

School of Education



Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Education

Ordinances, Regulations & Syllabus

For

Bachelor of Education (B.Ed.) Two Year Programme

Annual Pattern

(w.e.f. session 2021-22)

Revised and Approved in the year 2021

(Board of Studies; 28.06.2021)

Programme Educational Objectives (PEOs)

PEO 1 To enable the prospective teachers to understand the nature purpose and Philosophy of School Education.

PEO 2 To acquire knowledge and develop an understanding of various aspects of school management.

PEO 3 To change the behavior, attitude and values through which learners can make responsible and accountable agents of society

PEO 4 To provide a rich programme of curricular and extra- curricular activities for overall development of learner's personalities.

PEO 5 To prepare prospective teachers to understand psychological and sociological aspects of child's development.

PEO 6 To enable the learners to gain in-depth conceptual knowledge in the area of education at primary and secondary levels

PEO 7 To prepare up-coming teachers to understand child's behavior under different condition.

PEO 8 To make familiar student- teachers to various teaching methodologies prevailing across the world.

PEO 9 To sensitize student- teachers about various social and educational issues.

PEO 10 To enable them to be more creative in their outlook as teachers and to be positive in their attitude and approach.

PEO 11 To develop competencies and skills required for becoming a reflective and humane teacher.

PEO 12 To sensitize them towards the promotion of social cohesion National integration and International understanding

PEO 13 To develop communication skills, train them to use modern information and communication technology for school purposes

PEO 14 To train them in conducting action research in educational situation and to improve the pedagogical practices in their subjects.

Programme Specific Objectives (PSO's)

PSO 1 Problem Solving Skills – Learners will be able to develop reflective and analytical skills and understanding of critical issues of education.

PSO 2 Professional Skills – Learners will be able to build skills and abilities of communication, reflection, art, aesthetics, and self-expression.

PSO 3 Successful Career – Learners will exhibit contemporary knowledge in education and will be competent to work in private and government institutions.

PSO 4 The Teacher and Society– Learners will be able to develop understanding about child's pedagogy, school management and community involvement.

Programme Outcome Objectives (POO's)

POO 1 Teaching knowledge: To be able to use learner centered teaching methods and to assess children's learning ability using different pathways.

POO 2 Problem analysis: To enable the prospective teachers to deal with both the personal and academic problems of students.

POO 3 Design/ development of solutions: To be able to find and develop the solution of problems of learners related to teaching field.

POO 4 Conduct investigations of complex problems: Being able to understand and investigate complex problems and find out their solutions.

POO 5 Modern tool usage: To be able to adopt modern techniques for teaching skill development.

POO 6 The teacher and society: To be able to engage with self, child, community and school to establish close connections between different curricular areas.

POO 7 Environment and sustainability: To develop the knowledge, skills, values, attitudes and behavior among students to understand and care for their environment.

POO 8 Ethics: To be able to develop possible ethical boundaries and values perceived by learners in teaching institutions.

POO 9 Individual and team work: Student-teacher will be able to share insights, work together productively and efficiently to reach their goal and attain a positive outcome.

POO 10 Communication: To be able to develop a strong sense of wellbeing and effective communicators and to communicate effectively, verbally as well as in writing.

POO 11 Project management and finance: Being able to develop projects related to curriculum and study the financial needs and find the ways to meet them.

POO 12 Life-long learning: Being able to demonstrate reading, writing, listening and speaking skills and also develop an ability to reflect on their own understanding.

Course Structure

The present B.Ed. syllabus for two-year programme has been designed on the current guidelines of NCTE & UGC with the view to make the student-teachers reflective practitioners. The programme is comprised of three broad inter-related curricular areas: -

- (A) : Perspectives in Education: Core Courses (CC)
- (B) : Curriculum and Pedagogic Studies: Pedagogy Courses (PC)
- (C) : Engagement with the Field/Practicum (EF)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio-cultural environments.

Group (A): Perspectives in Education- Core Courses (CC)

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

CC 1: Contemporary India and Education

This course deals with conceptual understanding about issues of diversity, inequality and marginalization in Indian society, the implications for education with analysis of significant policy debates in Indian education.

CC 2: Philosophical & Sociological Perspectives of Education

This course deals with philosophical and sociological issues and provides an opportunity to understand and reflect on the vision of education as well as cultural context within which education operates.

CC 3: Growing up as a Learner

This course deals with individual development, nature and process of learning and an understanding of how learning and cognition are closely inter-related throughout individual development process.

CC 4: Teacher, Teaching and Technology

This course deals with rules and expectations of teachers in the form of accountability and code of ethics and the nature and various aspects of the teaching process in view of the professional development of the teacher.

CC 5: Creating an Inclusive School

This course deals with understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school and identify & utilize existing resources for promoting inclusive practices.

CC 6: Gender, School and Society

This course deals with meaning and experience of being a boy or a girl across different social groups, regions and time-periods. It also deals with gender inequalities through a variety of institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

CC 7: Knowledge, Language and Curriculum

This course deals with meaning, nature and sources of knowledge, to develop the ability of reading, comprehension and writing skills & to understand concepts and principles of curriculum development.

Group (B): Curriculum and Pedagogic Studies- Pedagogy Courses (PC)

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations.

PC 1 & PC 2: Pedagogy of School Subjects - I & II – Optional Courses

These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two School Subjects on the bases of his/her Graduation Stream.

PC 3: Assessment for Learning

This course intends to lead to an understanding and appreciation of the relevance of assessment the how and why of it, as well as develop necessary competence in involving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

PC 4: Optional Courses – any one of the following

- I. Educational Administration and Management
- II. Guidance and Counseling
- III. Environmental Education
- IV. Computer Education
- V. Health, Physical Education and Yoga
- VI. Life Style Management
- VII. Peace Education
- VIII. Value Education
- IX. Adult and Population Education
- X. School Leadership

Group (C): Engagement with the Field/Practicum (EF)

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 1-7 and PC 3-4.

