



**K. R. MANGALAM UNIVERSITY**

THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION**

**(SOED)**



**Bachelor of Elementary Education**

**B.El.Ed.**

**Programme Code: 26**

**2018-22**

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



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



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## CONTENT

<b>S.No.</b>	<b>Particulars</b>	<b>Page No.</b>
<b>1.</b>	<b>Introduction</b>	<b>3</b>
	<b>Vision</b>	<b>3</b>
	<b>Mission</b>	<b>3</b>
<b>2.</b>	<b>About The School of Education (SOED)</b>	<b>3</b>
2.1.	Objectives	<b>3</b>
2.1.1.	Innovative Pedagogies	<b>4</b>
2.1.2.	School Mission	<b>4</b>
2.1.3.	Aims of Bachelor Degree Programme	<b>4</b>
<b>3.</b>	<b>Programme Offered by School of Education</b>	<b>4</b>
3.1.	Bachelor of Education (B.Ed.)	<b>4</b>
3.1.1	Programme Duration	<b>4</b>
3.1.2.	Eligibility Criteria	<b>4</b>
3.1.3.	Career Options	<b>5</b>
3.2.	Bachelor of Elementary Education (B.El.Ed.)	<b>5</b>
3.2.1	Programme Duration	<b>5</b>
3.2.2.	Eligibility Criteria	<b>5</b>
3.2.3.	Career Options	<b>5</b>
<b>4.</b>	<b>Class Timings</b>	<b>5</b>
<b>5.</b>	<b>Scheme &amp; Syllabi of Bachelor of Elementary Education</b>	<b>6</b>
<b>6.</b>	<b>Annexure</b>	<b>82</b>

## 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>B.Ed.</b>    | <b>M.A. (Education)</b>  |
| • <b>B.El.Ed.</b> | <b>Ph.D. (Education)</b> |

### 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.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.El.Ed. programme offered by School of Education (SOED) are given in the following pages:

### FOUR YEAR B.El.Ed. PROGRAMME AT A GLANCE

	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	SemVIII	<b>Total</b>
<b>Course</b>	9	9	8	8	9	7	2	8	<b>60</b>
<b>Credits</b>	25	22	22	23	25	24	20	22	<b>183</b>

### Scheme of Studies and Syllabi for B.El.Ed. Programme as per Choice Based Credit System (CBCS) ODD SEMESTER I

S.No	Course Code	Course Title	L	T	S	P	C
1	SEED101	CHILD DEVELOPMENT I	2	0	0	0	2
2	SEED103	CONTEMPORARY INDIA	4	0	0	0	4
3	SEED105	NATURE OF LANGUAGE	4	0	0	0	4
4	SEED107	CORE MATHEMATICS	4	0	0	0	4
5	SEED109	CORE NATURAL SCIENCES	4	0	0	0	4
6	SEED111	CORE SOCIAL SCIENCES	4	0	0	0	4
7	SEED113	THEATRE IN EDUCATION I	0	0	0	2	1
8	SEED115	CRAFTS AND PARTICIPATORY WORK I	0	0	0	2	1
9	SEED117	SCHOOL CONTACT I	0	0	0	2	1
		<b>TOTAL</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>25</b>

SEED101	CHILD DEVELOPMENT I	L	T	P	C
		2	0	0	2

**Course Objectives:**

- The students will get a critical understanding of theories of child development.
- The students will gain insights on socialization theories.
- The students will develop an understanding of a preschool growing child.

**Unit I: Concepts and Issues in Child Development:** Meaning of development; need to study development, principals of development, influences of heredity and environment, methods of studying development, theory of cognitive development Piaget.

**Unit II: Socialization Theories:** Concept of socialization, education and acculturation, in the context of development, theory of Erikson and Kohlberg of child development, significance of developmental periods of the human life span.

**Unit III: Birth and Infancy:** Importance of conception, pre natal development, and birth physical and mental developments of infants, emotions of infancy, the infant in family.

**Unit IV: Pre-School Child:** Physical growth, motor development, intellectual development, development of personality, child rearing techniques, gender stereotyping, morality, play patterns.

**SUGGESTED READINGS:**

1. Berk Laura E. *Child development*, prentice hall of India, new Delhi 1996
2. Crain, William C *Theories of development: concepts and Applications*, Prentice hall of India , new Delhi 1980
3. Clarke Stewart, A and S Friedman, *Child development: Infancy through Adolescence*, John-Wiley and sons, UK 1987
4. Branes P (Ed) *Personal, Social and Emotional Development of Children*, Blackwell: Oxford, 1995, Chapter 1 and 6.



<b>SEED103</b>	<b>CONTEMPORARY INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives

- Students will develop critical understanding of contemporary Indian realities
- Students will study key historical and socio economic issues
- Students will engage with major contemporary issues in education, like reservation policy, environment and development

**Unit 1: India as society:** Civilization: meaning, nature and types, nation and state: features, similarities and differences, India's emergences from the freedom struggle as a nation state.

**Unit 2: The constitution:** Framework, scope, major social policies, provision related to childhood and education, concurrent status of education, National Policy on Education (NPE1986) and its major recommendations.

**Unit 3 Economic and political issues:** Poverty, inequality and unemployment: meaning and factors/causes and eradication in private and public sectors, recent economic policy, main features of the democratic system, relationship between central, state and local system of government.

**Unit 4: Social and cultural issues:** Major characteristics of India's pluralist make up, gender related issues, family and child rearing in India (to be studied with the help of project based locally done field work) (to be studied by class room and individual projects) childhood in India, environment, and development, reservation as an egalitarian policy, social conflict: meaning and positive impacts.

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

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

### SUGGESTED READINGS:

1. Dubey, S C *Indian Society*, National Book Trust, New Delhi 2001
2. Hussain S, Abid, *The National Culture of India*, National Book Trust, New Delhi 1994
3. Kashyap, S. C., *The constitution of India*, National Book Trust, New Delh

SEED105	NATURE OF LANGUAGE	L	T	P	C
		4	0	0	4

### Course Objectives

- Students will understand the verbal and non-verbal communication.
- Students will gain insights into syntax and semantics.
- Students will learn to apply linguistic system into daily life and academic communication.

**Unit I: Aspects of Linguistic Behavior:** Verbal and non-verbal communication, human and non-human communication, defining features of human system of communication, language and mind, language and society, language as rule governed, behavior and linguistic variability speech and writing.

**Unit II: Linguistic System:** The organization of sounds, structure of sentence, concepts of universal grammar, nature and structure of meaning, basic concepts in phonology, syntax, and semantics.

**Unit III: Text and Linguistic System:** Organization of text and discourses structure, oral and written, nature of class room discourse, structure of story poem, essay etc. points of entry into text to teach them more effectively.

**Unit IV: Language of India:** Concept of multilingualism, using the multilingual resources in a classroom, factors affecting multilingualism and it's positive and negative Impact in teaching-learning situation.

### SUGGESTED READINGS:

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth: Heineman.
5. Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching. Vol 4, No. 1, Issue 7.
6. Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36
7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.
8. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Educat

<b>SEED107</b>	<b>CORE MATHEMATICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- Students will develop critical understanding of number concepts, space and shape, algebra.
- Students will reflect on the usage of mathematical concepts in daily life.
- Students will understand practical arithmetic and handling data.

**Unit I: Numbers and Measurement:** Counting and place value, arithmetic operations, approximation, estimation, fractions and decimals, concepts and measurement of length mass/weight/volume/area/time, examples to be given pertaining to everyday usage of these concepts.

**Unit II: Space and Shape:** Symmetry and pattern; properties of two and three dimensional objects, symmetries, projections, perspectives, tessellations, closest packing etc. examples from everyday life as illustrations .constructions of geometrical figures using straight edge, compass, and protractor.

**Unit III: Algebra:** Number patterns; forming and solving simple equations, mathematical puzzles and investigations such as fibonacci numbers; occurrence of the golden ratio in nature and art.

**Unit IV: Practical Arithmetic and Handling Data:** Data collecting, representation and interpretation of data, elementary statistical techniques, timetables and time tabling, flow charts, percentage ratio and proportion, interest, discount, tax calculation.

**SUGGESTED READINGS:**

1. NCERT Textbooks class 6-10
2. Gray L. Musser and William F Burger., *Mathematics for Elementary teachers* ; A contemporary Approach, Macmillan UK, 1994
3. IGNOU AMT-01 *Teaching Of Primary School Mathematics*, IGNOU New Delhi 1991

<b>SEED107</b>	<b>CORE NATURAL SCIENCES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- Students will understand the primary concepts of biology, physics, and chemistry.
- Students will gain deeper insights into natural phenomena.
- Students will draw linkages between environmental factors and adaptations.

**Unit 1: The Scientific Method:** Observation, query, hypotheses, experimentation, verification. application of the variations of the scientific method to the physical sciences; linkages between the sciences and an overview of interdisciplinary areas, importance of science in understanding the working of the world.

**Unit II: Physics:** Measurement of length, mass and time, density, pressure, work, energy, weight, falling of bodies, gravitation heat and temperature, states of matter, properties of magnet, electricity, refraction and dispersion.

**Unit III: Physical and Chemical Changes:** Separation of mixture, atoms, and molecules, metals and non-metals, oxides acids, bases and salts, air and combustion, water hard and soft.

**Unit IV: Living and Non-Living:** Classification of living world, germination of seeds, life processes e.g. respiration, digestion, reproduction, photosynthesis, transportation, phenomena, interdependence of plants and animals, projects and investigation of natural phenomenon, environment and adaptation, technology and health.

**SUGGESTED READINGS:**

1. NCERT Textbooks class 6-8
2. Jennings Jerry. The Young Scientist Investigations, Book I AND II Oxford University press. London 1980

<b>SEED111</b>	<b>CORE SOCIAL SCIENCES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- Students will gain theoretical insights into sociological concepts and issues
- Students will recognize the importance of social sciences
- Students will draw linkages between human life spaces and resources

**Unit 1: Nature of Social Sciences :** Data, methods and evidence to be discussed in the context of history, geography, civics, sociology and economics, role of social science discipline in the learners development, significance of perspectives and contexts in the study of social sciences (exemplars: 1857 secularism/communalism).

**Unit II: Relationship Between Human Experiences and the Growth of Institution:** Monarchy, Aristocracy, Imperialism, Concept of Fascism, Nationalism, Democracy; meaning, types and features and Citizenship; concept and types

**Unit: III: Relationship Between Human life, Space and Resources** (to be studied in the context of the following): movement from a subsistent economy to a surplus economy, demography and the distribution of wealth in society, spatial interaction (to be taught in the Indian context).

**Unit IV: Study of the Relationship and Interactions of People in Groups:** Culture; meaning and importance of intercultural activities, social stratification; meaning and types and social change; meaning and factor influencing social change.

**SUGGESTED READINGS:**

1. NCERT Textbook Class 6-10
2. Ellis Arthur K, *Teaching and Learning Elementary Social Studies*, Allyn and Bacon: Boston, 1991
3. Jarolimek, John *Social Studies in Elementary Education*, Macmillan, New York 1968

<b>SEED113</b>	<b>THEATER IN EDUCATION I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives:**

- Students will develop organizational skills, interpersonal skills and discipline
- Students will be able to draw linkages between various art forms
- Students will develop a repertoire of skills for use in teaching and learning situations

**Unit I: Drama as Playful Transformation:** Transformation of self-objects space and time transformation for realization role of empathy, transcendence.

**Unit II: Enhancement of Self:** Sensitize students about their inherent potentials, components – activities related to body and mind, senses emotions, imaginations concentration, observation, introspection.

**Unit III: Creating Space Communication:** Recognize available space and to create one even under most trying conditions, ideas about space, physical mental, social individual.

**Unit IV: Improvisation:** Role Play, observation and imitation, action -reaction, spontaneity, is responding to situations, integration of drama in curricular subjects.

<b>SEED115</b>	<b>CRAFTS AND PARTICIPATORY WORK I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives**

- To recognize and actualize one’s own potentials for creativity
- To develop a repertoire of skills in crafts
- To enable children to express their emotions
- To use craft skills in education to stimulate creative expression

**Unit I: Paper Work:** History of origami, application of origami in teaching; paper cutting, collage making

Activity: 1 Origami models

Activity 2: Collage making

**Unit II: Painting:** Drawing /painting of different kinds, Medium for artistic expression; water colors, oil paste, batik, tie and dye

Activity 3: Landscape sketching

Activity 4: A painting work

Activity 5: A sample Tie & Dye

**Unit III: Modeling:** Definition and application of modeling; model making, mask making using clay

Activity 6: Clay modeling samples

Activity 7: Mask making

**Unit IV: Waste Material and Puppet Making:** Making different teaching aids using waste materials like; flowers, leaves, ice cream sticks etc. using paper, cloth and other material to make puppets

Activity 8: Art from waste

Activity 9: Puppet show

Activity 10: Make 3 teaching aids per student

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

**Course Objectives:**

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

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

Activity 1: Morning Assembly Report

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

Activity 3: Indoor game 1 – Report

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

4: Student interaction Report regarding academics

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

6: Student interaction Report regarding family

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

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

Activity 8: Report on outdoor games

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

Activity 9: Report on Mid-day meal

Activity 10: Overall observation and commentary about the School

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

**II Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>S</b>	<b>P</b>	<b>C</b>
1	SEED102	Child Development II	2	0	0	0	2
2	SEED104	English	4	0	0	0	4
3	SECH125	Environmental Studies	3	0	0	0	3
4	SEED456	Hindi foundation	4	0	0	0	4
5	SEEL101	Communication Skills	4	0	0	0	4
6	SEEL171	Communication Skills Lab	0	0	0	2	1
7	SEED108	Theater in Education II	0	0	0	2	1
8	SEED110	Crafts and Participatory Work II	0	0	0	2	1
9	SEED112	School Contact II	0	0	0	4	2
		<b>TOTAL</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>22</b>

SEED 102	CHILD DEVELOPMENT II	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Course Objectives:**

- The students will get a critical understanding of theories of child development.
- The students will gain insights on socialization theories.
- The Students will develop an understanding of a preschool growing child.

