. Yoga, if regularly and properly practised, can transform an individual into a vibrant personality, full of energy and enthusiasm. It can be a source of peace, poise and tranquility. It can also build resistance against diseases, improve holistic health, and can also help us to sharpen our memories, thus resulting in better concentration and a creative mind. It is for this reason that the teachers and teacher educators need to be initiated into the field of Yoga, which is recognized, accepted and practiced the entire world over as a way of life. Second, it is a truism that for spreading the messages of Yoga and making it a mass movement, no other agency except that of teachers can be most effective; therefore, inclusion of Yoga education in teacher education cannot be over emphasized.

So, in view of the educational significance of Yoga education, it is incorporated in teacher education curriculum. The curriculum lays emphasis on practical aspects of the Yoga i.e. Asanas, Pranayamas, Bandhas and Mudras. It also includes time spent on performing other cognitive or practical activities as mentioned the text.

Objectives

The course will enable the student-teachers to -

- Record a brief history and development of Yoga through the ages.
- Discuss how Yoga and Yoga practices are important for healthy living.
- Explain some important principles of Yoga.
- State the different types of Yoga.
- Explain the different limbs of Aṣṭāṅga Yoga of Patanjali & Haṭha Yoga.
- Derive how Haṭha Yoga and Aṣṭāṅga Yoga of Patañjali are relationship between

them.

- Name the Saṭkarma and describe their use in cleansing the psycho-physical body.
- Demonstrate & explain some important āsanas, and prāṇāyāma.

Unit I

- Yoga: meaning and initiation
 - Definitions of Yoga
 - Misconceptions about Yoga
 - Basis of Yoga
- Origin and history of development of Yoga
 - Psychological aspects leading to origin of Yoga
 - Yoga in medieval times
 - Yoga in modern times
- The two schools of Yoga: Raja Yoga and Hatha Yoga, Yogic practices for healthy living.

Unit II

- Historicity of Yoga as a discipline
- Classification of Yoga and Yogic texts
 - a) Yogasūtra of Patañjali
 - b) Haṭha Yoga texts
- Understanding Aṣṭāṅga Yoga of Patañjali
- Haṭha Yogic practices
 - Āsanas
 - Pranayama, eight kumbhakas
 - Dhāraṇā on five elements
 - Mudras and bandhas
 - Saṭkarma, the set of six cleansing techniques
- Relationship between Pātañjala Yoga and Haṭha Yoga
- Meditational processes in Pātañjala Yoga Sūtra

Unit III

- Need of Yoga for positive health
- Role of mind in positive health as per ancient Yogic literature
- Concept of health, healing and disease: Yogic perspectives
 - Concept of health and diseases
 - Concepts of triguṇa and pañcakoṣa vis-à-vis holistic health
- Potential causes of ill health
- Yogic principles of healthy living (āhāra, vihāra, ācāra, vicāra)
- Integrated approach of Yoga for management of health
- Stress management through Yoga and Yogic dietary considerations
- How stress is alleviated through Yoga?
- Prāṇa-saṁyamana (canalization of energy dynamics) through dietary considerations
- Rationale of Yogic diet.

Unit IV

Practicum

1. General guidelines for performance of the practice of Yoga for the beginners
 - Guidelines for the practice of ṣaṭ kriyās
 - Guidelines for the practice of āsanas
 - Guidelines for the practice of prāṇāyāma
 - Guidelines for the practice of kriyā Yoga
 - Guidelines for the practice of meditation
2. Select Yoga practices for persons of average health for practical Yoga sessions
 - Standing position
 - Sitting position
 - Prone position
 - Supine position
 - Kriyās
 - Mudrās
 - Prāṇāyāmas

Suggested Readings

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Course Overview

What is self? Is self the experience of internal talk? What characterizes —self-ness? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above questions and many more similar questions trigger the exploration and need to understand the self. This course provides opportunity to the student-teachers to gain an understanding about their own self both as an individual and as a student-teacher.

Developing an understanding of the self is essential for an individual to utilise her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student-teachers are integral part of it. As an integral member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

Objectives

The course will enable the student-teachers to -

- Gain an understanding of the central concepts in defining self and identity
- Reflect critically on factors that shape the understanding of self
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher

- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting self and students' well-being.