EF 2: Practicum

(A): Preparation to Function as a Teacher (Teaching Skills)

This is visualized as a shorter-duration initial experience (5 weeks) of student-teachers to train in lesson-planning based on constructivist approach, micro-teaching skills and playing the role of teacher in simulated condition as well as in real classroom situation. It will help him/her to prepare himself/herself as a teacher possessing teaching skills.

(B): School Internship

This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. During this period he/she will teach in the school, observe and participate in the day-to-day functioning of school, prepare a Journal containing day-to-day report about all activities including evaluation tools, and conduct an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

EF 3: Enhancing Professional Capacities: Optional Courses

A part from conceptual and practical learning gained through Core Courses (CC) and Pedagogy Courses (PC), student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in various essential dimensions. Each student-teacher will choose any three EPC activities in each year i.e. three in first year & three in second year.

EPC 1: Strengthening Language Proficiency

EPC 2: Art and Aesthetics

EPC 3: Reading and Reflecting on Texts

EPC 4: Understanding of ICT

EPC 5: Scouting and Guiding

EPC 6: Working with Community

EPC 7: Basics of Research

EPC 8: Drama and Art in Education

EPC 9: Entrepreneurship Development

Papers in the First Year

From Group (A):

Four compulsory papers as-

1. Contemporary India and Education
2. Philosophical & Sociological Perspectives of Education
3. Growing up as a Learner
4. Teacher Teaching Technology

From Group (B):

Two Papers as PC 1 & 2 (Pedagogy of School Subjects - I & II)

(PC 1 & PC 2) These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two School Subjects on the bases of his/her Graduation Stream.

From Group (C):

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2.

EF 2: Practicum (A): Preparation to Function as a Teacher (Teaching Skills)

EF 3: Enhancing Professional Capacities: Optional Courses

Each student-teacher will choose any three EPC activities in first year.

Papers in the Second Year

From Group (A):

Three compulsory papers as-

1. Creating an Inclusive School.
2. Gender, School and Society.
3. Knowledge, Language and Curriculum.

From Group (B):

Two Papers as PC-3 (Assessment for Learning) & PC-4 (Optional Courses)

From Group (C):

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4.

EF 2: Practicum (B): School Internship

EF 3: Enhancing Professional Capacities: Optional Courses

Each student-teacher will choose any three EPC activities in second year.

B.Ed. SYLLABUS FRAMEWORK
(Based on NCTE Regulations 2014)

B.Ed. FIRST YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
Perspectives of Education – Core Courses				
E 101	CC 1: Contemporary India and Education	4	96	80+20
E 102	CC 2: Philosophical and Sociological Perspectives of Education	4	96	80+20
E 103	CC 3: Growing up as a Learner	4	96	80+20
E 104	CC 4: Teacher, Teaching and Technology	4	96	80+20
Pedagogical Courses- Optional*				
E 201 to 210	PC 1& 2: Pedagogy of School Subjects (Any two from the Table No. 1)	8 (4+4)	192(96+96)	80+20 80+20
Engagement with the Field/Practicum				
E 701	EF 2(A): Preparation to Function as a Teacher	4	8 weeks	80+20
E 702	Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2 2 EPC Activities of First Year*	2	4 weeks	80+20
TOTAL		30	576 Hours + 12 Weeks	800

B.Ed. Second Year

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
Perspectives of Education – Core Courses				
E 301	CC 5: Creating an Inclusive School	3	72	40+10
E 302	CC 6: Gender, School and Society	3	72	40+10
E 303	CC 7: Knowledge, Language and Curriculum	3	72	40+10
Pedagogical Courses				
E 401	PC 3 Assessment for Learning	4	96	80+20
E 501 to 506	PC 4 (Optional Courses)* (Any one from the Table No. 2)	3	72	40+10
Engagement with the Field/Practicum				
E 703	EF 2(B): School Internship*	8	16 weeks	160+40
E 704	Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4 2 EPC Activities of Second Year*	2	4 weeks	80+20
TOTAL		26	432 Hours + 20 weeks	600

Note: 1 Credit = 24 Hours (Theory), 1 Credit = 2 Weeks (Practical)

Table No. 1
PC 1 & 2: Pedagogical Courses- Optional

These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two school subjects on the bases of his/her Graduation Stream.

S. No.	Paper Code	Paper Name
1.	E 201	Pedagogy of Hindi
2.	E 202	Pedagogy of English
3.	E 203	Pedagogy of Sanskrit
4.	E 204	Pedagogy of Social Sciences
5.	E 205	Pedagogy of Mathematics
6.	E 206	Pedagogy of Physical Science
7.	E 207	Pedagogy of Biological Sciences
8.	E 208	Pedagogy of Computer Science
9.	E 209	Pedagogy of Home Science
10.	E 210	Pedagogy of Commerce

Table No. 2
PC-4: Optional Courses

Each student-teacher will choose one paper from the following list.

S. No.	Paper Code	Paper Name
1.	E 501	Educational Administration and Management
2.	E 502	Guidance and Counseling
3.	E 503	Environmental Education
4.	E 504	Computer Education
5.	E 505	Health, Physical Education & Yoga
6.	E 506	Life Style Management
7.	E 507	Peace Education
8.	E 508	Value Education
9.	E 509	Adult and Population Education
10.	E 510	School Leadership

Ordinance and Regulations

A. Duration Of Course

1. Bachelor of Education (B.Ed.) course shall be a two-year full time professional pre-service teacher education programme with two year divided in yearly course and the examination shall be held at the end of each year.
2. First year shall be from 25th August to 30th April and the stretch of the second year shall be from 25th July to 20th April. At the end of each year the candidates shall be required to present themselves for examination.
3. It shall be a full-time course including Theory, Practice in teaching, internship, field work, professional development and other prescribed activities.

B. Total Intake

Total intake of B.Ed. course in the School of Education, Shobhit University, Gangoh shall be 100 as per NCTE norms.