**Unit 1: Theories of Development:** Theory of Bronfenbrenner, Self and Self-Concept by Erik Erikson/ Mead Play at Elementary School level; theory of moral development by Kohlberg.

**Unit II: Peers and their Role in Life of Children:** Impact of Media and Internet; meaning of sex education, importance of studding, and its impact on peers group.

**Unit III: Children with Special Needs: Defining** Children with special needs, types and nature of disability, Impact of different types of disabilities on the development of child

**Unit IV: Strategies of Adjusting Special Need Children in Inclusive Set up:** Learning disability, attention deficit hyperactive disorder, visual impairment, hearing impairment and loco motor disability.

**SUGGESTED READINGS:**

1. Uma Mangal (2014). Childhood and Growing up, Tandon Publication
2. Berk Laura E. *Child development*, prentice hall of India, new Delhi 1996
3. Branes P (ed) *Personal, Social and Emotional Development of Children*, Blackwell: oxford, 1995, Chapter 1 and 6

SEED 104	ENGLISH	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To expose students to the various literary writings in English.
- To enhance the command over English Language through literature.
- To equip students with basic knowledge and views on various political, social and educational issues expressed through Literature.

**Unit1: Literature on Caste/Class:** Jotirao Phule ‘Caste laws’,Valmiki *Jhoothan* ,Premchand ‘Deliverance’



**Unit II: Literature on Gender:** Virginia Woolf ‘Shakespeare’s Sister’, W.B. Yeats ‘A Prayer for My Daughter’, Margaret Atwood ‘Reincarnation of Captain Cook’, A.K. Ramanujam ‘Highway Stripper’.

**Unit III: Literature on Violence and War– Prose:-**I. Hussein ‘A Chronicle of the Peacocks’, S. H. Manto ‘The Dog of Tetwal’.

**Unit IV Literature of the Globalized World- Prose & Poetry :-**Roland Barthes ‘Toys’, Bibhas Sen ‘Zero – Sum Game’ ,C.B. Divakaruni ‘Indian Movie New Jersey’.

**SUGGESTED READINGS:**

1. Anand,Mulk Raj and S. Balu Rao Panorama(1987) : *An anthology of modern Indian short stories* London :OUP
2. Naik, M. C. (2005), *A History of Indian English Literature*, Anmol Publications, New Delhi
3. Iyengar, K.R. (1985), *Indian Writing in English*, Sterling Publishers. Pvt. Ltd., New Delhi

SECH125	ENVIRONMENTAL STUDIES	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Objectives:**

This course in environmental studies will develop the:-

- Basic understanding about the concept related to environment such as eco system and biodiversity.
- Understanding about pollution and its control.
- Insight about the various concerns regarding environment such as population and social issues.

**Unit I Introduction of Environmental Studies:** Multidisciplinary nature of environmental studies; scope and importance; concept of sustainability and sustainable development. Natural resources: renewable and non-renewable resources: land resources: land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit II Ecosystems:** Definition and structure and function of ecosystem; energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Biological Diversity:** Levels of biological diversity; genetic, species and ecosystem diversity; biogeographic zones of India; biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; endangered and endemic species of India; threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and Informational value.

**Unit III Environmental Pollution:** Types, causes, effects and controls; air, water, soil and noise pollution. nuclear hazards and human health risks; Solid waste management: control measures of urban and industrial waste; pollution case studies. environmental policies and practices: climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. environment laws: environment protection act; air (Prevention & Control of Pollution) act; water (Prevention and control of Pollution) Act; wildlife protection act; forest conservation act; nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. International agreements: montreal & koyoto protocol and convention on biological diversity. nature reserves, tribal population and rights, human wild life conflicts in Indian context.

**Unit IV Human Communities and the Environment:** Human population growth: Impacts on environment, human health and welfare; resettlement and rehabilitation of project affected persons; case studies; disaster management: floods, earthquake, cyclones and landslides; environmental movements: chipko, silent valley, bishnois of rajasthan; environmental ethics: role of Indian and other religions and cultures in environmental conservation; environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

**Field Work:**

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

**SUGGESTED READINGS:**

1. Anubha Kaushik and C. P. Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.
2. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
3. Erach Bharucha, Textbook of Environmental Studies, Universities Press (P) Ltd., Hyderabad, India.
4. P. H. Raven, D. M. Hassenzahl & L. R. Berg, Environment, John Wiley & Sons, New Delhi.
5. J. S. Singh, S. P. Singh and S. R. Gupta, Ecology, Environmental Science and Conservation, S. Chand Publication, New Delhi

SEED456	HINDI FOUNDATION	L	T	P	C
		4	0	0	4

**OBJECTIVE:** प्रस्तुत पाठ्यक्रम का विषय-विस्तृत विचार है कि, इसके अध्ययनोपरांत प्रत्येक विशिष्टोद्देश्य है।

अध्ययनकर्ता, वह संस्कृत भाषा में इसकी विशेषता - देवनागरी के उद्भिन्न विकास से, वह संस्कृत साहित्य के विशिष्ट कोष के सांख्यिक

परिचय - : साहित्येतिहास में साहित्य की विधाओं के प्रतिफल / प्रवृत्तविवरणों के सम्बन्ध में और

काव्यशास्त्र के अंशों से अलग हो सकेगा।  
सांख्यिक  
अन्तर्निहित

## UNIT I

**भाषा:** भाषा की परिभाषा, भाषा और समाज का अन्तः-सांबन्ध, भाषा एवं बोली में सांबन्ध, भाषा परिवार - विशेषतः

भारोपीय भाषा परिवार, संस्कृत भाषा का उद्भिन्न विकास, संस्कृत की ध्वनिविन्यास; देवनागरी लिपि: नामकरण, विकास,

विशेषताएं, सीमायें निर्धारित।

**व्याकरण:** शब्दभेद (संज्ञा, संज्ञानाम, विशेषण, कर्तृ, कर्तृ-विशेषण, सम्बन्ध-बोधक अव्यय, समचय-बोधक

अव्यय, विस्मयावद्बोधक अव्यय), करक, विलोम, चिह्न, उपसर्ग, प्रत्यय, शब्द-विन्यास, तद्भिन्न-तत्सम, देशज-

विदेशज, पञ्चायिची-शब्द, शिवायुष के अन्तर्निहित विन्यास।  
विशेषतः एक शब्द, म

## UNIT II

हिन्दी

साहित्य के  
कास की वि

भूति : आवृत्ति से आधुनिक धाराओं का सांविधिक पररचय।  
कातिक सभी प्रमुख

हिन्दी विद्य साहित्य के प्रतिनिधि : विाणी - कु छ प्रवसद्ध द्दोहे), द्दास  
सांत कबीरद्दास (कबीर अमत महाकवि सर

(भ्रमरगीत के कु छ प्रवसद्ध पद), प्रसाद (आांसू), वनरािा (सरोज-सम्कृत), वदनकर (कृष्णा की  
प्रवतज्ञा - रवशमरथी),

अज्ञेय (नदी के द्वीप) और द्दु यान्त कु मार (साये में धप)।

### UNIT III

हिन्दी गद्य साहित्य की त्वष्टि त्विाओं के प्रतिनिधि : नाटक : आंधेर नगरी -  
भारतेन्दू हररश्वर; क्तिानयां:

उसने कहा था - चांद्रधर ेरी, बडे भाई साहब - प्रेमचन्द; तनबंि : विोभ और प्रीवत -  
शमांग आचाया रामचंद्र श वि।

### UNIT IV

काव्य-िास्र िरचय: रस के अंग - स्थायी भाि, विभाि, अन ाि आवृत्त; रस के  
भेद - िििण एिां उदाहरण;

अिकार -- अन ास, यमक, श्लेष, िक्रोवि, उपमा, रूपक, उत्प्रेिा, ेह, भ्रावतमान,  
अवतश्योवि, प्रतीप, सद्

विरोधाभास, अत्युि; छन्द - द्दोहा, सोरठा, चौपाई, रोिा, हरगीवतका, सिया,  
छप्पय, कवित्त; िब्द-िलियां -

अवभधा, िििणा, व्यांजना।

### REFERENCE BOOKS:

1. भाषा और समाज - डॉ रामविास शमाा
2. वहांददी शब्दान ासन - वकशोरदी दस बाजपयी
3. वहांददी भाषा का सांवि इवतहास - डॉ भोिनाथ वतारी
4. वहांददी सावहत्य का इवतहास - आचाया रामचांद्र श ि
5. वहांददी सावहत्य का इवतहास - डॉ. नागेेंद्र
6. सामान्य वहांददी - डॉ पृ िीनाथ पांडेय, नािांदा प्रकाशन, पटना
7. भ्रमरगीत सार : सांपादक - आचाया रामचांद्र श ि
8. कबीर ग्रंथािी : सांपादक - आचाया हज़ारीप्रसाद वद्विेदी
9. आंसू - जय शांकरप्रसाद

SEE101	COMMUNICATION SKILLS	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objective:

- To make the students understand the application of the basic grammar
- To enhance the written and spoken communication skills
- To help the students improve their personality and soft skills.

**Unit I: Communication Process and Importance:** Models of communication (Linear & Shannon Weaver), role and purpose, types & channels, communication networks, principles & barriers

**Unit II: Verbal Communication:** Oral communication: forms, advantages & disadvantages  
written communication: forms, advantages & disadvantages, introduction of communication skills (listening, speaking, reading, writing)

**Unit III: Non-Verbal Communication:** Principles & significance of non-verbal communication  
KOPPACT (Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics)  
Visible Code.

**Unit IV: Written Communication:** Spellings-100 most misspelled words in english web based  
writing note taking: process & techniques.

### Reference Books:

1. High School English Grammar & Composition by Wren & Martin
2. K.K.Sinha, Business Communication, Galgotia Publishing Company.
3. Newspapers and journals
4. Rai, Urmila & S.M. Rai. Business Communication, Mumbai: Himalaya Publishing House, 2002.
5. Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication.
6. Verma, Shalini. Word Power made Handy, S. Chand Publication

SEEL171	COMMUNICATION SKILLS LAB	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives:**

- To make the students understand the basics of grammar to enhance oral and written communication, and to train them to speak correct form of English fluently.
- To refine the personality of students and to enhance their self- confidence. In each practical class, student should spend :-
  - 5 to 10 minutes on effective browsing of online news paper
  - 5 to 10 minutes on English language software activities

Each student must actively complete the following ten activities in practical classes, and the lab record with the teacher’s signature and the internal marks should be submitted to the external expert during viva.

**Activity 1: Self- Introduction:** Informal introduction & formal introduction; a detailed write up on formal ‘Self Introduction’; Formal Introduction of oneself in front of the group.

**Activity 2: News Reading:** Introduction to ‘online News papers’; Browsing and selecting the preferred Newspaper; Browsing through the News Headlines; Selecting interested News items; Comprehending the content, writing down the essence and reading the News in front of the Group. Discuss 5 to 8 new words or terms, 4 to 5 important personalities of that day’s news etc.

**Activity 3: a. JAM:** Introduction to ‘Just A Minute speech’ and the ‘Extempore speech’; Preparation of speech on given topic (different topic for each student); delivery of the speech; Feedback (on content, time management, body language etc. highlighting the positive aspects first.)

**b. Listening Comprehension:** Listen to online / downloaded oration by renowned Orators; write down the content in a precise form and give an oral presentation of that write up following all the etiquettes of public speaking.

**Activity 4: a. Turn Coat:** Speaking for and against by the same person with time specification; assign topics from the immediate surroundings; write down the content either from the Net or from personal knowledge; prepare well and deliver; feedback & suggestions for improvement.

**b. News Discussions:** Selecting News of the day, discussing among the group, prepare the news content and prepare the group opinion about the issue and present it in front of the class by the group involving each member; select 5 new words & new usages from the selected news item

**Activity 5: Conversation ability:** Characteristics of effective conversation; Listening to a few sample conversations; preparing conversation based on the given situation; enacting the situation through effective delivery of the script; feedback & suggestions for improvement.

**Activity 6: Role Play:** Characteristics of Role Play; assigning roles; developing the content to deliver; enacting the role with effective delivery; feedback & suggestions for improvement.

**Activity 7: Public Speaking:** Characteristics of effective Public speaking; possible barriers; watching demo online; topic assignment, information gathering & recording; delivery in front of the class; feedback & suggestions for improvement. . (Different topic for each student)

**Activity 8: Group Discussion:** Importance and characteristics; Dos & Don'ts in GD; Demo display; assign topic for the group, Preparation & performance; feedback & suggestions for improvement.