Unit I

Understanding of Self

- Reflections and critical analysis of one's own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about philosophical and cultural perspectives of Self and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit II

Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit III

Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

Unit IV

Practicum (Any two)

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected *asanas, pranayam, meditation and yogic kriyas* as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Mode of Transaction

- The course will be transacted in workshop mode through individual and group experiential activities such as
- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential. Development of reflective journals/diaries by the student-teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Suggested Readings

- Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
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- Olson, D.R, and Bruner, J.S. (1996). *Folk Psychology and folk pedagogy*. In D.R. Olson & N. Torrance (Eds.), *The Handbook of Education and Human Development* (pp.9-27), Blackwell
- Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT, New Delhi
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E. Mysore.

SEED540A	EPC 5: UNDERSTANDING ICT AND ITS APPLICATION	4
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Course Overview

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three broad strands: teaching-learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralization of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the 'digital public' to make education a participatory and emancipatory process.

Objectives

The course will enable the student-teachers to -

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- Use various ICTs for project based/problem based constructivist learning environment.
- Explain the role of ICT in authentic and alternative assessment.
- Understand the social, economic, and ethical issues associated with the use of ICT.

Unit I

Introduction to Information and Communication Technology

- Use of Technology in Education: In Retrospect.
- Information and Communication Technology: Meaning, nature and advantages
- Hardware and Software Fundamentals

- Computer hardware fundamentals (anatomy, block-diagram and overview of components, CPU, main memory, input & output devices, storage devices), types of computers.
- Computer Networks- Internet, Intranet& applications. Network fundamentals.
- Use of digital camera, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals
- Software - Meaning and types; System software: Operating systems such as Windows, Linux, MacOS; Application software: Work, communication and other productivity tools.
- Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools

Unit II

ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Subject specific ICT tools for creating and facilitating learning
- Subject specific online resources and their use
- Designing technology integrated learning experiences
- ICT integrated Unit plan - Use of Web 2.0 for creating constructivist learning environment
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- ICT for Pedagogical Innovations
 - Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
 - Web Quest and virtual field trips: Concept, process, and use in the classroom
 - Multiple intelligences in classroom: ICT tools and applications
 - Mobile learning and related applications
 - Open Educational Resources - Meaning and importance, various OER initiatives

- Massive Open Online Courses (MOOC)-Concept and use
- Flipped classrooms: Meaning and possibilities

Unit III

ICT for Assessment and Management

- ICT and Assessment
 - Electronic assessment portfolio - Concept and types; e-portfolio tools
 - Creating and use of electronic rubrics for assessment
 - Online and offline assessment tools - Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
 - ICT applications for CCE
 - Learning analytics and feedback
- ICT and Management
 - ICT initiatives and standards
 - ICT for personal management: e-mail, planners, networking
 - ICT for educational administration: Scheduling, record-keeping, student information, electronic grade book, connecting with parents and community, ERP Tools for managing information in an organization.
 - Computer security: Understanding the basic goals of security and the types of attacks, malicious software and security software. Being familiar with the basic computer security terminology and safe practices.

Unit IV

Practicum (Any Two)

- Creating account in wikispace/wikipedia/mediawiki and adding/editing content.
- Developing an educational blog in www.blogger.com, www.wordpress.com or www.edublog.com
- LMS experience- hands on various features of LMS - the ICT course may be provided through LMS.
- Evaluation of RLO repositories and creating RLO and uploading to repositories.

- A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
- Developing a multimedia e-content for a topic using eXe Learning.
- Field visit to the EDUSAT center and take part in teleconferencing.
- Planning and creating digital rubrics for any topic.
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation.
- Developing an electronic assessment portfolio.
- Developing an electronic teaching portfolio.
- Readings on emerging ICT trends in education.
- Review of national ICT policy and curriculum.
- Using FOSS tools for timetabling, grade sheet.
- Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo, delicious, stumble upon, Shelfari).
- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices.
- Practicing word processing using Indian language software.
- Practice in installing various system and application software.
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria).
- Creating digital concept maps, flow charts, timelines for a particular content.
- Shooting, editing, and sharing of videos segment on any educational topic.
- Creating a simple 2D animation using pencil or Tupi.
- Creating and editing various graphics.
- Creating account in teacher tube/ slide share and sharing video/presentation. Viewing and commenting on others' contributions.
- Creating resources for flipped classroom and practicing flipped learning in school.
- Evaluating OER resources. Creating and sharing OER materials.
- Developing technology integrated unit/lesson plans and trying out in schools.

- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Taking part in an ICT integrated online project based or problem based learning activity.

Expected Learning Outcomes

After the study of this course the student-teachers will be able to -

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- Use ICTs for project-based/problem-based constructivist learning environment.
- Explain the role of ICT in authentic and alternative assessment.
- Understand the social, economic, and ethical issues associated with the use of ICT.