C. Eligibility Criteria

The eligibility requirement for the admission of the candidates to B.Ed. course shall be in accordance with the eligibility criteria determine by NCTE/ U.P. Govt. Order issued from time to time.

D. Procedure of Admission

1. Admission to B.Ed. course shall be made in accordance with N.C.T.E rules and notifications issued from time to time.
2. Reservation of seats shall be as per N.C.T.E notifications.

E. Academic Session

First year of Bachelor of Education (B.Ed.) programme shall be Eight months long 25th August to 30th April excluding year-end examination and ten days winter break. Second year of Bachelor of Education (B.Ed.) programme shall be eight and half month long (25th July to 30th April).

F. Classification of Successful Candidates

1. No candidate shall be declared to be passed B.Ed. examination unless he/she secures 40% marks in aggregate of all the theory courses and 50% marks in practically separately for each academic session.
2. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in theory and practical in both the years as under:

Division in theory & Practical separately	Percentage of marks
First division	60% or above
Second division	50% or above but below 60%
Third division in theory only	40% or above but below 50%

Note: The student will be awarded divisions separately in Theory & Practical Examination.

G. Examination: Rules And Regulations

1. Students who have completed their course for the Bachelor of Education (B.Ed.) First yearly but have failed to appear/ pass the yearly examination will be allowed to re-appear in the subsequent First yearly examination. Those who fail to appear/ pass in any paper in the second yearly may be permitted to appear at the next year' examination without further attendance at lectures if their applications for permission meet with the approval of the Head of the School of Education and the Dean, Faculty of Education.
2. Candidates allowed to appear at the Bachelor of Education (B.Ed.) yearly examination under this ordinance as exempted candidates shall be required to pay the examination fee as prescribed by the University.
3. There shall be a Yearly-End examination and each student has to appear in all papers/ including Theory, Practical's, and Practice in teaching, internship, field work, and professional development.
4. Those candidates who pass a yearly examination can appear for improvement in only one theory paper of a yearly at the next Back Paper/ Regular examination of that yearly and not thereafter. However, the improvement facility will not be given in all the papers prescribed in the course.
5. Students of following categories shall be 'Eligible for Back Paper (EBP)'. An EBP candidate shall be promoted to next yearly. The back paper facility in a yearly provides promotion to the next yearly and another opportunity to obtain a minimum of the pass marks assigned for an individual paper or in the aggregate.
6. The candidates who fail to secure an aggregate of 50% of the maximum marks for a yearly but have obtained 40% of the maximum marks assigned to each of their papers may appear in all the papers as exempted candidate or may appear in only one theory paper of his choice as EBP candidate to secure a minimum in the aggregate.
7. The candidates who secure an aggregate of 50% of the maximum marks for a yearly but fail to secure a minimum of 40% of the maximum marks in one out of four papers prescribed for the yearly papers or in case where there are more than four papers prescribed for the yearly, the candidates who have failed in two theory papers or have failed in one theory paper shall be declared 'EBP'. Such candidates will appear only in their unclear papers.
8. A candidate with two out of three or three out of four unclear papers in his/ her first yearly examination shall be declared 'Failed' but will be promoted to the second yearly but not beyond till he/ she becomes a candidate under 3 or 4 by appearing as an exempted candidate in the next Back paper/ Regular examination of that yearly and not thereafter. Such a promotion from third to fourth yearly shall also be
9. The back paper facility will not be given to a candidate if the number of his unclear papers in all of his previous yearly examinations exceeds three.

10. The examination for the degree of the bachelor of education shall include: Theory of Examination, practice in teaching examination and practical examination, internship and professional development activities.
11. The students shall be required to complete their practice- in- teaching work, the prescribed Practical work, internship, field work, and other activities as per regular schedule of the department and the institution.

If candidate after completing the required percentage of attendance fails to appear in theory or in practical or both, he /she will be considered as ex-student in both theory as well as practical without attending further regular classes in the first or second year respectively.

12. A candidate shall be required to offer the course as prescribed in the syllabus. The theory courses shall carry 100 or 50 maximum marks in both the years. The practical course (E 701) EF 2(A): Preparation to function as a Teacher & E 702 Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2 will be of 200 marks in the first year, out of these 40 marks will be evaluated internally by the subject supervisors respectively and the remaining 160 marks by the board of examiners. In the same way, the practical course (E 703) EF 2(B): School Internship & E 704 Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4 will be of 300 marks in the second year, out of those 60 marks will be evaluated internally by the subject supervisors respectively and the remaining 240 marks by the board of examiners.
13. For a pass, a candidate is required to be obtain at least 40% marks in each paper with a minimum of 40% marks in external and internal assessment separately and 40% in the total aggregate in theory, 50% marks in external and internal assessment in practical separately and 50% in the total aggregate in practical in each year.
14. A candidate who has passed the B.Ed. first year examination may reappear in maximum two theory paper(s) of first year along with the second year examination in the immediately following year and in that case better performance in each such paper will be counted for working out the result.
15. A candidate who has passed the B.Ed. second year examination may reappear in maximum two theory paper of second year in the immediately following year and in that case better performance in each such paper will be counted for working out the result.
16. Candidates are given only one chance to reappear at the same examination for the purpose of improvement of performance in the immediately following year.

Year	Marks
First Year	800 (600 Theory + 200 Practical)
Second Year	600 (300 Theory + 300 Practical)
Total	1400

17. If a candidate fails in one or two paper of the first year examination, he/she may appear at the second year B.Ed. examination along with the one or two the failing paper(s) of the first year examination simultaneously. In case, he/she does not pass the failing paper(s) of the first year examination even at this chance, he/she will be required to reappear at the first year examination in full.

18. In the same way, if a candidate fails in one or two paper(s) of second year examination, he/she will have to appear in one/two paper(s) of the second year in the immediately following year .in case, he/she will be required to appear at the second year examination in full.
19. Each theory paper shall carry 100/50 marks which are allocated in the proportion of 80: 20 for year-end theory examination.
20. The division of marks in two year of Bachelor of Education (B.Ed.) programme shall be as follows:
 - Theory Papers 900 marks
 - Practice in Teaching Examination with 500 marks.
21. The medium of the written exam shall be Hindi or English only.