**Activity 9: Debate:** Difference between Group Discussion & Debating; Watching demo of Debating; Topic for the group of 2 or 4; preparation and performance; feedback & suggestions for improvement.

**Activity 10: Interview:** Importance & purpose of Job Interview; Interview etiquettes; Watch demo interview; Appear for formal mock interview; feedback & suggestions for improvement.

**SUGGESTED READINGS:**

1. Kumar, Sanjay and Pushp Lata. *Communication Skills*, Oxford University Press.
2. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press.
3. Raman, Meenakshi & Sharma, Sangeetha. *Technical Communication Principles and Practices*, 2nd Ed. Oxford University Press, New Delhi, 2011.

SEED108	THEATER IN EDUCATION II	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives:**

- To understand the importance of theatre in education.
- To learn different theatre strategies as teaching tool.
- To observe and learn different types of theatre performances and their applications.

**Unit 1: Aim and Objectives of Theater in Education:**

Activity 1: Role play

Activity 2: Mono acting

**Unit II: Resource Materials, Production, Stage Performance & Budget Making:**

Activity 3: Watching a drama/ play and preparing the critical appreciation on the stage setting

Activity 4: Discuss and prepare a critical appreciation on the characterization in the play

Activity 5: Discuss and prepare a critical appreciation on the costume and props used in the paly.

**Unit III: Script Writing: Dialogues and Narration in a Theatre Performance:**

Activity 6: Read a play focusing on the script of the play

Activity 7: Conduct a discussion on the role of script in a theatre performance

Activity 8: Dumb charade

**Unit IV: Difference between Drama in Education and Theater in Education; Role of Drama and Theatre in Teaching – Learning Process**

Activity 9: Miming & discussion on its importance in classroom  
Activity 10: A dramatic performance by the students

<b>SEED 110</b>	<b>CRAFTS AND PARTICIPATORY WORK II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives:**

- To recognize and actualize one’s own potentials for creativity
- To develop a repertoire of skills in crafts
- To enable children to express their emotions
- To use of craft skills in education to stimulate creative expression

**Unit 1: Relevance of Art and Craft for School Children:** Advantages of adding art and craft in school curriculum; development of children through art and crafts

Activity 1: Origamy: paper models  
Activity 2: Pencil sketching & smudging  
Activity 3: Thumb printing

**Unit II: Creative Expression:** Different art forms and their applications in the classroom teaching

Activity 4: Clay modeling  
Activity 5: Glass painting  
Activity 6: Rangoli making

**Unit III: Local Artists and Indian Heritage:** Making of scientific toys/models using waste material

Activity 7: Useful products from waste  
Activity 8: SUPW

**Unit IV: Concept of Creativity:** Idea of socially valued inventions and cultural differences in appreciation of arts

Activity 9: Making a theme based collage  
Activity 10: Exhibition of the art products



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

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

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

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

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

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

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

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

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

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

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

<b>SEMESTER III</b>						
<b>1</b>	SEED219	COGNITION AND LEARNING I	4	0	0	4
<b>2</b>	SEED221	UNDERSTANDING INDIAN SCHOOL SYSTEM	4	0	0	4
<b>3</b>	SEED223	LANGUAGE ACQUISITION	4	0	0	4
<b>4</b>	SEED225	OBSERVING CHILDREN	0	0	4	2
<b>5</b>	SEED227	BASIC SCIENCES	4	0	0	4
<b>6</b>	SEED229	SELF-DEVELOPMENT WORKSHOP I	0	0	2	1
<b>7</b>	SEED231	PHYSICAL EDUCATION	0	0	2	1
<b>8</b>	SEED233	SERVICE LEARNING I	0	0	4	2
		<b>TOTAL</b>	<b>16</b>	<b>0</b>	<b>12</b>	<b>22</b>

<b>SEED219</b>	<b>COGNITION AND LEARNING I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

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

**Unit I: The Mind at Work:** Meaning and concept of cognition, different approaches to cognition; socio-cultural factors influencing cognition and learning, concept of individual difference, factors influencing individual difference, educational implications of individual differences for teachers in organizing educational activities, cultural differences.

**Unit II: How Children Perceive:** Elementary cognitive processes; sensation, perception, attention, memory, languages and motivation (meaning, definitions and characteristics).

**Unit III: The Developing Mind:** Concepts and concept formation; developing concepts of time, space, number, relationship.

**Unit IV: Child as a Problem Solver:** Reasoning and judgment, choice-Piagetian and neo-Piagetian perspectives; nurturing creativity and developing problem-solving skills.

## SUGGESTED READINGS:

1. Bodrova, E. and Deborah J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
2. Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.
3. S. K. Mangal, (2016). Advanced Educational Psychology: PHI Learning Pvt., New Delhi
4. J. C. Aggarwal, (2015). Essential of Educational Psychology, Vikas Publishing House: Pvt., New Delhi

<b>SEED221</b>	<b>UNDERSTANDING INDIAN SCHOOL SYSTEM</b>	<b>L</b> <b>4</b>	<b>T</b> <b>0</b>	<b>P</b> <b>0</b>	<b>C</b> <b>4</b>
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### Course Objectives:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To know and understand education in pre-independent and post independent India.

**Unit I: History of Education:** Meaning, nature and functions of education, status and functioning of education in Pre-independence India: The Upanishadic period, The Buddhist period, The Medieval period and The Modern Period with reference to their salient features, objectives, curriculum, method of teaching and role of teacher.

**Unit II: Education Commissions Before and After Independence:** Macaulay's Minutes (1835), Wood's Despatch (1835), Indian Education Commission (1882), Gokhlee's Bill (1910- 12), Sadler Commission Report (1917), Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Policy on Education (1986), Revised National Policy (1992), National Curriculum Framework (NCF-2005).

**Unit III: Status and Functioning of Elementary and Secondary Education:** Meaning, features, administrative structure and functioning, planning and policies making, co-ordination between state and central governments, emerging issues and their remedial measures.

**Unit IV: Problems and Issues of Education:** Universalization of Elementary Education, women's education, Issues related to transgender, problems and challenges faced by transgender,

Open and Distance Learning (ODL), value education, medium of instruction, education of weaker sections, adult education, quality control in higher education.

### SUGGESTED READINGS:

1. Aggarwal, J.C. *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi. (1993)
2. Aggarwal, J.C *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi. . (2002)

3. Bhatia, K.K, and Narang, C.L. (1996): The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
4. Bhatia, K.K, and Narang, C.L. (1992): Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
5. Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
6. Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noudarnalya, 5<sup>th</sup> rev. ed. Agra.
7. Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
8. Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10<sup>th</sup> Ed.
9. Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
10. Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
11. Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
12. Rao, Digumarti Bhaskara: Education for the 21<sup>st</sup> century, Discovery Publishing House, New Delhi, 2004.
13. Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
14. MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
15. Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
16. Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
17. Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
18. Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

<b>SEED223</b>	<b>LANGUAGE ACQUISITION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

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

**Unit I Language and Cognition:** Cognitive prerequisites for language acquisition; biological foundation; language and thought, innatist hypotheses; cognitive social and linguistic development; Piagetian and Vygotskian perspectives.

**Unit II Language Development:** The earliest stage and the babbling period; stages of language development; the role of mothers and caretaker speech; phonology; morphology; syntax and semantics; sociolinguistic aspects.

**Unit III Comprehension, Production& Formal means of Language Acquisition:** Perceptual strategies; perception of speech and comprehension; notions of complexity; speech production; encoding and performance measure; the role of errors in language production. learning to read and understand; measures of readability; schema theory; using cloze, dictation and translation with children; mechanics of writing; representational systems; teaching writing.

**Unit IV: Language Acquiring Disorder:** Concept of language: meaning & nature of language, linguistic principles: process of acquisition of language, learning about language by studying language disorders; brain structure and functions; inhibitions; stuttering; aphasia; language among the mentally retarded.

**SUGGESTED READINGS:**

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

<b>SEED225</b>	<b>OBSERVING CHILDREN</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Course Objectives:**

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

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

## **Assignment1: Children at Play**

### **Objectives:**

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

### **Tasks and Time Frame:**

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

### **Record Keeping:**

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

## **Assignment 2: A day in the Life of Children**

### **Objectives:**

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

### **Task and Time Frame:**

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

Resources; Health and Nutrition; School Related Factors; Human Support Structures; family Interactions.

### **The Neighborhood Child:**

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

### **The Child from a Basti:**

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

### **The child from an Affluent Home:**

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

### **Record Keeping:**

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

### **Assignment 3: Child in the Classroom:**

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

### **Task and Time Frame:**

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

## Record Keeping:

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

SEED227	BASIC SCIENCES	L	T	P	C
		4	0	0	4

## Course Objectives

- Students will gain knowledge of the origin of life and evolutionary theory.
- Students will gain deeper insights into ecology and environmental studies.
- Students will learn basic human physiology.

**Unit 1: Origin of Life and Evolution:** Brief history of the solar system, chemical nature of early earth, evolution of the first cell from primordial soup, heterotrophs and autotrophs, advent of oxygen and the oxygen crisis as the first evolutionary extinction and step, modern theory of evolution, examples of natural selection such as coloration, mimicry, insecticidal resistance, human evolution, and species and modes of speciation.

**Unit II: Physical Sciences:** The universe, our galaxy, our solar system and its constituents, expansion of the universe. Hubble's law, Newtonian cosmology and background microwave radiation, introduction to atomic physics, elementary particles. fusion and fission, stars as atomic furnaces, fission reactions being used to obtain power in atomic power plants, concept of atoms combining to form molecules and simple molecular chemistry.

**Unit III: Ecology and Environmental Studies:** Biomes, flow of energy, food chains and pyramids. pollution: water, soil, air, and noise. The biosphere and its future: population explosion, nuclear winter, generalized climate change, the role of water and water scarcity in today's world.

**Unit IV: Human Biology:** Organization of the human body, cell, tissue, organ structures, the systems of the human body; skeletal, muscular, digestive, respiratory, circulatory (blood and lymph), nervous and sensory, reproductive, Interaction of various systems with each other and overview of communicable, non-communicable and degenerative diseases.

## SUGGESTED READINGS:

1. NCERT Textbooks class 6-10
2. George Gamow, John M. Cleveland, *Physics, Foundations and Frontiers*, Prentice Hall of India
3. S. Adhikari, A.K. Sinha, *Fundamentals of Biology of Animals*, New Central Book Agency
4. G. Audersirk and T. Audersirk, *Biology – life on earth*, MacMillan: New York



SEED229	SELF-DEVELOPMENT WORKSHOP I	L	T	P	C
		0	0	2	1

**Course Objectives:**

- To explore the self for greater awareness, personal growth and reflective thinking.
- To develop insight into the various dimensions of the self-perceptions and assumptions about and attitude towards: people, children in particular; and social issues.
- To learn to be self-critical, questioning and reflective about our thoughts, actions and reactions.
- To develop insight into children’s ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- To develop skills for effective communication and the capacity to listen, empathies and relate.

**Workshops:**

A series of workshops should be conducted over a year, under the supervision and guidance of professionals, trained for the purpose. Broadly, these workshops should address the following:

**2. Exploring the Self:**

Ability to listen and observe; dreams and fantasy; personal and professionals aspirations; factors influencing identity formation; views on gender issues; personal; families and social conflicts; understanding social issues; projecting and building images; exploring ethics values ;developing empathy

**3. Understanding Our Own Childhood:**

Articulating childhood memories and experiences-fantasy, longing, hurt, joy, recognition; major influences in childhood; visualizing the limitations and potential of one’s own childhood; listening to and empathizing with other childhood experiences, discovering similarity in needs and feelings , discovering differences in nature and experiences; getting in touch with childhood feelings.

**4. Fear and Trust:**

Observing and understanding feelings of fear and trust in the past and present; the influence of such feelings in personal and social attitude; analysis of the repercussion of fear and trust in school; observing the role of fear and trust in stifling or facilitating creativity and learning exploring alternative interventions.

**5. Communication:**

Observing the role of listening, attention and empathy; observing and analyzing information gathering and exchange; exploring personal and social relationship; analyzing the role of the

media; understanding communication in friendship, in the family, in the community; exploring the role of teacher as a communicator, in establishing a relationship with the child.

**Time Frame:**

Each student will be required to attend all workshops over one semester.

SEED231	PHYSICAL EDUCATION	L	T	P	C
		0	0	2	1

**Course Objectives:**

- To enable the student teachers to develop an understanding of the importance, meaning, concept, aims and objectives of Physical Education.
- To develop organization skills in organizing inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

**Unit1:-Physical Education and Integrated Personality:** Physical education: concept, definition, aims and objectives, need, scope and importance of physical education programs at different school levels; educational & sports psychology; health education, mental health & safety education.

**Unit II: Activities Developmental Exercises:** Principles of physical education; mass pt; drill marching; yoga asana; aerobics; action song; rope skipping, alternate Schooling and joyful learning

**Unit III: Athletics & Games:** Running, throwing, jumping, hurdles and relays; games- football, basketball, volleyball, kabaddi, khokho, handball, table tennis, and badminton.

**Unit IV: Organization and Administration:** Planning, budgeting, fixture (knock out and league), athletic meet, meaning, need and importance; process to organize athletic meet at school level, concept of integrated personality and its realization through physical education program.