Suggested Readings

- Ahmad, J., Ahmad, M. S. and Khan, A. (2012). Computer Applications in Education, Neelkamal Publication, Hyderabad.
- Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press, New Delhi.
- C.E.M.C.A. (2014). Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14, Sarva Priya Vihar, New Delhi.
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- David, M. (2009). Project Based Learning - Using Information Technology, Second Edition, Viva Books, New Delhi.
- Government of India (2004 and revised 2010). National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi.
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Catalogue Description:

The Programme has been framed with an intention to provide a general concept in the dimensions of disasters caused by nature beyond human control as well as the disasters and environmental hazards induced by human activities with emphasis on Natural disaster, Man- made disaster, Application of GIS and ICT in Preparedness, Response, Rehabilitation and Recovery. This course objective is to meet the needs of people involved in disaster management for both sudden-onset natural disasters (i.e., earthquakes, floods, hurricanes) and slow-onset disasters (i.e., famine, drought). This course is innovative, skill and employment oriented to attract bright students to the discipline of Disaster Management.

Course Objectives

The course will enable the student-teachers to:

- provide basic conceptual understanding of disaster
- understand approaches of Disaster Management
- acquaint with causes and effects of disasters
- build skills to respond to disaster
- understand role of govt. in disaster management
- understand post disaster effects and remedial measures
- understand role of educational institutes

Unit I:**Introduction on Disaster**

- Different Types of Disaster
- A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc

- B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.
- Causes, effects and practical examples for all disasters.

Unit II:

Risk and Vulnerability Analysis

- Risk: Its concept and analysis
- Risk Reduction
- Vulnerability: Its concept and analysis
- Strategic Development for Vulnerability Reduction

Unit III:

Disaster Preparedness and Response Preparedness

- Disaster Preparedness: Concept and Nature
- Disaster Preparedness Plan
- Prediction, Early Warnings and Safety Measures of Disaster.
- Role of Information, Education, Communication, and Training,
- Response
- Disaster Response: Introduction
- Disaster Response Plan
- Communication, Participation, and Activation of Emergency Preparedness Plan
- Search, Rescue, Evacuation and Logistic Management
- Role of Government, International and NGO Bodies
- Psychological Response and Management (Trauma, Stress, Rumour and Panic)
- Relief and Recovery
- Medical Health Response to Different Disasters

Unit IV

Rehabilitation, Reconstruction and Recovery

- Reconstruction and Rehabilitation as a Means of Development.
- Damage Assessment
- Post Disaster effects and Remedial Measures
- Creation of Long-term Job Opportunities and Livelihood Options
- Disaster Resistant House Construction
- Sanitation and Hygiene
- Education and Awareness
- Dealing with Victims' Psychology
- Long-term Counter Disaster Planning
- Role of Educational Institute

Assignment/ Practicum (Do any One)

- Case Studies in Cyclone Amphan (May, 2020) in Odisha
- Case study in Uttarakhand Flash Floods and Kashmir Floods
- Case study in Drought Management in Gujarat & Rajasthan
- Landslides in Shiwalik Hills: Case Study
- China floods 2016 and Thailand floods 2017
- Corona Virus Disease Management in India: Case Study
- Any topic relevant to either Natural Disaster or Man-Made Disaster

Suggested Textbooks

1. Kumar, Nitesh (2013). Textbook of Disaster Management. Satish Seral Publishing House.
2. Pandey, Mrinalini Disaster management. Wiley Publications.

Advanced Readings

1. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
2. J. P. Singhal Disaster Management Laxmi Publications.
3. Jagbir Singh. Disaster Management : Future Challenges and Opportunities K W Publishers Pvt. Ltd.
4. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.

SEED544A	GANDHIAN PHILOSOPHY: THEORY AND PRACTICES	0
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Course Overview

Mahatma Gandhi and his principles have great relevance in this era of Globalisation. Violent conflict and instability disrupt markets and societies. A peaceful environment is a pre-requisite for successful business. Inclusive Growth is necessary for sustainable development. This course is designed to inculcate strong values in students and sensitise the youth to the problems of the marginalized. It aims at training the students in the art of participatory management and peaceful methods of conflict resolution. Through an interesting and well-planned mix of lectures, presentations, skits, films, social outreach programmes and other activities it aims at developing the overall personality of students by helping them discover their latent talents and instilling leadership qualities. True education is not just coming out with a degree. It is how you change and what your values are when you finish. Peace is definitely good business and efforts to promote it certainly makes good business sense. With increasing number of Companies going in for Corporate Social Responsibility students who have completed this Course will definitely have an edge over others as the job market may prefer those who have executed some social sector responsibilities in addition to academics.