H. Awards of Degree

The degree, Bachelor of Education (B.Ed.) shall be awarded by Shobhit University, Gangoh to candidates who have pursued a regular course of study in the university and have fulfilled all the conditions and have passed the prescribed examinations.

I. Evaluation Scheme

The performance of the candidates appearing in B.Ed. examination will be evaluated as follows:

1. The evaluation of B.Ed. pupil teacher will be done in 1400 marks the division will be awarded separately in theory out of 900 marks and in practical out of 500 marks.
2. The theory part in all the papers **Perspectives in Education: Core Courses (CC) & Curriculum and Pedagogic Studies: Pedagogy Courses (PC)** will be evaluated through a system of external examination (80%) and internal Assessment (20%). The internal assessment will be based on Sessional Examinations (10%), Assignments (5%) & Attendance (5%) for each paper. The External Examination will be through the routine annual university examination, based on 03 essay type questions (48 marks), 04 short questions (16 marks) and 08 very short answer type questions (16 marks).
3. During the first-year evaluation procedure for the practical as follows:
 - (a) Evaluation procedure for paper **(E 701)-EF 2: Practicum (A): Preparation to Function as a Teacher**, a board of two examiners comprising one as Internal Examiner of concerned department & second one as External Examiner from any other University. Examiners will assess student separately and average of total sum of marks will be his\her final score in teaching skill out of 80 external marks and internal marks 20 marks will be given by two subject supervisors.
 - (b) For evaluation procedure paper **(E 702)-Viva- Voce Examination** of 80 marks will be conducted by the board of examiners & internal 20 marks given by respective supervisors.
4. During the second year, evaluation procedure for the practical will be as follows:
 - (a) Evaluation procedure for paper **(E 703)- EF 2(B): School Internship**, a board of two examiners comprising one as Internal Examiner of concerned department & second one as External Examiner from any other University, will assess the journal ,the portfolio and the final presentation of teaching of students through PPT or OHP separately and average of total sum of marks will be her final score in teaching competence out of 160 external marks and internal 40 marks will be given by the subject supervisors .it will be divide as follows:
 - i. The Journal of 50 marks (10+40).
 - ii. The Portfolio of 50 marks (10+40).
 - iii. Final presentation through PPT/OHP of each school subject 100 marks (20+80).
 - (b) Evaluation procedure for paper **(E 704)-Viva- Voce Examination** of 80 marks will be conduct by the board of examiners and internal 20 marks will be given by the respective supervisors.

5. Continuous and Comprehensive Evaluation (C.C.E)

(a) In each paper the continuous internal assessment system would have a weightage of 20% marks, while the yearly end examination shall have a weightage of 80% marks.

(b) The weightage of components in continuous internal assessment system will be as under:

- Sessional Examination	10 %
- Assignment and Presentation	05 %
- Attendance	05 %

(c) It shall be the duty of the teacher/teachers to conduct Continuous and comprehensive Evaluation. In case more than one teacher is sharing the teaching work in a paper, each teacher shall evaluate independently but total weightage should be 20 %.

J. Attendance

The B.Ed. program shall be of duration of two academic years, which can be completed in a maximum of three year. The minimum attendance of student teacher shall have to be 75% for all course work and 90% for Practicum/School Internship.

B.Ed. I Year Syllabus

Core Course (CC-1)

CONTEMPORARY INDIA & EDUCATION (E-101)

CO: COURSE OUTCOMES

CO-1 Understand that development of education is influenced by socio-political forces of the time.

CO-2 Acquire the knowledge of features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.

CO-3 Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India.

CO-4 Appreciate the developments of Indian Education in the Post Independent Period

Course Contents

Unit - I: Education in India

- ❖ Vedic Period, Buddhist Period and Medieval Period

Unit - II: Policy Framework of Education in Pre-Independent Period

- ❖ Macaulay's, Minutes (1835), Wood Dispatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), **Basic Education (1937)**, **Sargent Report (1944)**

Unit - III: Policy Framework of Education in Post-Independent Period

- ❖ University Education Commission (1948-49)
- ❖ Secondary Education Commission (1952-53)
- ❖ Indian Education Commission (1964-66) in the context of Industrialization
- ❖ National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy
- ❖ National Curriculum Framework (2005)
- ❖ **National Knowledge Commission (2007)**

Unit - IV: Elementary Education

- ❖ Universalization (Provision, Enrolment, Retention, Success), Wastage and Stagnation, Education for all (Sarva Shiksha Abhiyan), Minimum Level of Learning (MLL), **Review of Mid-Day Meal Programme**, Kasturba Balika Yojna, RTE (2009)

Unit - V: Secondary Education

- ❖ Expansion, differentiation of curricula between boys and girls, discrimination of curricula, Vocationalization of education

Unit - VI: Current Issues

- ❖ University autonomy, privatization of education, commercialization of education
- ❖ Education of marginalized groups-women, scheduled caste, **tribes, minorities**
- ❖ Medium of schooling- Three Language Formula
- ❖ Population Education.

Suggested Readings:

- Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
- Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems. New Delhi: Kanishka Publishers and Distributors.
- Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers, New Delhi
- Ghosh, S. C. (2007) The History of Education in Modern India: 1757-2007. Orient Black Swan Private Limited, New Delhi
- Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala. 51
- Kumar, Rajiv and Kumar, Narendra (2013) Higher Education in India. New Delhi: Atlantic Publishers

Core Course (CC-2)

PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION (E-102)

CO: COURSE OUTCOMES

CO1- Answer three basic questions-what ? why & How of the Education.

CO2- Develop an understanding of contribution of Indian & Western philosopher.

CO3- Build their own view about different Indian Religion and respect them.

CO4- Describe the role of Education in desirable social change and socio-economic development.

CO5- Transform one-self and society to empower people to assure responsibilities for creating sustainable future.