**Practical Assignments/Field Engagement**

- Prepare a Project Report on:**
  1. Three types of Sports Ground.
  2. Annual Athletic Meet
- Participate in any two games and sports activities of your choice in your institution.
- Prepare a plan of activities for three days out door camp.
- Prepare a league-cum-knockout fixture for teams (10-20) in number.

**SUGGESTED READINGS:**

1. Bucher, C.A. (1979). *Foundations of Physical Education and Sports*. St. Louis: C.V. Mosby & Co.
2. Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
3. Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
4. Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.

5. Syedentop, Daryl (1994). *Introduction to Physical Education, Fitness and Sports (2nd ed.)*. London: Mayfield.
6. Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health*. Delhi: Friends publisher.

<b>SEED233</b>	<b>SERVICE LEARNING-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Course Objectives:**

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

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

**Suggested Activities:**

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

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

**Activity 3:** Education of socially and educationally backward children.

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

**Activity 5:** Swachha Bharat Abhiya

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

SEMESTER IV						
1	SEED 214	COGNITION AND LEARNING II	3	0	0	3
2	SEED 216	LANGUAGE ACROSS CURRICULUM	4	0	0	4
3	SEED 218	CURRICULUM STUDIES	4	0	0	4
4	SEED 220	SCHOOL PLANNING AND MANAGEMENT	4	0	0	4
5	SEED 458	ECONOMICS	4	0	0	4
6	SEED 224	SELF-DEVELOPMENT WORKSHOP II	0	0	2	1
7	SEED 226	ACADEMIC ENRICHMENT ACTIVITIES	0	0	2	1
8	SEED 228	SERVICE LEARNING II	0	0	4	2
<b>TOTAL</b>			<b>19</b>	<b>0</b>	<b>8</b>	<b>23</b>

**Course Objectives:**

- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.

SEED214	COGNITION AND LEARNING II	L	T	P	C
		3	0	0	3

- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of intelligence, personality and Adjustment.

**Unit I: Development and Learning:** Learning and teaching: nature, relevance and relationship, nature and significance, growth and maturation, relationship between development and learning, stages of development: developmental tasks with focus on processes of growth and development across various stages from infancy to post adolescence and their significance to learning.

**Unit II: How Children Learn and Remember:** Basic processes, strategies, knowledge, meta-memory; current issues, nature of learning – learning as a process and as an outcome, factors affecting learning; theories of learning – trial and error theory, classical conditioning, Kohler's insight theory.

**Unit III: Conception of Learning and Child's World:** Factors contributing to learning – personal and environmental, child's world (personal and social), cognition and emotion.

**Unit IV: Basis of Intelligence :** Definition intelligence, nature of intelligence and the role of heredity and environment, theories of intelligence, Spearman's two factor theory, Guilford's factor analytical theory, Sternberg's information processing

**SUGGESTED READINGS:**

1. Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
2. Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
3. Hergerhahn, B.R. (1976). *An Introduction to Theories of Learning*, Englewood Cliffs, NJ: Prentice Hall.
4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

<b>SEED216</b>	<b>LANGUAGE ACROSS CURRICULUM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To focusing on language teaching we got an opportunity to critically analyses text-books and teaching strategies.
- To provide the knowledge of issues in education such as linguistic background, textbooks.
- To develop and learn new strategies of teaching language.
- To understand how to teach

**Unit I: Language and Learning:** Meaning and definitions, principles of language and learning, Language as a means of construction of reality, difference between language and experience, concept formation: meaning, significance and steps/procedures.

**Unit II: Language at school:** Distinction between language as a school subject and language as a means of learning and communication, communication process and barriers, concept of register and style, different school subjects as register.

**Unit III: Basic language competences required at school:** Listening, speaking reading and writing: meaning, significance and techniques/strategies, special study of reading: cognitive basic of reading, analysis of the tasks involved in reading, motivation to read, reading ability.

**Unit IV The child’s language and school:** School Language and home language: meaning, significance and difference, language as an aspect of teacher: child relationship, language environment of school, language of textbooks in different subjects.

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

- To elaborate their theoretical understanding students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
- Analysis of text books and other materials used in different subjects from the point of view of registers and styles used in them.

**SUGGESTED READINGS:**

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

<b>SEED218</b>	<b>CURRICULUM STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**. Course Objectives:**

- To focus on required innovations keeping in mind the various theoretical inputs that we gained in this course.
- To help them to know the procedure of developing and implementing curriculum.

**Unit I Determinants of Curriculum:** National aspirations and needs; cultural; social change; value system and ideological factors; basic considerations in curriculum design (with reference to John Dewey): the learner, the subject matter; the teacher; the milieu.

**Unit II Curriculum Organisation:** The curriculum; curriculum and syllabus; curriculum and text books; curriculum as the teachers' programme for the school day; hidden curriculum (reflections of sex- stereotype, prejudice against linguistics and religious minorities, curriculum organisation: subject centered; thematic; activity or experience-based (child-center).

**Unit III Curriculum Evaluation:** Influences shaping the daily curriculum: ideological factors; children's social background; teacher's social background; physical conditions of the school. role of evaluation in curriculum improvement process; principle of curriculum evaluation such as goal oriented, continuous, comprehensive, diversified, systematic; models of curriculum evolution- Tyler bloom model, illuminative paradigm, stake's model etc.

**Unit IV Practicum:** Study of a primary school in (i) a slum (2) in a middle class locality.

- (i) Studying a curriculum in action
- (ii) Evaluation a course
- (iii) Classroom observations
- (iv) Control of curriculum

**SUGGESTED READINGS:**

1. Agnihotri, R.K. et.al. Prashika: Eklavya's Innovative Experiment in Primary Education, Ratna Sagar: Delhi, 1994.
2. Badheka, Gijubhai. Divaswapna, National Book Trust: New Delhi, 1990.
3. Deviprasad. Art: The Basis of Education, National Book Trust: New Delhi, 1998.
4. Dewey, John. Democracy and Education, Macmillan: New York, 1916.
5. Gandhi, M.K. Hind Swaraj or Indian Home Rule, Navjivan Trust: Ahmedabad, 1938.
6. Kumar, Krishna. What is Worth Teaching, Orient Longman: New Delhi, 1994
7. .Kumar, Krishna. Learning From Conflict, Orient Longman: New Delhi, 1996
8. Montessori, Maria. The Discovery of the Child, Kalashetra: Madras, 1948.
9. Sarangapani, Padma M. 'Children's Construction of Knowledge' in T.S. Saraswati (ed) Culture, Socialisation and Human Development: Theory, Research and Applications in India, Sage: New Delhi, 1999.

<b>SEED220</b>	<b>SCHOOL PLANNING AND MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To develop a comprehensive understanding of existing classroom practices.
- To develop a critical understanding of textbook lessons of individual subjects and their suitability for learning.
- To draw lessons from innovative classroom practices of alternative or progressive schools.
- To draw linkages between various pedagogy courses and classroom practices.
- To assess factors that contributes to a classroom culture, its creation and maintenance.
- To explore possibilities of innovations and create space for alternative practices.
- To design, choose, organize and conduct individual and group activities.



- To reflect on personal experiences of classroom management in terms of students' involvement, interest, discipline, communication, time management, organization of materials, design and choice of activities.

**Unit I: Organization and Management of School Education:** Meaning, aims and objectives, difference between organization and management, constitutional provisions for the benefits of educational facilities as per Indian constitution(central, state and concurrent lists), role of center, state and local bodies: NCERT, SCERT, CBSE and State Board of Education, functions and sources of funding.

**Unit II: The School as a system I:** Difference between, teaching, training and instruction, Teacher support programmes: meaning, significance and types (seminar, workshop, faculty development programme) planning the school curriculum: principles of curriculum construction, co- curricular: meaning and significance and types, community involvement.

**Unit 3: The School as a system II:** Types of schools: government and private, management committee and its functions, school administration: staffing pattern, school budget; annual planning; documentation and information systems; physical infrastructure requirement; selection of materials and equipment for the school and selection of suppliers.

**Unit 4: Maintaining Standards:** Physical and psychological needs of children, teaching and non-teaching staff in a school; developing a collaborative perspective, staff supervision: meaning and different models staff supervision and their applications, evaluation and feedback: meaning and significance, techniques of establishing accountability.

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

- (A) Case study of an “Existing School” or “Planning for a new School” (i) objectives (ii) vision of the school (iii) strategic population (its needs, whether first or second generation learners, socio-economic background); achieving targets realistically.
- (B) A group project on the status of education in a particular in an area (collating and interpreting data about school enrolment, retention, availability of facilities)

**SUGGESTED READINGS:**

1. Abbott, Lesley. and Rosemary Rodger.(eds). Quality education in the early years, open university press: Buckingham, USA, 1994.
2. Aitken, Robert and Charles Handy. Understanding Schools as Organization , Penguin Books : England ,1990
3. Austin , Lucille N.Basic Principal of Supervision , Social casework 33, December,1952, pp .411- 419.
4. Batra ,Sunil ,From school inspection to school support: a case for transformation of attitudes, skills,knowledge, experience and training. Paper Presented at Conference on Management of School Education in India, NIEPA, Delhi,1998.

5. Craige, Ian .(ed.). Managing the Primary Classrooms, Longman: London , 1987.

<b>SEED 458</b>	<b>ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To enable the pupil-teachers to develop an understanding of aims and objectives of Economics.
- To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.
- To acquaint them with various economic problems which our country is facing.
- To provide knowledge of different methods of teaching, devices and techniques of evaluation.
- To analyze present day problems in economic perspective.

**Unit-I Introduction to concept and principles of Economics:** Economics: Definition concept and scope of economics. Concept: Demand, supply, role of price mechanism, Elasticity of demand: definition, characteristics and degrees (details not required), Utility, Indifference curve, Concept and constituents of Costs, Revenue, Wages, Interest and Profit (details of theories not needed), Law of variable proportions. Market Equilibrium under Perfect and Imperfect competition

**Unit II Macro Economic Environment :** Circular nature of Income flow, Concepts and composition of GDP and National Income, National Income Accounting,( methods of calculating national Income not needed), Problems of Estimation. aggregate Demand, aggregate supply, Macroeconomic equilibrium, Money and Types of money. Economic growth and development, Difference between Micro and Macroeconomics.

**Unit III International Trade and Policy:** Concept of International trade and Effect on economy; BOP and BOT, Methods to correct BOP disequilibrium, Foreign exchange market, fixed and floating exchange rate, Free trade and trade barriers: advantages and limitations, terms of trade, WTO IMF

**Unit IV Planning and Economic development in India:** Economic planning in India: Objectives of planning, Five year plans in India, Nature and causes major economic problems in India ( Inflation, Poverty, Unemployment), Monetary policy, fiscal policy, Indirect and direct taxes (introduction to GST), relationship between population and economic development, Participation of women in Indian economy

**SUGGESTED READINGS:**

1. Lipsey, R.G. & Chrystal, K.E.: Principles of Economics, Oxford University Press.
2. Misra, S. K. and Puri, V. K, Indian Economy, Himalaya Publication
3. S, Sikdar. Principles of Macroeconomics. Oxford University Press.
4. G. Kaushal: Economic History of India- 1757 to 1966. Kalyani Publishers, New Delhi.
5. Jhingan M.L.:Macro Economic Theory,Vrinda Publications (P)Lt
6. M. L. Jhingan: International Economics
7. V B Singh (ed.): Economic History of India 1857-1956. Allied Publications Private Limited, Bombay, 1965.
8. Tirthankar Roy: The Economic History of India 1857-1947. Oxford University Press, 3rd edition, 2011
9. Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication.
10. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt. Ltd
11. Economic Survey: Government of India. Various Issues.
12. Economic and Political Weekly: Various Issues.
13. Koutsoyiannis, A.; Modern Micro Economics, Macmillan Press Ltd.
14. Salvator, Dominick, Managerial Economics, McGraw-Hill Book Company
15. Chaturvedi, D.D. and S. L. Gupta; Business Economics, Brijwasi Publishers
16. Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
17. Lee, N. (Ed.) (1975). *Teaching Economics*. London: Heinemann Educational Books.

SEED224	SELF-DEVELOPMENT WORKSHOP II	L	T	P	C
		0	0	2	1

### Course Objectives:

- To explore the self for greater awareness, personal growth and reflective thinking.
- To cultivate positive attitudes and sensitivity towards each other's, towards children's and education.
- To facilitate and stir the process of attitudinal change, creativity and life- long learning in each student.

### Workshops

A series of workshops should be conducted over a year, under the supervision and guidance of professionals, trained for the purpose. Broadly, these workshops should address the following:

**1. Understanding the Gap in Perception between Child and Adult:** Evoking insight into children's perception, attitude and imagination; observing adult thoughts, perception, ideas and prejudices; observing differences and similarities in child and adult approaches in everyday life; exploring sensitivity towards children; challenging adult assumptions and attitudes; recreating and understanding responsible and sensitive adult intervention.

**2 Creativity:** Understanding and facilitating self-expression; realising one’s own creative potential; comprehending the child’s learning processes; understanding the significance of self – expression through humour, art, music; relating and linking the creative potential between the adult and the child, teacher and pupil, personal and social; the benefits of creativity in education.

**3 Competition and Cooperation:-**Understanding one’s own attitude to competition and cooperation; analyzing and observing the impact of competition in personal life, in school and societal structures; observing and understanding the motivations behinds cooperative learning and its impact; analysing the drive towards excellence; exploring alternative interventions.