Objectives

The course will enable the student-teachers to -

- Develop an understanding of Gandhi's life and his philosophy.
- Acquaint the students with the concept of Swaraj as viewed by Mahatma Gandhi.
- Understand the role of Satyagrah in the independence movement of India.
- Familiarize the students with Political, Economical & Social philosophy of Gandhi.
- Emphasize the importance of Charkha and Khadi in the contemporary time.

Unit I

Gandhi's Life and Central Philosophy (based on My Experiments with Truth)

- Life of Gandhi
 - Childhood, Student life, Lawyer, Satyagrahi, Social reformer, Revolutionary leader
 - What Gandhi absorbed from the Gita - Anasakti – Karmayoga - Idea of Yajna
- Central Philosophy
 - Ashrams
 - Truth as God
 - Truth and Love
 - Meaning and Power of Non-violence
 - Sarva dharma samabhava/ Equality of religions and equal respect for all religions
 - Satyagraha as a weapon of social change/revolution
 - Satyagraha and constructive work or service
- Major Satyagrahas led by Gandhi
 - Satyagraha in South Africa
 - Champaran Satyagrahi
 - Kheda Satyagraha
 - Ahmedabad Satyagraha
 - Salt Satyagraha
 - Individual Civil Disobedience
 - Quit India 1942

Unit II

Thoughts of Gandhi - Political, Economical & Social

- Gandhi's concept of politics - goals and methods of action
- Equality - Extent of equality - Rights and Duties
- Gandhi's Concept of Swaraj - Decentralized Administration
- Gram Swaraj - Ram Rajya - Panchayati Raj
- Village industries and crafts including small scale industries

- Gandhi's critique of Industrialism - Evils and consequences
- Distribution - Ownership - Trusteeship
- Swadeshi - Khadi & Charkha - Village industries
- Concept of Gramswaraj
- Varanshram system and its distinction from caste system
- Untouchability and the method of struggle against it - Harijan welfare
- Place of hygiene, sanitation and safayi
- Work against leprosy
- Empowerment of Women
- Gandhian Perspectives on Education
- Communal harmony–National Unity, ideals of casteless and classless society
- Self-reliance

Suggested Readings

- Acharya, R., & Tanna, G. C. (2). Mahatma Gandhi to Modi. Ahmedabad, India: Nanolan.
- Baranavala, V. K. and Mahatma G. (2011). Hind svaraja: nava sabhyata-vimarsa (samskarana.). New Delhi: Rajakamala Prakasana.
- Chandra, S. (2011). Gandhi ek asambhav sambhavana. New Delhi: Rajkamal Prakashan.
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Internet Resources

- Mahatma Gandhi Videos
 - https://www.youtube.com/results?search_query=mahatma+gandhi

- Mahatma Gandhi -Wikipedia, the free encyclopedia
 - https://en.wikipedia.org/wiki/Mahatma_Gandhi
- Mahatma Gandhi Complete Information
 - <http://www.mkgandhi-sarvodaya.org/index.html>
- Gandhi World Foundation
 - <http://gandhiworld.in/english/index.php>
- Manibhavan Gandhi Sangrahalaya
 - <http://www.gandhi-manibhavan.org/>
- The Gandhi Heritage Portal. It is developed by the Sabarmati Ashram Preservation and Memorial trust, Ahmedabad.
 - <https://www.gandhiheritageportal.org/>
- Official Website of the Gandhi Research Foundation
 - <http://www.gandhifoundation.net/>
- Mahatma Gandhi Ashram at Sabarmati, Ahmedabad
 - <http://www.gandhiashramsabarmati.org/en/>
- Gandhi Serve Foundation - Mahatma Gandhi Research and Media Service
 - <http://www.gandhiserve.org/e/>
- Mohandas Karamchand Gandhi
 - <https://www.britannica.com/biography/Mohandas-Karamchand-Gandhi>
- Mahatma Gandhi - Wikipedia, the free encyclopedia.
 - https://en.wikipedia.org/wiki/Mahatma_Gandhi
- Mahatma Gandhi Complete Information Website
 - <http://www.mkgandhi-sarvodaya.org/index.html>

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

Semester-IV			
S.No.	Course Code	Course Title	Credits
1	SEED513A	Pre-internship	2
Internship			
2	SEED515A	Pedagogy of School Subject -I	7
3	SEED517A	Pedagogy of School Subject -II	7
4	SEED519A	Engagement with the Field: Tasks and Assignments related to internship	2
TOTAL			18

SCHOOL INTERNSHIP PROGRAMME

Course Overview

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.