Course Contents

Unit - I: Education and Knowledge

- ❖ Education – meaning, nature and modes-Formal, Informal and Non-formal
- ❖ Purposes of education-individual development or **social transformation**
- ❖ Knowledge-meaning and ways of knowing
- ❖ Forms of knowledge-local & universal, concrete & abstract, theoretical & practical, contextual & textual, school & out-of-school

Unit - II: Education and Philosophy

- ❖ Philosophy of Education-meaning and significance in the context of aims of education, curriculum, **methods of teaching and discipline**
- ❖ Major schools of thoughts and their impact on education.
 - (i) Idealism, Naturalism, Realism, Pragmatism and Humanism.
 - (ii) Sankhya, Yog and Advaita philosophy

Unit - III: Education and Society

- ❖ Educational sociology – meaning, nature and socialization of the child
- ❖ Education as a means of social change and social welfare
- ❖ Education as a means of human resource development and **economical development.**
- ❖ Meaning of a new social order and modernization of education

Unit - IV: Educational Thoughts: Indian & Western Thinkers

- ❖ MK Gandhi, Tagore, Aurobindo, Vivekanand, J.Krishnamurthy & Giju Bhai
- ❖ Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel & Montessori

Unit - V: Education and Values

- ❖ Values – meaning, nature & types.
- ❖ Source of values – The Constitution of India, democracy, secularism, fundamental rights & duties, directive principles, constitutional provisions for education.
- ❖ Education for peace – issues of national and international conflicts, social injustice, communal conflicts harmony, individual alienation, **role of individuals in making peace away of life**

Unit - VI: Education for National Integration

- ❖ National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration
- ❖ Role of celebration of Indian festivals

Suggested Readings:

- Giddens, Anthony (1990). Sociology. Cambridge, UK: Polity Press.
- Gupta, Dipankar (1989). Social stratification. New Delhi, India: Oxford University Press.
- Horton, P.B. & Hunt, C.B. (1987). Sociology. Singapore: McGraw-Hill.
- Haralamboss, Michael (1989). Sociology, Themes and Perspectives. New Delhi, India: Oxford University Press.
- Kolenda, Pauline (1997). Caste in Contemporary India, Beyond Organic Solidarity. Jaipur, India: Rawat Publications.
- Kamat, A.R. (1985). Education and Social Change in India. Bombay, India: Somaiya Publication.

Core Course (CC-3)

GROWING UP AS A LEARNER (E-103)

CO: COURSE OUTCOMES

- CO1-** Acquire the basic principles of psychology of learners.
- CO2-** Understands learner characteristics and implications for teaching-learning.
- CO3-** Understand learner's mental health problems & choose appropriate strategies to cope with such problems.
- CO4-** Apply various psychological principles and approaches to learning.
- CO5-** Appreciate the role of psychology in the teaching-learning process.

Course Contents

Unit - I: Psychology and learner

- ❖ Psychology – its meaning, nature and scope
- ❖ Educational psychology – meaning, scope and its relevance for teachers, teaching and learning.
- ❖ Individual differences – concept & types-mentally retarded, backward, delinquent, gifted, slow learner, **under-achievers, strategies to meet the differences**

Unit - II: Human Development

- ❖ Concept & stages of development – infancy, childhood, adolescence
- ❖ Types of development- physical, cognitive social, emotional, moral with reference to Piaget.

Unit - III: Learning

- ❖ Concept & theories of learning and its implications – Thorndike, Pavlov, Kohler, Skinner, Lewin

Unit - IV: Mental Health

- ❖ Concepts and factors affecting mental health, ways of improving mental health
- ❖ Adjustment and ways for reducing maladjustment, defence mechanism

Unit - V: Personality

- ❖ Concept, dimensions and theories of personality- psycho-analytic, trait, type
- ❖ Measurement of personality- projective techniques

Unit - VI: Intelligence and Creativity

- ❖ Intelligence-meaning, nature and measurement
- ❖ Types of intelligence with reference to multiple intelligence and emotional intelligence, social intelligence
- ❖ Creativity – meaning, nature and measurement, techniques for fostering creativity

Suggested Readings :

- Aries, P. (1965). Centuries of Childhood-A social history of the family life. RandomHouse Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood,
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Harris, M. and Butterworth, G. (2002) The two concepts of childhood ,Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications.

Core Course (CC-4)

TEACHER, TEACHING AND TECHNOLOGY (E-104)

CO: COURSE OUTCOMES

- CO1-** Acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology
- CO2-** Equip them with various technologies to apply for improving instructional practices
- CO3-** Develop teaching skill required for effective instructional and institutional management.
- CO4-** Manage teaching and learning effectively and efficiently.
- CO5-** Identify and implement instructional strategies in different situations.

Course Contents

Unit - I: Technology and Teaching

- ❖ Educational technology-meaning, concept and types-hardware, software, systems approach,

- ❖ Types of educational technology -teaching technology, instructional technology and behavioral technology, information communication technology
- ❖ Programmed instruction- concept, principles, assumptions and types – linear and branching
- ❖ Development and validation of programmed instruction

Unit - II: Task of Teaching

- ❖ Phases of teaching and its operations-pre-active, inter-active & post-active
- ❖ Levels of teaching-memory, understanding and reflective

Unit III: Teaching Aids and Teaching

- ❖ Teaching aids-meaning, need, types-projected, non-projected, electronic
- ❖ Multi-sensory teaching-meaning and importance
- ❖ Edgar Dale's Cone of experience
- ❖ Audio-visual equipment's-OHP Projector, audio-video recording instruments, radio, television, computer, LCD projector
- ❖ Use of teaching-learning technologies – Tele-conferencing (Face to Face Distance mode of Education), language laboratory, e-mail, internet, smart classes, CAI, open educational resources (OER)

Unit - IV: Management of Learning and Teaching

- ❖ Planning
- ❖ Organizing
- ❖ Leading
- ❖ Controlling

Unit - V: Strategies of Teaching

- ❖ Concept and classification, different teaching strategies - lecture, demonstration, heuristic, discovery, project, assignment, tutorial, group work, brain-storming, role playing, team teaching