**4 Communication and Skills:** Observing the role of listening, attention and empathy; observing and analyzing information gathering and exchange; exploring personal and social relationship; analyzing the role of the media; understanding communication in friendship, in the family, in the community; exploring the role of teacher as a communicator, in establishing a relationship with the child.

**Time Frame:** Each student will be required to attend all workshops over one semester.

**Reflective Learning:** It is expected that through these workshops students will be able to understand themselves as well as learn from and about others and cultivates feelings of group cohesiveness, sensitivity and empathy.

SEED226	ACADEMIC ENRICHMENT ACTIVITIES	L	T	P	C
		0	0	2	1

**Course Objectives:**

- To enhance critical thinking skills through self-exploration and class experiences.
- To give teacher trainees the confidence and skills to successfully transition to knowledge and assist them in their personal development of life skills.
- To teach classroom skills to prepare students for higher level of teaching.
- To foster positive relationships with peers, faculty, and staff.
- To gain leadership skills through classroom activities, discussions, and cultural experiences.
- To develop strategies and resources for students to balance school, work, and personal commitments.

**Suggested Activities:**

**Activity 1:** Indoor educational games.

**Activity 2:** Self-check quizzes.

**Activity 3:** Preparation of creative teaching aids/models.

**Activity 4:** Developing various teaching skills.

**Activity 5:** Innovative pedagogies in education.

**Activity 6:** Recent policies practices in teacher education.

**Activity 7:** Preparing them for qualifying different teacher eligibility test (HTET, CTET).

**Activity 8:** Encouraging them to participate in seminars, conferences and workshops.

**Activity 9:** Encouraging teacher trainees for publication of research papers in educational journal.

**Activity 10:** Preparing them for organizing seminars, conferences and workshops.

<b>SEED228</b>	<b>SERVICE LEARNING II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Course Objectives:**

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

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

**Suggested Activities:**

**Activity 1:** Beti Bachao and Beti Padhao (Awareness Programme and NGO associated camps).

**Activity 2:** Health education (Awareness sessions on health & hygiene; healthy habits; nutritious food habits).

**Activity 3:** Save water (Water harvesting programmes; awareness sessions on save water; Tips for effective use of water).

**Activity 4:** Interaction with village Panchayat/family members to learn their life style, beliefs, customs & traditions.

**Activity 5:** Feedback from village members.

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

S.No	Course Code	Course Title	L	T	P	C
1	SEED335/ SEED461	Pedagogy of School Subject I <i>Pedagogy of Language/ Pedagogy of Mathematics</i>	4	0	0	4
2	SEED337	ICT and Elementary Education	4	0	0	4
3	SEED339	ICT and Elementary Education Lab	0	0	2	1
4	SEED341	Human Relation and Communication	3	0	0	3
5	SEED343	Geography	4	0	0	4
6	SEE 345	Emerging Issues In Education	4	0	0	4
7	SEED347	Total Quality Management in Education	3	0	0	3
8	SEED349	Developing Instructional Aids I	0	0	4	2
<b>TOTAL</b>			<b>22</b>		<b>6</b>	<b>25</b>

SEED335	PEDAGOGY OF LANGUAGE	L	T	P	C
		4	0	0	4

**Course Objectives:**

- To promote awareness in student teachers to create a warm and accepting classroom environment conducive to learning.
- To enable student teachers to understand the nature and characteristics of language and use of English language.
- To enable student teachers to teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- To review critically some important methodologies and techniques of teaching English.
- To develop insight of student teachers into the form and use of English and to give practice in lesson planning.
- To enable student teachers to prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- To help student teachers to use the school and village resources for professional inputs.

**Unit I: The Learner:** Social and individual aspects; nature of family background; schooling; exposure; the role of mass media; affective filter; attitudes; motivation; aptitude; social and linguistic stereotypes; ethnocentrism; authoritarianism.

**Unit II: Learning Contexts:** Typology and learning situations, monolingual and multilingual societies; first and second language acquisition. language acquisition in multilingual settings: theory of interference; contrastive

analysis and its limitations; error analysis; errors as stage in the process of learning: inter-language; approximative systems.

**Unit III: Methods and Models:** Constructivist approach to learning English language; direct method; the structural approach; audio-linguicism; communicative approaches; natural method; monitor model; total physical response; sociolinguistic approaches, teaching in a multilingual classroom.

**Unit IV: Materials, Teaching Aids and Evaluation:** Selection of materials; gradation; the concept of linguistic complexity; cohesion and coherence; idea; density; levels of readability; schema theory; teaching aids; language lab; calt taxonomy of tests: discrete point and integrative tests; doze, dictation and translation-new perspectives; communicative testing; process ;evaluation; participatory evaluation and the discourse of equality and justice; feedback into curriculum.

**SUGGESTED READINGS:**

1. Anderson, Richard C. et. al. (eds) *Learning to Read in American Schools*, Lawrence Erlbaum Associates: New Jersey, 1984.
2. Butler, A. and J. Turbill. (eds) *Towards a Reading Writing Classroom*, Heinemann: Portsmouth,NH, 1984.
3. Donald, J. Len and Charles K. Kinzer. *Effective Reading Instruction*, Prentice Hall: UK,1995, Chapters 10 and 11.
4. Rhodes, Lynnk. and Nancy L. Shankin. *Windows into Literacy: Assessing Learners K-8*, Heinemann: Portsmouth, NH, 1993.
5. Rosenblatt, Louise M. What Fact Does This Poem Teach? *Language Arts*, Vol. 57 No. 4, 1980.
6. Teale, W. and E. Sulzby. (eds) *Emergent Literacy: Writing and Readings*, Nerwood: New Jersey, 1986.
7. Tompkims, Gail E. *Teaching Writing: Balancing Process and Product*, McMillan; California, 1994
8. Bissex, G. *Gyms at WRK: A child learns to write and read*, Harverd University Press: Cambridge, 1980.
9. Mason, J.M, and S. Sinha. Emerging Literacy in the early childhood years: Applying a Vygotskian model of learning and development, in B. spodek (ed.), *Handbook of Research on the Education of Young Children*, McMillan: New York, 1993, pp. 137-150.

<b>SEED 461</b>	<b>PEDAGOGY OF MATHEMATICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

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

- develop logical thinking in mathematics.
- apply appropriate evaluation techniques in mathematics
- describe and apply pedagogical analysis in mathematics

**Unit I:** Concept of mathematics, nature and scope of mathematics, patterns; reasoning, generalizations; nature of mathematical statements- axioms and postulates; explanations and proofs, Venn diagrams, quantifiers

**Unit II:** development of logical thinking, reasoning and representation, pedagogical considerations in geometry, ratio and proportion, triangle and its types, mensuration, lesson planning and unit planning

**Unit III:** Inductive-deductive method, analytic- synthetic method, activity method, problem solving method, project method, use of ICT

**Unit IV:** Evaluation, meaning and concept, types of evaluation, continuous and comprehensive evaluation, remedial teaching and diagnostic testing.

**SUGGESTED READINGS:**

1. Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
2. Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
3. NCF 2005

<b>SEED337</b>	<b>ICT AND ELEMENTARY EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objective:**

- To acquire knowledge of computers, its accessories and software.
- To acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- To Demonstrate the use of MS Windows
- To develop skill in using MS-Word, Power points and Spread sheets.  
Acquire skill in accessing World Wide Web and Internet and global accessing of information.
- To Interact with ICT and its integration in education.



- Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

**Unit I Orientation to ICT:** Meaning, importance and tools of ICT, computer fundamentals: basic anatomy, types and applications, input-output devices, storage devices.

**Unit II :MS-Office and MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.**MS-Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.

**Unit III: Multimedia and Power Point:** Components of multimedia, textual information, animation, digital audio, digital video, MS-Publisher, photo draw ,basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.

**UNIT IV: Digital Sharing and ICT Tools and its Integration in Education:** Internet: The world-wide web, websites and web browsers, Swayam, Swayam Prabha, e-pathshala, Education through MOOC Internet connectivity, browsing software, URL addresses, Search engines, exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Chatting, social networks, participate in discussion forum and blogging, LCD Projector T.V. Camera, Visualizer, Interactive Boards

#### **SUGGESTED READINGS:**

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavishkar Publisher

<b>SEED339</b>	<b>ICT AND ELEMENTARY EDUCATION LAB</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To equip student teachers in the effective use of ICT tools, software applications and digital resources.
- To acquire the skill of organising and creating her/his own digital resource.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

**LAB: -**

1. Administrative use – Letter correspondence and E-Mail.
2. Construction of a Portfolio and Question paper of teaching subjects.
3. Creating learning materials – handouts.
4. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
5. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
6. Students’ progress record – Tabulation and graphical representation of results of an academic test.
7. Multimedia presentation on a topic relevant to the Optional Subjects.
8. Prepare transparencies on a topic relevant to the Optional Subjects.
9. Creating a Peer Network using Social Networking Platforms.

**A softcopy of above activities should be presented at the time of external examination**

<b>SEED341</b>	<b>HUMAN RELATION AND COMMUNICATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Objectives:**

- To develop the conceptual bases for exploring and understanding student’s self and dynamics of identify formulation.
- To develop in students a capacity to reflect on education as a relational process, requiring communication skills, social sensitivity and receptivity.

**Unit I: Personal Development:** Self, identity and human relationships; psychoanalytic, humanistic perspective and perspectives from Women.

**Unit II Communication:** The adult-child gap, attitudes and assumptions, channel of communication and the hidden curriculum.

**Unit III: Process of Communication:** Introduction, meaning of communication; barriers in communication; effective communication, process of communication.

**Unit VI: Human Relation in Education:** - Behavioristic vs. Humanistic perspective's, peer learning constructs and dimensions; community involvement.

**SUGGESTED READINGS:**

1. Sinha, K.K (2012). *Business Communication*; Galgotia Publishers, New Delhi
2. Mitra, Barun K( 2012.). *Personality Development and Soft Skills*,OUP, Delhi,
3. Web Sources: [www.slideshare.com](http://www.slideshare.com)
4. [www.authorstream.com](http://www.authorstream.com)

<b>SEED343</b>	<b>GEOGRAPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Objectives:**

- To understand the importance concepts used in Geography.
- To prepare/handle suitable teaching aids and use them effectively in the classroom.

**Unit I**

Introduction to Our solar system, latitudes and longitudes, evolution of continents, atmosphere and oceans, theory of plate tectonic, internal structure of the earth; earthquakes and volcanoes, composition and structure of atmosphere, insolation, atmospheric pressure and winds, important ocean currents.

**Unit II**

Definition and classification of resource geography; water resources – ground water and surface water; energy resources – conventional (fuel wood, coal, petroleum and hydro) and non-conventional (solar, wind and geothermal); biotic-forests and fisheries.

**Unit III**

Farming - meaning, types and factors affecting farming; classification of agriculture- shifting agriculture, subsistence, commercial, plantation and dairy farming; study of the major crops grown in India - rabi (wheat), kharif (rice) and zaid (cotton, jute, tea and sugarcane).

Classification of settlements rural and urban; rural settlements – factors and types of rural settlements; urban settlements – origin and classification.

**Unit IV**

Geographical perspective on sustainable development goals.  
Use of thematic maps (dot, choropleth and isopleths method); local statistical diagrams (bar diagram, pie chart and line graphs).

**Project Work Practicum**

**Any Two of the following:**

1. Make an observation of a place of geographical interest of your locality and prepare a report on it.
2. Conduct a quiz competition on geographical questions in class.
3. Prepare a list of 10 books/journals in geography with all bibliographic details for purchasing in the library/prepare a text book material for a particular topic.
4. Draw different types of maps of world, India and locality.

**SUGGESTED READINGS:**

1. Singh, S, (2017).*Physical Geography*,Allahabad: Pravalika Publication,
2. Leong, G.C. and Martin E, (1982), *Human & Economic Geography (Oxford in Asia College Text)*.
3. Hussain,M,(2016),*Indian and World Geography(3<sup>rd</sup> ed.)*.New Delhi: Tata McGraw Hill.
4. Alexander, J.W. and Hartshorne, T.A. (1988).*Economic Geography*,New Jersey:Prentice Hall.
5. Chandana, R.C.(1987).*An Introduction to Population Geography*,Delhi:Kalyani Publishers.
6. Jasbir, S. and Dhillon, S.S.(1984).*Agricultural Geography*,New Delhi:Tata McGraw Hill.
7. Mitchell, B.(1988).*Geography and Resource Analysis*, Longman: London.
8. Oxford School Atlas.

<b>SEED345</b>	<b>EMERGING ISSUES IN EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To enable students to make student teachers understand the concept of education.
- To make students to understand the historical background of education in India.
- To enable students to understand socio-cultural context of education.
- To acquaint the student teachers with the recent trends in education.
- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- To appreciate the need and relevance of the course in being a humane teacher.

**Unit I: Structures and Functions of Elementary Education:** Meaning, objectives, structure and functioning of elementary education in India, various issues and remedial measures.

**Unit II: Structures and Functions of Secondary Education:** Meaning, objectives, structure and functioning of secondary education in India, various issues and remedial measures.

**Unit III: Issues and Concerns in Education I:** Democracy, Socialism and Secularism: concept and practice in schools, national and emotional integration in the Indian context: concept and need for nurturing diversity and fostering inclusion, inclusive education: ideology and present status in schools, commercialization of education: meaning and concerns in the Indian context.