Student-teachers shall undertake the following activities during the internship period:

- I. Planning and Facilitating Teaching Learning
 - Unit/ Lesson planning
 - Classroom teaching

- Lesson observation
- Developing and Using Teaching Learning Resources
- ICT integration

II. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

III. Understanding Learner

- Collecting information about a student(Case Study)

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

V. Interaction with stakeholders of school

- Interaction with SDMC/SMC members
- Interacting with parents, teachers and principal of the schools

The 16 week school internship will be organized in two phases:

(i) Pre-internship

(ii) Internship

SEED513 A	PRE-INTERNSHIP	2
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The pre-internship will be of one week duration during which necessary orientation programmes towards school internship will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Discussion on unit planning, lesson planning, blueprint and unit tests, achievement test, CCE etc.
- Discussion on records to be maintained by student-teachers during internship.
- Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion
- Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion.
- Observation of at least 2 lessons, by the student-teachers, of their peers in each subject followed by discussion

INTERNSHIP

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.). Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship.

SEED515A	PEDAGOGY OF SCHOOL SUBJECT -I	7
SEED517A	PEDAGOGY OF SCHOOL SUBJECT -I	7

Student-teachers shall perform the following during internship:

S.No.	Components
1.	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)
2.	Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)
3.	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)
4.	Achievement Test Report (ATR) (In one pedagogy subject only)
5.	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II)
6.	Peer Group Observation (10 observations)
7.	Preparing Portfolios
8.	Organising and maintaining the records of school activities.
9.	Maintaining a Reflective Diary

SEED519 A	ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS RELATED TO INTERNSHIP	2
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During School Internship period, in addition to teaching pedagogy subjects student-teachers will be required to engage in following activities and maintain a record of same -

- Organize and Participate in:
 - Morning assembly
 - Literary and cultural activities
 - Club activities
 - Exhibitions
 - Excursions and fieldtrip
 - Mock parliament
 - Quiz
 - Games and sports
 - PTA/SMC meetings
- Maintaining the respective records
- Maintaining a reflective diary
- Case study of a student
- Reflective Journal

Records to be submitted -

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Achievement Test Report
- Assessment record(CCE)
- School timetable

Annexure

COURSE STRUCTURE FOR B.ED. PROGRAMME AS PER CHOICE BASED CREDIT SYSTEM (CBCS)

Semester I			
S.No	Course Code	Course Title	Credits
1	SEED501A	Human Development, Learning, Cognition and Diversity in Education	4
2	SEED503A	Basic Concepts and Thoughts in Education	4
3	SEED505A	Language Across the Curriculum	4
4	SEED507A	Understanding Disciplines and Subjects	4
5		Open Elective	4
6	SEED509A	EPC 1: Reading and Reflecting on Texts	2
7	SEED511A	School Exposure	1
TOTAL			23

Semester II			
S.No.	Course Code	Course Title	Credits
1	SEED502A	Contemporary India and Education	4
2	SEED504A	Assessment for Learning	4
3	SEED506A	Knowledge and Curriculum	4
4	SEED508A	Communication in Teaching-Learning Process	4
5	SEED510A	EPC 2: Arts in Education	2
6	SEED512A	School Attachment Programme and Community Living	2
*The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II			
7	SEED514A SEED516A SEED518A	<i>Pedagogy of School Subject-I</i> Pedagogy of English Pedagogy of Hindi Pedagogy of Physical Science	4

	SEED520A	Pedagogy of Commerce	
8	SEED522A SEED524A SEED526A SEED528A	<i>Pedagogy of School Subject-II</i> Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science	4
		TOTAL	28

Semester III			
S.No.	Course Code	Course Title	Credits
1	SEED530A	Gender, School and Society	4
2	SEED532A	Creating an Inclusive School	4
3	SEED534A	Environmental Education	4
4	SEED536A	EPC 3: Yoga Education	2
5	SEED538A	EPC 4: Understanding the Self	2
6	SEED540A	EPC 5 :Understanding ICT and Its Application	4
7	SEED542A	Disaster Management	4
8	SEED544A	Gandhian Philosophy: Theory and Practices(VAC)	0
		TOTAL	24
*EPC: Enhancement of Professional Capacity			
Semester IV			
S.No.	Course Code	Course Title	Credits
1	SEED513A	Pre-internship	2
Internship			
2	SEED515A	Pedagogy of School Subject -I	7
3	SEED517A	Pedagogy of School Subject -II	7
4	SEED519A	Engagement with the Field: Tasks and Assignments related to internship	2
		TOTAL	18
		Total Credits	93