Unit - VI: Modification of Teacher Behavior

- ❖ Modification of teacher behavior-simulation teaching, t-group training, interaction- analysis, action research, micro teaching with special reference to components of various teaching skills like -Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining, Black-Board Writing

Unit - VII: Professional Development of Teachers

- ❖ Teacher evaluation, teacher autonomy, teacher accountability, code of ethics for teachers
- ❖ Strategies for professional development of teachers

Suggested Readings:

- Aggarwal, J.C. (1995), Essentials of Educational Technology: Teaching Technology. New Delhi, Vikas Publishing House Pvt. Ltd.
- Mangal S.K. (1992), Fundamentals of Educational Technology. Ludhiana, M/S Prakash Brothers.
- Mangal S. K., Foundations of Educational Technology, Tandon Publications Ludhiana (2001).
- Nanda V. K., Modern Techniques of Teaching, Vol. I Educational Technology for Adults, Anmol, publications (1998)
- Sharma R. A, Technology of Teaching, Loyal Book Depot, Meerut International Publishing House Meerut, (1993)

Pedagogy Courses

हिन्दी शिक्षण (E-201)

CO: COURSE OUTCOMES

CO1- Understand about the nature and characteristics of a language and mother tongue and the use of language.

CO2- Practice the required skill and their- interlinks for mastering a language.

CO3- Understand the various approaches for planning for successful language teaching.

CO4- Understand the Approaches for teaching different aspects of language.

CO5- Understand the Aids and other similar available material that could be used for teaching language.

CO6- Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

Course Contents

यूनिट . 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा।

- ❖ भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।
- ❖ मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।
- ❖ मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण
- ❖ हिन्दी शिक्षण के सामान्य उद्देश्य।

यूनिट . 2 : हिन्दी का भाषा विज्ञान एवं उपयोगिता।

- ❖ हिन्दी ध्वनि विज्ञान, उसके विभिन्न अंग।
- ❖ हिन्दी रूप विज्ञान, वर्गीकरण एवं निर्माण प्रक्रिया।
- ❖ हिन्दी वाक्य विज्ञान, प्रकार एवं प्रभावी निर्माण प्रक्रिया।
- ❖ विराम चिह्न एवं उनका उचित प्रयोग।

यूनिट . 3 : भाषायी कौशल—शिक्षण, उद्देश्य एवं प्रक्रिया।

- ❖ श्रवण कौशल— अर्थ उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ वचन कौशल—अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ पठन कौशल— अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- ❖ लेखन कौशल— अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना कानिर्माण—
अ. प्रस्तावना कौशल ब. प्रश्न कौशल स. व्याख्या कौशल द. उद्दीपन परिवर्तन कौशल

यूनिट . 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण

- ❖ पाठयोजना का अर्थ एवं उपयोगिता, इकाई योजना का निर्माण एवं उद्देश्य।
- ❖ हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन —अ. गद्य — गहन पाठ एवं द्रुत पाठ ब. पद्य स. व्याकरण द. रचना शिक्षण
- ❖ हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।

यूनिट . 5 : हिन्दी में दक्षता विकसित करने वाले घटक

- ❖ हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग। पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु पागम आदि।
- ❖ निम्न पाठ्यक्रम सहगामी क्रियाएँ एवं उनका महत्व —परिचर्चा, वाद—विवाद, खेल, कार्यशाला, गोष्ठी, निबन्ध लेखन, स्वरचित कविता व कहानी प्रतियोगिता आदि।

यूनिट . 6 : परीक्षण एवं मूल्यांकन

- ❖ हिन्दी में मूल्यांकन सतत एवं समग्र
- ❖ हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय, निबन्धात्मक)
- ❖ हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न—पत्र का निर्माण
- ❖ उपचारात्मक एवं निदानात्मक शिक्षण

PEDAGOGY OF ENGLISH (E 202)

CO: COURSE OUTCOMES

- CO1-** Understand about the nature and characteristics of a language and mother tongue and the use of language.
- CO2-** Practice the required skill and their-interlinks for mastering a language.
- CO3-** Understand the various approaches for planning for successful language teaching.
- CO4-** Understand the Approaches for teaching different aspects of language.
- CO5-** Understand the Aids and other similar available material that could be used for teaching language.
- CO6-** Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

Course Contents

Unit - I: Background to the Study of English

- ❖ Role of English in the present day; position of English in the Indian school curriculum in the context of the three-language formula
- ❖ English as a second Language
- ❖ Functions of language
- ❖ Linguistic principles
- ❖ Aims and objectives of teaching of English at Junior and Secondary level

Unit - II: Content and pedagogical analysis

- ❖ Teaching of prose, poetry, composition and grammar.
- ❖ Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.
- ❖ Preparation of micro lessons based on the following skills :
Introduction. Questioning. Explaining, Illustration, Stimulus variation

Unit - III: Methods of Teaching and Skills of Teaching

- ❖ Various approaches of teaching English; structural approach, communicative approach, holistic approach
- ❖ Difference between and 'approach' and 'method', major methods of teaching English- Grammar-cum-translation method, direct method and bilingual method
- ❖ Structural approach: meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure
- ❖ Latest developments in the approach and methods of teaching English including the linguistic communicative approach, lesson planning
- ❖ Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia, Software, Webinars etc.