**Unit IV: Issues and Concerns in Education II :** Equalization of opportunities in the education sector: outreach, access, affordability, quality, constitutional provisions for ensuring equity and equality (special emphasis on Right to education), nature and forms of inequality including dominant and marginalized groups, gender inequalities in schools; public private; rural -urban tribal.

**Practical Assignments/ Field Engagement: -**

- Implementation of the provisions of RTE (Right to Education): an observational study to look at the ground realities in the schools in the neighborhood.
- The diary maintained on the discussions on the above two practical's is to be presented group-wise with the participation of all the student-teachers in the above activities in the presence of the faculty members in colleges.

**SUGGESTED READINGS:**

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
- Dewey J. (1952) Experience in Education, Collier Macmillan.
- Dewey J (1966) Democracy in Education, New York, Macmillan.
- Krishnamurthi, J Education and the Significance of life, KFI Publications.
- Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.

<b>SEED347</b>	<b>TOTAL QUALITY MANAGEMENT IN EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To develop the understanding of the concept, objectives and importance of Total Quality Management in Education.
- To acquaint the students of various parameters of assessing institutions and to develop the ability to use various tools for assessing the institutions.
- To develop an understanding of participatory management and team building process.
- To develop an understanding and ability of collecting information for decision making.

**Unit I: Concept of Quality and Quality Management:** Concept of quality and quality management, issues in quality management, concept of quality in education, western and Indian perspective in quality education, bases of quality in education.

**Unit II: Total Quality Management:** Concept, development and objectives of TQM in education, advantages and disadvantages of TQM in Education, principles of TQM, application of TQM in education, TQM in Indian school, Time management and quality management through teacher education

**Unit III: Assessment of Institutions:** Parameters of assessment, tools of assessment, SWOT analysis, qualitative vs. quantitative analysis, concept of institutional climate.

**Unit IV: Participatory Management and Decision Making Process:** Concept of participatory management, team building process, leadership in TQM institutions, decision making: meaning, process and techniques.

**SUGGESTED READINGS:**

1. Mukhopadhyay, M, Total Quality Management, New Delhi, NIEPA, 2001.
2. Aggrawal, Y.P., School Education, New Delhi, Arya Book Depot, 1991
3. Lal, H., Total Quality Management: A practical approach, New Delhi: New Age International Publishers, 1990.
4. Lessem, R., Handbook of Total Quality Learning : Building a learning Organization, New Delhi: Beacon Book, 1997.
5. Sharma D.D. Total Quality Management, Principles, Practices and Cases- Sultan Chand and Sons.
6. NAAC (2001). Handbook on Quality Assessment. NAAC Bangalore.
7. Kumar P.S. Mohan, (2002) Total Quality Management in Higher Education and Relevance of Accreditation, University News AIU, New Delhi

SEED349	DEVELOPING INSTRUCTIONAL AIDS I	L	T	P	C
		3	0	0	3

**Course Objectives:**

- To understand different types of instructional media and materials and its uses.
- To develop the skill in preparing and using different instructional materials.
- To understand the uses of computer assisted learning strategies.

**Activity 1: Instructional Media:** Meaning of instructional media, various kinds of medias and their characteristics and examples, techniques of preparation and using.

**Activity 2: Smart Boards:** Techniques and applications of Smart campus/ Smart School/ Smart Boards/ Smart Classroom

**Activity 3: Graphics:** Categories of graphics (charts, diagrams, graphs, posters, cartoons, comics) their preparation and uses, display of graphics.

**Activity 4: Boards:** Bulletin boards, magnetic boards and their preparation, Instructional functions, planning of and teaching with educational displays on such boards.

**Activity 5: Real Things and Mock Ups:** Real things: types–unmodified, modified (models and specimens), their characteristics, techniques of preparation and using.

**SUGGESTED READINGS:**

1. Aggarwal, J.C (2015). *Essential of Educational Technology*; Vikas Publishing House, New Delhi
2. Mangal,S.K and Mangal,U.(2016). *Essential of Educational Technology*; PHI Learning Pvt. Limited, New Delhi

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

<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>6th semester</b>				
<b>1</b>	SEED 330/ SEED454	Pedagogy of School Subject II <i>Pedagogy of Social Sciences/ Pedagogy of Natural Science</i>	4	0	0	4
<b>2</b>	SEED 332	Theory & Practice in Education	4	0	0	4
<b>3</b>	SEED 334	Innovative Practices in Teacher Education	3	0	0	3
<b>4</b>	SEED 336	Inclusive Education	4	0	0	4
<b>5</b>	SEMA 338	Mathematics	4	0	0	4
<b>6</b>	SEED 340	Developing Instructional Aids II	0	0	4	2
<b>7</b>	SEED 342	Guidance and Career Planning	2	0	2	3
		<b>TOTAL</b>	<b>21</b>		<b>6</b>	<b>24</b>



<b>SEED 330</b>	<b>PEDAGOGY OF SOCIAL SCIENCES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To understand the need for teaching Social Sciences as an integrated discipline.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To gain knowledge about the different approaches associated with the discipline.
- To develop certain professional skills useful for classroom teaching.
- To develop notion of democracy and national integration.

**Unit I: Social Science and Social Studies:** Defining its scope and nature; rationale for social studies programmes at the elementary school, difference between social science and social studies, aims and objectives of teaching social sciences, social science curriculum at school level - correlation with other subjects, critical appraisal of a social science text book.

**Unit II: Developing Concepts, Skills and Attitudes through the Teaching of Social Studies.** Understanding change and continuity, cause and effects, time perspective and chronology empathy, spatial interaction, - to be taught through the following (i) society: personality social structure, groups, community (ii) civilization: history, culture, (iii) state: authority citizen (iv) region: resource, space (v) market: exchange.

**Unit III: Methods and Materials Used in Social Studies:** Enquiry and evidence based teaching: identification of problems and questions (themes and issues) , importance of empirical evidence, assessment of example as evidence, concept of data, sources of data collection- primary(direct observation/experience) , secondary data, teaching methods : application of the heuristic/ discovery methods in social science ; problem solving, project method, observational method, discussion method, cooperative learning, role play .

**Unit IV: Application:** [1] Critique a historical film, serial or a novel from the view point of authenticity [2] an oral history project, establish its reliability by comparing with data from other sources [3] map a locality and its position in the city, keeping in mind the distance and directional relationship to your school or college, mark out institutions and points of interest-eg. historical monument, reserve bank, local stock exchange, parliament house [4] study the transport related needs of a community, analyse different vehicles people own and use and their reflection on gender and socio-economic groups in society assess the economic and environmental aspects of various forms of transport used.

### SUGGESTED READINGS:

1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publishing House.
2. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications

3. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
4. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publications
5. Michaels U. John (1992), Social Studies for Children

<b>SEED454</b>	<b>PEDAGOGY OF NATURAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

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

- Understand the nature of science
- apply appropriate evaluation techniques in science
- explain and apply different pedagogical perspectives in teaching of science

**Unit I:** Nature and structure of natural science; significance of natural science in the curriculum at elementary stage

**Unit II:** Relating the study of cognitive growth and learning to the development of understanding and appreciation of science, aims and objectives of teaching science

**Unit III:** Disciplinary and integrated approach to teaching: levels of disciplinary growth of different natural sciences- descriptive, inductive, constructivist, role of observation, experimentation and discovery, significance and bases of integration: aims and objectives of teaching integrated science

**Unit IV:** Evaluation in science, cognitive, psychomotor and affective aspects, lesson planning and unit planning

**SUGGESTED READINGS:**

1. Mangal, S.K. (2009). Teaching of Physical Science. New Delhi: Arya Book Depot.
2. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
3. NCF 2005

4. Radha, M. (2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.

SEED332	THEORY AND PRACTICE IN EDUCATION	L	T	P	C
		4	0	0	4

### Course Objectives:

- To enable students to make teachers understand the concept of education.
- understand the historical background of education in India.
- To help them to know theory and practice its relationship with education.
- To understand the educational philosophy of some reputed thinkers.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- To acquaint the student teachers with the recent trends in education.

**Unit I: Education and its Types:** Concept of education; Indian and western, types of education; informal, formal and non-formal, role of home, school and society as agencies of education. Indian systems of education: ancient, medieval and modern, factors determining aims of education: individual, social, cultural, political and economic.

**Unit II: Value Education and Human Rights:** Concept of value, types, sources and role of teacher in inculcating values. Human resource development: concept, need and role of education in HRD .Human rights: concept, role of education in promoting human rights.

**Unit III : Thoughts of Thinkers on Education and its Practices:** Relevance of educational thoughts of Indian and western thinkers to the present education system(to deliberate upon aims of and functions of education, pedagogy ,pedagogical practices in the classroom, teacher- student relationship and essential values and qualities needed in a teacher to prepare a child for life) Indian: M.K Gandhi, Rabindranath Tagore, Vivekananda, Aurobindo Ghose, Jiddu Krishnamurti, B.R. Ambedkar , Western: Plato, Rousseau, Ivan Illich

**Unit IV Education For National Integration and Current Issues:** National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration ; role of celebration of Indian festivals university autonomy, privatization of education, commercialization of education of marginalized groups-women, scheduled caste, tribes, minorities medium of schooling-;three language formula ;population education.

### Practical Work:

- Community Work (Identification and diagnosis of the problems prevailing in the community) To be conducted
- Under the subject teacher and project report to be submitted. Due weightage will be given to authenticated report.

### SUGGESTED READINGS:

1. Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.

2. Bhatia, K.K. and Narang, C.L. (1992). *Teacher and Education in Emerging Indian Society*. Ludhiana: Tandon Publications.
3. Bhatia, K.K. and Narang, C.L. (2008). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
4. Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors.
5. Blake, N.; Smeyers, P.; Smith, R. and Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
6. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
7. Chaube, S.P. (1981). *Philosophical and Sociological Foundations of Education*. Agra: Ravi, Noudarnalya.
8. Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
9. Dewey, John (1961). *Democracy and Education*. New York: Macmillan Company.
10. Goel, A. and Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
11. Goff, Phil (2001). *Test your E-Sills*. London: Hobler & Stoughton.
12. National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.
13. *National Curriculum Framework*. (2005). [www.ncert.nic.in](http://www.ncert.nic.in)
14. *National Knowledge Commission (2007)*. Recommendations on School Education. Government of India.
15. *National Policy on Education*. (1986). Ministry of Human Resource Development. Government of India.

<b>SEED334</b>	<b>INNOVATIVE PRACTICES IN TEACHER EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives:

- To understand the meaning, objectives, nature and scope of teacher education
- To analyze the changing context of teacher education in the Indian and global scenario
- To make familiar with various agencies of teacher education and their functioning
- To orient innovative practices and research in teacher education

**Unit I: Concept of Teacher Education:** Meaning and nature of teacher education, need, scope and objectives of teacher education, changing context of teacher education in the Indian scenario changing context of teacher education in the global scenario, teacher education in Pre-independence India: The Upanishadic period, The Buddhist period, The Medieval period and The Modern Period

**Unit II: Agencies of Teacher Education:** Agencies of Teacher Education: State Council of Educational Research and Training (SCERT), State Board of Teacher Education (SBTE),

University Grant Commission (UGC), National Institute of Educational Planning and Administration (NIEPA), National Council of Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS)

**Unit III: Major Issues and Problems in Teacher Education:** Issues in teacher education, problems of teacher education, suggestions for improving the condition of teacher education, maintaining standards in teacher education, admission policies and procedures for student teachers, recruitment of teacher educators, service conditions of teacher educators, terms and conditions of service

**Unit IV: Innovative Practices and Research In Teacher Education:** Co-operative and collaborative teacher education, constructivist and reflective teacher education, E-teacher education, Value-based teacher education, Quality assurance and accountability in T.E Programmes, Privatization, research in teacher education: nature and purpose of research in teacher education, scope of research in teacher education, areas of research in teacher education, problems of research in teacher education, trends in research in teacher education.

**SUGGESTED READINGS:**

1. Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd., New Delhi.
2. Singh, L.C. (1990). Teacher Education in India: A Resource Book, Delhi, NCERT.
3. Sharma, Shashi Prabha (2004). Teacher Education in India. Vikas Publications New Delhi.
4. Khan M.S. (1983). Teacher Education in India and abroad, New Delhi, Ashish Publishing House.
5. Shankar V. (1984). Education of Indian Teachers, New Delhi Sterling Publishers.

<b>SEED 336</b>	<b>INCLUSIVE EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Objectives:**

- To acquaint the student teachers with the concept of exceptionality and exceptional children.
- To understand the meaning of Inclusive Education
- To equip the students with latest trends in the education of exceptional children.
- To develop an awareness and skill in identifying the exceptional children.
- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools.

**Unit I: Introduction to Inclusive Education: Definition,** concept needs and importance of inclusive education; historical perspectives on education of children with diverse needs; difference between special education, integrated education and inclusive education; policies and legislations for inclusive education and rehabilitation, government scheme and provisions.

**Unit II: Concept of Exceptional Children:** Meaning, need and classification, special needs of exceptional children, trends in the education of exceptional children viz. inclusion, deinstitutionalization, mainstreaming, community based rehabilitation, and individualized education Programme.

**Unit III: Types of Disability:** Learning Disabled; meaning and types, Mentally Retarded Children; meaning and types, orthopedically challenged Children; meaning and types, Speech Handicapped Children; meaning and types.