Unit - IV: Teaching Aids

- ❖ Importance of instructional material and their effective use
- ❖ Use of following aids :

(i) Chalk board	(vii) Record-Player(lingua phones)
(ii) Flannel board	(viii) Radio
(iii) Pictures.	(ix) Television
(iv) Picture cut-out	(x) Film and filmstrips
(v) Charts	(xi) Overhead Projector
(vi) Tape-recorder.	(xii) Language laboratory

Unit V : Evaluation

- ❖ Basic principles testing English, tools and techniques of evaluation
- ❖ The meaning and significance of comprehensive and continuous evaluation in English
- ❖ Development of good test items in English (objectives type, short answer type, essay type)
- ❖ Construction of an achievement test, diagnostic testing and remedial teaching in English

संस्कृत— शिक्षण (E 203)

CO: COURSE OUTCOMES

- CO1-** Understand about the nature and characteristics of a language and mother tongue and the use of language
- CO2-** Practice the required skill and their-interlinks for mastering a language.
- CO3-** Understand the various approaches for planning for successful language teaching.
- CO4-** Understand the Approaches for teaching different aspects of language.
- CO5-** Understand the Aids and other similar available material that could be used for teaching language.
- CO6-** Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

CONTENT

यूनिट . 1 : भाषा — स्वरूप, प्रकृति एवं महत्व भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।

- ❖ भाषा के विविध रूप।
- ❖ भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्यज्ञं
- ❖ भाषा की प्रकृति।
- ❖ सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।

यूनिट 2 : संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।

- ❖ संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।
- ❖ संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (चपदज वृत्तजपवनसंजपवद) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि—भेद।
- ❖ भाषायी कौशल — उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण
- ❖ उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।
- ❖ कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियाएँ।

यूनिट 3 : संस्कृत साहित्य की विधाएँ एवं उनका शिक्षण।

- ❖ साहित्य की विभिन्न विधाएँ, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण—उद्देश्य, ब्लूम द्वारा गया वर्गीकरण।

- ❖ संस्कृत शिक्षण की सामान्य विधियाँ।
- ❖ संस्कृत—गद्य, पद्य, व्याकरण, रचना, नाटक, द्रुतपाठ एवं निबन्ध—शिक्षण की विधियाँ एवं उद्देश्य।
- ❖ पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण—प्रक्रिया।
- ❖ संस्कृत, वर्तनी से सम्बन्धित छात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निराकरण।

यूनिट 4 :संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।

- ❖ पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- ❖ उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- ❖ पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- ❖ संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन।
- ❖ उत्तर प्रदेश के विद्यालय
- ❖ अच्छी संस्कृत पाठ्य पुस्तक की विशेषताएँ।

यूनिट 5 :संस्कृत भाषा में मूल्यांकन।

- ❖ मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- ❖ परीक्षणों/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- ❖ उद्देश्य केन्द्रित (व्हरमबजपअम ब्मदजतमक) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ।
- ❖ अच्छे परीक्षणों की विशेषताएँ।
- ❖ विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

यूनिट 6 : संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- ❖ संस्कृत अध्यापक की विशेषताएँ।
- ❖ संस्कृत—कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- ❖ संस्कृत शिक्षण में पाठ्य सहगामी क्रियाएँ।
- ❖ संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- ❖ संस्कृत शिक्षण — गृह कार्य के प्रकार एवं महत्व।
- ❖ क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता।

PEDAGOGY OF SOCIAL SCIENCES (E 204)

CO: COURSE OUTCOMES

- CO1-** Understand concept, meaning and scope of social sciences.
- CO2-** Get acquainted with appropriate methodology as applicable to social sciences
- CO3-** Prepare unit plan and lesson plan.
- CO4-** Acquire skill in teaching social sciences.
- CO5-** Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- CO6-** Acquire the ability to develop instructional support materials.

Course Contents

Unit - I: Nature and Scope of Social Sciences

- ❖ Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- ❖ Rational for including these areas in school curriculum
- ❖ Instructional objectives of teaching social sciences at secondary level

Unit - II: Methodology for Social Science Pedagogy

- ❖ Instructional strategies, methods of teaching social science
- ❖ Strategies for teaching social science in terms of specific methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and **Supervised Study, Tutorials.**
- ❖ Micro teaching skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Blackboard Writing etc.
- ❖ Selecting and using teaching aids: chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: **slide projectors**, overhead projectors, **LCD projectors**
- ❖ Use of ICT in teaching-learning process of social science with computer-aided methods like- Power Point, Simulation, Softwares, Webinars etc.
- ❖ Content analysis, unit planning and lesson planning

Unit - III: Curriculum and Text-Books

- ❖ Place of social studies in Secondary School curriculum
- ❖ Teacher and Curriculum planning, hidden curriculum, Evaluation of curriculum, Characteristics of good text-book, Evaluation of textbooks, analysis of textbooks from peace education and environmental education perspective, **gender bias in social science curriculum**

Unit - IV: Social Science Teacher and co-curricular activities

- ❖ Qualities of social science teacher
- ❖ Professional development of social science teacher
- ❖ Principles of organizing co-curricular activities
- ❖ Formation and management of social science clubs
- ❖ Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript
- ❖ Using community resources
- ❖ Organizing field trips
- ❖ Social science room

Unit - V: Transaction mode and Evaluation

- ❖ Objectives of evaluation in social science, developing a blueprint – objective, content, items
- ❖ Essay type, short answer type and objective type question in social sciences, their advantages and limitations, **framing different types of questions.**
- ❖ Construction of achievement test in social science
- ❖ Continuous evaluation using feedback for improvement of teaching and learning in social science
- ❖ Diagnostic testing and remedial teaching

PEDAGOGY OF MATHEMATICS (E 205)

CO: COURSE OUTCOMES

- CO1-** Understand and appreciate the uses and significance of mathematics in daily life.
- CO2-** Learn successfully various approaches of teaching mathematics and to use them judiciously.
- CO3-** Know the methods of planning instruction for the classroom.
- CO4-** Prepare curricular activities as per the needs
- CO5-** Appreciate and organize activities to develop aesthetics of mathematics.

Course Contents

Unit I: Entering into the Discipline

- ❖ Meaning and nature of mathematics, use and significance of mathematics
- ❖ Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagoras, Rene Decarte.
- ❖ Aims and objectives of teaching mathematics at secondary and senior secondary levels
- ❖ Objectives of teaching mathematics in terms of behavior outcomes.