**Unit IV: Teachers Role in Inclusive Education :-**Qualities of an inclusive teacher ;Teachers role in shaping inclusive class room ;Inclusive teacher educator in facilitating inclusive education ; Guidance and counseling for inclusive teachers, students and principals ; Training Programme for inclusive teachers.

**Practical Work: (Any one)**

- Preparing a case-study of an abnormal/deviant child/Delinquent child
- Visit to an inclusive school and prepare a report
- Design and evaluate an Inclusive education programme
- Prepare a report of recent developments done in the field of inclusive education

**SUGGESTED READINGS:**

1. Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
2. Mangal, S.K. (2007). *Education of Exceptional Children*. New Delhi: Prentice Hall of India.
3. Panda, K.C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
4. Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.
5. Samuel, A. Kirk. (1997). *Educating Exceptional Children*. 8th Edition, New York: Houghton.
6. Sharma, R.A. (2006). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
7. Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21st Century Publication.
8. Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha*. Patiala: 21st Century Publication

SEMA338	MATHEMATICS	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To understand the nature of mathematics.
- To understand the historical developments leading to modern mathematics concepts.
- To understand the learning theories and their application in mathematics education.
- To improve competencies in secondary level mathematics.
- To understand the preparation and use of diagnostic test and organize remedial teachings.
- To apply appropriate evaluation techniques in mathematics.

**UNIT I: Number Systems And Polynomials :** Introduction, irrational numbers, real numbers and their decimal expansions, representing real numbers on the number line, operations on real numbers, laws of exponents for real numbers, Euclid’s division lemma, the fundamental theorem of arithmetic; introduction, polynomials in one variable, zeroes of a polynomial, remainder theorem, factorisation of polynomials, algebraic identities .

**UNIT II: Linear Equations In Two Variables:** Introduction, linear equations, solution of a linear equation, graph of a linear equation in two variables, equations of lines parallel to  $x$ -axis and  $y$ -axis, graphical method of solution of a pair of linear equations, algebraic methods of solving a pair of linear equations (substitution method, elimination method, cross-multiplication method), equations reducible to a pair of linear equations in two variables.

**UNIT III: Line, Angles and Coordinate Geometry:** Intersecting lines and non-intersecting lines, pairs of angles, parallel lines and a transversal, lines parallel to the same line, angle sum property of a triangle ;introduction, Cartesian system, plotting a point in the plane, distance formula, section formula, area of a triangle

**UNIT IV: Statistics And Mathematical Modeling:** Introduction, collection of data, presentation of data, graphical representation of data (bar graphs, histograms, frequency polygons), measures of central tendency ;introduction, review of word problems, some illustrations of mathematical models, process of modeling, its importance, advantages and limitations, stages in mathematical modeling

**SUGGESTED READINGS:**

- 1) NCERT, Mathematics, Textbook for Class VI – X
- 2) NCERT, Exemplar Problems for Class IX – X
- 3) R. D. Sharma, Mathematics, Dhanpat Rai Publications, Latest Edition.
- 4) Ballabh, Ram.A Text book of coordinate geometry, Prakashan Kendra: Delhi, 13th edition.

SEED340	DEVELOPING INSTRUCTIONAL AIDS II	L	T	P	C
		0	0	4	2

**Course Objectives:**

- To understand different types of instructional media and materials and its uses.
- To develop the skill in preparing and using different instructional materials.
- To understand the uses of computer assisted learning strategies.

**Activity 1: Slides and Film Strips:** Meaning and characteristics, types of slides (using 35mm/digital camera/computer generated slides) advantages of using slides and filmstrips, techniques of preparation and using.

**Activity 2: Power point Presentation:** working with text, animation, smart art, graphics, charts, tables, shapes

**Activity 3: Audio Media:** Educational recordings (via radio, tape recorder and CD player), meaning and characteristics of educational recordings, techniques of preparation and using.

**Activity 4: Audio Visuals:** Television, video, motion pictures (video and films), VCD/DVD), advantages of television and its use in distance education and in the class room, characteristics of motion pictures and its use in the classroom, advantages and uses of VCDs and DVDs, choosing using and producing instructional media, media utilization procedures, guidelines for media selection and use.

**Activity 5: Computer Assisted Learning:** Subject specific software and its uses, general educational software e.g. encyclopedia, computers for simulation, computers in drill/practice, computers and educational games, computers and tutorials, computer aided evaluation, advantages and limitations in the use of computers in education, techniques of preparation and using.

**SUGGESTED READINGS:**

1. Aggarwal, J.C (2015). *Essential of Educational Technology*; Vikas Publishing House, New Delhi
2. Mangal,S.K and Mangal,U.(2016). *Essential of Educational Technology*; PHI Learning Pvt. Limited, New Delhi.



SEED342	GUIDANCE AND CAREER PLANNING	L	T	P	C
		2	0	2	3

### Course Objectives:

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- To know about the importance of developing the right attitude and values at every stage of education.
- To help the student teachers to understand the meaning, aims, objectives and need of guidance.
- To acquaint the students with various types of guidance.
- To enable the student teachers to organize guidance programme at the secondary school level.

**Unit I Guidance and Its Type :** Concepts, need and importance of guidance ;Principles of guidance, procedure of guidance (steps) ;Types-educational, vocational and personals ;counseling-need functions and types; Observation, interview and sociometry as techniques of guidance

**Unit II: Counseling and Its Types:** Concepts, need and importance of counseling; principles of counseling, counseling process and role directive, non-directive and elective counseling; lectures, discussions and dramatic as techniques of counseling.

**Unit III: Career Information:** Meaning of career and career information components of career information; occupational information, information about education and opportunity and personal-social information; aims to study career information at different levels; career information: sources, method of collection, classification and filling-up of information and evaluation of the information.

**Unit IV: Career Information and Training at School:-**Information about education and training opportunities of primary, elementary and secondary levels of school; personal-social information at every school level.

### Tasks and Assignments

1. Prepare a student profile in terms of intelligence, interests, aptitude, personality and self-concept and giving him/her proper vocational guidance.
2. A survey /project on any related problem.
3. Critical analysis of any theme of the course content in about eight to ten pages .

## SUGGESTED READINGS:

1. Aggarwal, J.C.(2012) *Educational & Vocational Guidance and Counseling*, Jalandhar: Doaba House
2. Asch, M. (2000). *Principles of Guidance and Counseling*. New Delhi: Sarup and Sons.
3. Bhatia, K.K. (2002). *Principles of Guidance & Counseling*. Ludhiana: Kalyani Publishers.
4. Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson
5. Education.
6. Jonse, R.N. (2000). *Introduction to Counseling Skills: Text and Activities*. New Delhi, Sage Publications.
7. Pandey, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: Vishwa Vidyalaya Prakashan.
8. Rathus, S. A. & Nevied, J. S. (1980). *Adjustment and Growth: The Challenges of Life*. New York: Rinehart and
9. Winston.
10. Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper & Row.
11. Safaya, B.N. (2002). *Guidance & Counseling*. Chandigarh: Abhishek Publications.
12. Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R Lall Book Depot.
13. Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
14. Sidhu, H.S. (2005). *Guidance and Counseling*. Patiala: Twenty First Century.

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

**VII Semester**

S.No.	Course Code	Course Title	L	T	P	C
<b>7th semester</b>						
1	SEED463	Research Project I (Case study )	0	0	4	2
2	SEED465	School Internship	0	0	0	18
<b>TOTAL</b>			<b>0</b>	<b>0</b>	<b>4</b>	<b>20</b>

SEED463	REASERCH PROJECT I (CASE STUDY)	L	T	P	C
		0	0	4	2

**Course Objective:**

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

**Project Work:**

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

S.No.	Basis	Criteria
1	Introduction of the concept undertaken for research	<ul style="list-style-type: none"> <li>• Theoretical and research status</li> <li>• Methodology</li> </ul>

2	Data collection	<ul style="list-style-type: none"> <li>• Authenticity</li> <li>• Richness and detail in records</li> </ul>
3	Analysis and Interpretation	<ul style="list-style-type: none"> <li>• Framework used</li> <li>• Link with theory</li> <li>• Presentation</li> <li>• Comprehensiveness</li> <li>• Use of Examples from raw-data</li> </ul>
4	Implications	<ul style="list-style-type: none"> <li>• Inferences</li> <li>• How do the research findings inform practice?</li> </ul>

<b>SEED 465</b>	<b>SCHOOL INTERNSHIP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

### **Course Objectives:**

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

### **Tasks:-**

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

### **Reflection on Classroom Observations**

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

### **Rapport Building with Teachers**

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

### **Classroom Observation**

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

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

### **Developing Units Plans**

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

### **Time Frame**

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

### **Supervisory Support**

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

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

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

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

### **Assessment**

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

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

<b>VIII semester</b>						
1	SEED464	Gender Perspectives in Education	4	0	0	4
2	SEED460	Education of Children with Special Needs	4	0	0	4
3	SEED462	Value and Peace Education	4	0	0	4
4	SEED470	Research Project II (Educational issue )	1	0	2	2
5	SEED 466	Political Science	4	0	0	4
6	SEED468	Resource Centre Development	0	0	4	2
7	SEED 472	Yoga Education	2	0	0	2
<b>8</b>	<b>VAC</b>	<b>VAC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		<b>TOTAL</b>	<b>19</b>	<b>0</b>	<b>6</b>	<b>22</b>



<b>SEED 464</b>	<b>GENDER PERSPECTIVES IN EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives:

- To sensitize the future teachers towards basic understanding of various key concepts of gender studies.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.
- To help them understand the contribution of women in social, economic & political development of the society.
- To apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

**Unit I: Gender Issues:** Gender, sex, sexuality, patriarchy, masculinity and feminism – in cross cultural perspectives; gender bias, gender stereotyping and empowerment; equity and equality in relation with caste, class, religion, ethnicity, disability and region.

**Unit II: Social Construction of Gender:** Socialization, family and gender identity, Transgender concept and role of the teacher in removing gender bias, Education for Human Rights and Legal Education, Vishaka guidelines for sexual harassment

**Unit III: Gender in Equality in Schooling:** Organization of schooling, gender bias in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom, interaction and peer culture).

**Unit IV: Gender and Schooling:** Case studies of interventions in school education; reflections from the field and strategies for change. Theories on Gender and Education: In Indian Context; Socialization theory; Gender difference theory; Structural theory; Deconstructive theory, Socio-cultural theory.

### SUGGESTED READINGS:

1. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
2. Development: Theory, Research and Applications in India. Sage: New Delhi.
3. Geetha, V . (2007). Gender. Stree: Calcutta.
4. Ghai, A. (2005). Inclusive education: A myth or reality
5. Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.
6. Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171

SEED 460	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	L	T	P	C
		4	0	0	4

**Course Objective:**

- To acquaint the student teachers with the concept of exceptionality and exceptional children.
- To understand the meaning of Special Education
- To equip the students with latest trends in the education of exceptional children.
- To develop an awareness and skill in identifying the exceptional children.
- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools

**Unit I: Nature and Needs of the Disabled:** Nature, extent and prevalence of disability among children in Indian context.

**Unit II: Impact of Disability on Growth and Development:** Physical, intellectual and social dimensions; assessment of disability and implications for designing educational programmes

**Unit III: Changing Trends in Special Education:** Reorganization of learning situations, curriculum, and family and community involvement; sensitization of teachers to the problems and needs of children with disability

**Unit IV: Simple Equipment to be Used at the Elementary Level:** Braille slates; arithmetic slates; simple embossed maps; hearing aids; simple pure-tone audiometer; speech training equipment; wheel chairs, crutches; surgical shoes.

**Practical Work: (Any one)**

- Draft a counseling program for special need child in secondary school.
- Prepare a research proposal related to problems of differently abled learners’.
- Preparing a case-study of an abnormal/deviant child/Delinquent child.

**Reference Books:**

1. Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
2. Mangal, S.K. (2007). *Education of Exceptional Children*. New Delhi: Printice Hall of India.
3. Panda, K.C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
4. Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani

Publishers.

5. Samuel, A. Kirk. (1997). *Educating Exceptional Children*. 8th Edition, New York: Houghton.
6. Sharma, R.A. (2006). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
7. Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21st Century Publication.
8. Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha*. Patiala: 21st Century Publication.

SEED 462	VALUE AND PEACE EDUCATION	L	T	P	C
		4	0	0	4

### Course Objectives:

- To enable student teachers to understand meaning, nature & importance of value education.
- To enable them to understand the moral development; approaches and stages.
- To orient the student teachers with various strategies of value orientation.
- To enable them to understand the process of moral personality development vis-à-vis as a means of their cognitive and social development
- To orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.
- To understand the concept of peace as an umbrella concept of all positive values.
- To understand the importance of peace education in personality development.
- To imbibe the knowledge, attitudes and skills of culture of peace needed to achieve and sustain a global culture of peace and values.
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life and learn to deal with them through unilateral ethics.
- To encourage inquiry into the complex role that institutionalized education plays in the Context of different types of conflicts and to learn to play the role of peace-maker in conflict situations.
- To analyse the need for Peace Education to foster National and International understanding.

**Unit I Value Education and Moral Development:** Concept of value education, its need and importance; psychological & sociological bases of values as viewed by various philosophies with special emphasis on Indian philosophy; moral development of the child - concept and approaches (psycho-analytical approach, learning theory approach and cognitive development approach).

**Unit II Stages and Strategies of Value Development:** Stages in value development as a dimension of an effective domain; strategies of value-orientation: experimental approach, value clarification technique, critical enquiry approach, total atmospheric approach, value sheet method, role playing technique, case-method, attitude development technique and integrated curriculum approach.

**Unit III Integrating Peace Education in the Present Curriculum:** integrating peace education in curriculum: subject context, subject perspectives, teaching methods, co- curricular activities, staff development, class- room management, school management; practical steps to build culture of peace in schools: simulations classroom discussions, book clubs, experience-sharing sessions ;developing attitude of culture of peace and peace-making: mutual respect; tolerance, patience, seeking spirit and realistic, objective thinking through accountability, educating for a culture of peace: learning mutual respect, duty consciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.

**Unit IV Violence, Conflict, Global Issues and Peace:** Peace, Violence and conflict, media. A normal part of life; Management and Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life; Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Co-existence. Human Rights as a Duty: Learning to give human rights to others, Delors Commission report- Learning the treasure within

**Practical Work:**

- Application of one strategy of value inculcation with school children and its report.
- Hold a peacemaking workshop in the school to understand the use of conflict management techniques.
- Develop a personality development program that incorporates the culture of peace and peace-making techniques

**SUGGESTED READINGS:**

1. Adans, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
2. Aggarwal, J.C. (2005) Education for values, environment and human rights.
3. Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionoetic Analysis*. Delhi: Gian Pub.
4. Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
5. Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated Pub.
6. Kulshrestha, S.P. (1979). *Emerging Value-pattern of Teachers and New Trends of Education in India*. New Delhi: Light & Life Publishers.
7. Reddy, V. Narayan Karan (1979). *Men Education and Values*. New Delhi: B.R. Pub. C

<b>SEED 470</b>	<b>RESEARCH PROJECT II (EDUCATIONAL ISSUE )</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

**Course Objective:**

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

**Project:**

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

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

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

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

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

SEED 466	POLITICAL SCIENCE	L	T	P	C
		4	0	0	4

### Course Objectives:

- To enable the students to develop an understanding of aims and objectives of Political Science.
- To provide knowledge of different methods of teaching Political Science.
- To help the student teachers to understand the role of current events in teaching of Political Science.
- To emphasize the role of Political Science in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.

**Unit I Basis of Political Science:** Meaning, nature, scope and importance of political science as a subject ; aims and objectives of teaching of political science at secondary level; relation of political science with history, geography, economics, public administration, sociology, psychology and law; recent trends in political science.

**Unit II Indian Constitution:** Indian constitution: Preamble, Sources and features, fundamental rights, fundamental duties and universal declaration of human rights; political participation, Organs of Government (Executive, legislature and judiciary), political socialization; election commission and electoral reforms.

**Unit III International Relation:** - Definition, nature and scope of international relations, structure of the Morgenthau's realist approach, Idealist approach ,national Power – definition and Elements , diplomacy; meaning and types.

**Unit IV Cold War and U.N.O:** Meaning, causes and impact of cold war, step that led to the formation of UNO, Organs and Agencies

### SUGGESTED READINGS:

1. Blackburn,R. After the Fall, Collapse of Communism and the Future of Socialism, Verso: London, 1991.

2. Ghai, U.R (2014). *International Politics (Theory & Practice)*; New Academic Publishing, New Delhi.
3. Myneni, S.R (2015). *Political Science For Law Students*; Allahabad Law Agency, Faridabad
4. Kant, N (2016). *Political Science For Pre Law Students*; Central Law Agency.

<b>SEED 468</b>	<b>RESOURCE CENTER DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

- The objective of the paper is for students to culminate the process of school internship into a center for resources. It is envisioned that the subsequent batches of students would build the resources further. This would initiate the process of innovation in the internship schools, thus creating possible changes in teaching –learning practices. The resources center should be located in separate from easily accessible to regular teachers and interns. The room should have adequate facility for storage and work-space.
- All interns’ students, in a given school, would collate resources they have used during their teaching. Such resources would include the description of activities designed, material required, teaching aids, supplementary learning material, and a record of reflective insight into the transaction process.
- Interns will be required to collate teaching-learning material that they have used, including books, children’s literature, problem-solving tasks and games. In addition, students need to spend time on identifying children’s literature and other educational material that could serve well for elementary school teacher.
- The resource center needs to be set-up under the facilitation and guidance of faculty supervisors. Each student- intern’s contribution will be assessed individually and in groups, using the following basis and criteria:

<b>S.No</b>	<b>Basis</b>	<b>Criteria</b>
<b>1</b>	Activities	<ul style="list-style-type: none"> <li>• Choice of Activity,</li> <li>• Design of Activity</li> <li>• Use of Activity,</li> <li>• Presentation and Records.</li> </ul>
<b>2</b>	Materials	<ul style="list-style-type: none"> <li>• Link with activities,</li> <li>• Choice of materials</li> <li>• Feasibility in terms of cost and use</li> </ul>
<b>3</b>	Children's Literature	<ul style="list-style-type: none"> <li>• Choice in terms of age,</li> <li>• Rationale and relevance use of Books</li> <li>• Link with activities</li> </ul>
<b>4</b>	Children's games and Problem- solving tasks organisation	<ul style="list-style-type: none"> <li>• Choice in terms of age and relevance</li> <li>• Link with activities and pedagogy</li> <li>• Categorization and a system of access and retrieval</li> <li>• Space organisation</li> <li>• Local teacher's involvement</li> <li>• Individual initiative and involvement</li> </ul>
<b>5</b>	Reports	<ul style="list-style-type: none"> <li>• Visits to existing Resource centers</li> <li>• Plan of Process to be undertaken for future development.</li> </ul>

<b>SEED 472</b>	<b>YOGA EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Course Objectives:**

- To enable the pupil teachers to know the historical and philosophical background of yoga.
- To enable them to learn about the deferent types of yoga and understand their educational implications.
- To give them an insight into the practical aspect of yoga in contemporary times.
- To enable them to understand to concept of holistic health and contribution of yoga in promoting holistic health.
- To enable them to apply yogic knowledge in educational and stress related situations.



- To acquaint them with major yogic practices.

**Unit I: Historical and Philosophical Background of Yoga:** Meaning, definitions & types of yoga : Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakti Yoga, Karam Yoga – their main features, nature and educational implications; Major Yogic texts :[ i] Patanjli’s Yoga Sutra

: Nature of Chitta – Vrittis, concept of Ishwar, concept and causes of Kleshas, concept of Vidya and Moksha, Nature of a true Yogi [ii] Hatha Yoga Pradipika : Asanas, Kshatriyas and Pranayama’s – types and benefits.

**Unit II: Modern Age Yoga:** Traditional vs. Modern practices of yoga, dhyana, pranayama, Yoga Sana, breathing exercises, health and yoga: yogic concept of holistic health, yogic vs. non-yogic diet (elements and effects on health); meditation – meaning, types and effects; an ideal yogic module for children, adolescents and youth, stress and yoga: stress – definition, causes, symptoms, complications in life; yogic management of stress related disorders – anxiety, depression and suicidal tendencies.

**Practical Work:** (i) Practice of followings:

Yogic activities contents: Yogic Exercises; Surya Namasakar and Pawan mukat series. Shatkriyas Jal Neti – Vaman Dhauti, Kapalbhathi and Trataka. Asanas

**A. Standing pose** (a) Tadasana, (b) Hastpadasana, (c) Konasana, (d) Natraj asana.

**B. Sitting pose** (a)Vajrasana (b)Vakrasana (c) Paschimottan asana (d) Gomukhasana

**C. Lying pose (spine facing ground)** (a)Sarvangasana (b)Ardhmatsyasana (c) Halasana (d) Uttanpadasana.

**D. Lying pose (stomach facing ground)** (a)Bhujangasana, (b)Shalabhasana (c) Dhanurasana (d) Makarasana Pranayama : Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari. Meditation Meditation : Yoga Nidra, Vipasana T.M.

(ii) Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.

#### **SUGGESTED READINGS:**

1. Bijlani, Ramesh. (2010). Back to Health through Yoga. New Delhi.
2. Bijaylaxmi. (2008). Yoga for School Children. New Delhi, Rupa & Co.
3. Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
4. Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins.
5. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
6. Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
7. Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.

8. Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
9. Singleton, Mark. (2010). Yoga Body – The Origins of Modern Posture Practice. Oxford, Oxford University Press.
10. Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Soci

<b>VAC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Annexure

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

<b>School of Education, B.El.Ed. (Scheme of Studies) Batch 2018-22</b>						
<b>Semester I (ODD)</b>						
S.No.	Course Code	Course Title	L	T	P	C
1	SEED101	Child Development I	2	0	0	2
2	SEED103	Contemporary India	4	0	0	4
3	SEED105	Nature of Language	4	0	0	4
4	SEED107	Core Mathematics	4	0	0	4
5	SEED109	Core Natural Sciences	4	0	0	4
6	SEED111	Core Social Sciences	4	0	0	4
7	SEED113	Theatre in Education I	0	0	2	1
8	SEED115	Crafts and Participatory Work I	0	0	2	1
9	SEED117	School Contact I	0	0	2	1
		<b>TOTAL</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>25</b>
<b>Semester II (EVEN)</b>						
1	SEED102	Child Development II	2	0	0	2
2	SEED104	English	4	0	0	4
3	SECH125	Environmental Studies	3	0	0	3
4	SEED456	Hindi Foundation	4	0	0	4
5	SEEL101	Communication Skills	4	0	0	4
6	SEEL171	Communication Skills Lab	0	0	2	1
7	SEED108	Theatre in Education II	0	0	2	1
8	SEED110	Crafts and Participatory Work II	0	0	2	1
9	SEED112	School Contact II	0	0	4	2
		<b>TOTAL</b>	<b>17</b>	<b>0</b>	<b>10</b>	<b>22</b>
<b>Semester III (ODD)</b>						
1	SEED219	Cognition and Learning I	4	0	0	4
2	SEED221	Understanding Indian School System	4	0	0	4
3	SEED223	Language Acquisition	4	0	0	4
4	SEED225	Observing Children	0	0	4	2
5	SEED227	Basic Sciences	4	0	0	4
6	SEED229	Self-Development Workshop I	0	0	2	1

7	SEED231	Physical Education	0	0	2	1
8	SEED233	Service Learning I	0	0	4	2
		<b>TOTAL</b>	<b>16</b>	<b>0</b>	<b>12</b>	<b>22</b>
<b>Semester IV (EVEN)</b>						
1	SEED214	Cognition and Learning II	3	0	0	3
2	SEED216	Language Across Curriculum	4	0	0	4
3	SEED218	Curriculum Studies	4	0	0	4
4	SEED220	School Planning and Management	4	0	0	4
5	SEED458	Economics	4	0	0	4
6	SEED224	Self-Development Workshop II	0	0	2	1
7	SEED226	Academic Enrichment Activities	0	0	2	1
8	SEED228	Service Learning II	0	0	4	2
		<b>TOTAL</b>	<b>19</b>	<b>0</b>	<b>8</b>	<b>23</b>
<b>Semester V(Odd)</b>						
1	SEED335	<b>Pedagogy of School Subject I</b> Pedagogy of Language	4	0	0	4
	SEED461	Pedagogy of Mathematics				
2	SEED337	ICT and Elementary Education	4	0	0	4
3	SEED339	ICT and Elementary Education Lab	0	0	2	1
4	SEED341	Human Relation and Communication	3	0	0	3
5	SEED343	Geography	4	0	0	4
6	SEED345	Emerging Issues in Education	4	0	0	4
7	SEED347	Total Quality Management in Education	3	0	0	3
8	SEED349	Developing Instructional Aids I	0	0	4	2
		<b>TOTAL</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>25</b>
<b>Semester VI (Even)</b>						
1	SEED330	<b>Pedagogy of School Subject II</b> <i>Pedagogy of Social Sciences</i>	4	0	0	4
	SEED454	<i>Pedagogy of Natural Science</i>				
2	SEED332	Theory & Practice in Education	4	0	0	4
3	SEED334	Innovative Practices in Teacher Education	3	0	0	3
4	SEED336	Inclusive Education	4	0	0	4
5	SEMA338	Mathematics	4	0	0	4
6	SEED340	Developing Instructional Aids II	0	0	4	2
7	SEED342	Guidance and Career Planning	2	0	2	3
		<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>6</b>	<b>24</b>
<b>Semester VII (Odd)</b>						
1	SEED 463	Research Project I ( Case study )	0	0	4	2

2	SEED465	School Internship	0	0	0	18
		<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>20</b>
<b>Semester VIII (Even)</b>						
1	SEED464	Gender Perspectives in Education	4	0	0	4
2	SEED460	Education of Children with Special Needs	4	0	0	4
3	SEED462	Value and Peace Education	4	0	0	4
4	SEED470	Research Project II (Educational issue )	1	0	2	2
5	SEED 466	Political Science	4	0	0	4
6	SEED468	Resource Centre Development	0	0	4	2
7	SEED 472	Yoga Education	0	0	4	2
<b>8</b>	<b>VAC</b>	<b>VAC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		<b>TOTAL</b>	<b>19</b>	<b>0</b>	<b>6</b>	<b>22</b>

**Total Credits =183**

**Pedagogy Subject I &2**

- 1.Pedagogy of Language/ Pedagogy of Mathematics
- 2 Pedagogy of Social Sciences/ Pedagogy of Natural Sciences