Unit II: Methodology for Mathematics Teaching

- ❖ Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving,Heuristics, Project & Laboratory Method.
- ❖ Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- ❖ Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard Writing etc.
- ❖ Use of ICT in teaching-learning process of mathematics with computer-aided methodslike- Power Point, Multimedia, Simulation, Software's, Webinars etc.

Unit III: Developing Lesson Plan, Unit Plan and Material Aids

- ❖ Lesson plan - meaning, purpose and Performa of lesson plan and its rationality
- ❖ Unit plan – meaning and purpose of unit plan
- ❖ Teaching –aids importance and classification
- ❖ Developing/preparing low cost improvised teaching aids, relevant to local ethos
- ❖ Application of computer in teaching of mathematics.

Unit IV: Development of Curriculum, Text Book and Activities of Mathematics

- ❖ Principles and rationale of curriculum development, organizing the syllabi both logicallyand psychologically according to the age groups of children
- ❖ Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time
- ❖ Organization of mathematics laboratory
- ❖ Text book of mathematics- qualities of a good text book of mathematics
Using mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- ❖ Learning about the short cuts mentioned in Vedic mathematics
- ❖ Development of maths laboratory

Unit V: Evaluation in Mathematics

- ❖ Meaning and needs of evaluation.
- ❖ Process of obtaining feedback and evaluation in mathematics in terms of cognitiveffective and psychomotor behavioral development
- ❖ Comprehensive and continuous evaluation (C.C.E.) in mathematics
- ❖ Development of test item (short answer and objective type)
- ❖ Diagnostic testing and remedial teaching
- ❖ Preparation of an achievement test

PEDAGOGY OF PHYSICAL SCIENCES (E 206)

CO: COURSE OUTCOMES

- CO1-** Develop a broad understanding of the principles and procedures used in modern physical science education.
- CO2-** Enhance their essential skill for practicing modern physical science education
- CO3-** Develop their skills necessary for preparing international accessories.
- CO4-** Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- CO5-** Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Contents

Unit - I: Concept, Nature and Importance

- ❖ Meaning and nature of physical science, path tracking discoveries and land mark development in science, impact of science on modern communities, globalization and science
- ❖ Justification for including science as a subject in school curriculum, eminent Indian and world Scientists - an introduction, **professions in the area of science**

Unit - II: Aims and Objectives of Teaching Physical Science

- ❖ General aims and objectives of teaching physical science at secondary and senior secondary school stage, instructional objectives with special emphasis on Bloom's taxonomy
- ❖ Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, **upper primary**, secondary and senior secondary.

Unit - III: Methodology of Teaching Physical Science

- ❖ Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- ❖ Techniques – Team-Teaching, **Computer Assistance Teaching**
- ❖ Excursion, science – museums, science – club, science – fair, science projects
- ❖ Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- ❖ Use of ICT in teaching-learning process of physical sciences with computer-aided methods like-Power Point, **Multimedia**, Simulation, Software, Webinars etc.

Unit - IV: Curriculum and Instructional Material Development

- ❖ Meaning, definition and principles of curriculum construction and its types
- ❖ Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs and the availability of local resources.
- ❖ Development of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- ❖ **Current trends in science curriculum.**
- ❖ Preparation, selection and use of teaching aids
- ❖ Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, **laboratory materials.**

Unit - V: Content Analysis and Lesson Planning

- ❖ Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis – Identification of minor and major concepts, Listing behavioral outcomes, Listing activity and experiments Listing evaluation procedure, **Developing unit plans and lesson plans**

Unit - VI: Evaluation in Physical Science Teaching

- ❖ Evaluation: meaning and needs, formative and summative evaluation
- ❖ Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- ❖ Diagnostic testing and remedial teaching
- ❖ Preparation of achievement test, **development of improvised apparatus**

PEDAGOGY OF BIOLOGICAL SCIENCES (E 207)

CO: COURSE OUTCOMES

- CO1-** Develop broad understanding of principles and knowledge used in biology science.
- CO2-** Develop their essential skills for practicing biological science.
- CO3-** Know various approaches and methods of teaching life science.
- CO4-** Lesson planning of biological science properly.
- CO5-** Prepare tools for evaluation in biological sciences.

Course Contents

Unit I: Nature, Concepts and Importance

- ❖ History and nature of biological sciences
- ❖ Importance of biological science for environment, health and peace
- ❖ Interdisciplinary linkage of biological science and other school subjects
- ❖ Value of biological sciences in our lives
- ❖ **Four Indian eminent biologists and their discoveries**

Unit II: Objectives of Teaching Biological Sciences

- ❖ General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- ❖ Writing objectives in terms of learning outcomes (behavioral term) for different levels of school teaching VIII, IX and X classes-RCM approach of writing objectives

Unit III: Exploring learning

- ❖ Inductive and deductive approach, different methods and techniques of teaching biological sciences
- ❖ Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- ❖ Child centered approach-project method, **heuristic problem solving, assignment**
- ❖ Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- ❖ Micro-teaching skills- Introduction, Explaining, **Probing questioning**, Illustration, Stimulus variation, Blackboard writing etc.
- ❖ Analysis of content, preparing unit plan, lesson plan

Unit IV: Learner Centered School Curriculum

- ❖ Principles of development of biological science curriculum, trends in biological sciences curriculum.
- ❖ Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.
- ❖ Importance and type of teaching aids, use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory
- ❖ Biology museum, biology club, field trips, aquarium herbarium and **vivarium exhibition**

Unit V: Concept of Evaluation and Measurement

- ❖ Meaning and nature of evaluation and measurement
- ❖ Tools and techniques of evaluation in biological science
- ❖ Characteristics of a good test-reliability, validity, **usability and norms of a test**
- ❖ Essay type, short answer and objective type tests, their merits and demerits
- ❖ Concept of formative, summative and diagnostic test
- ❖ Construction of achievement test
- ❖ Diagnostic testing and **remedial teaching**

PEDAGOGY OF COMPUTER SCIENCE (E 208)

CO: COURSE OUTCOMES

- CO1-** Develop a broad understanding of the principles and procedures used in computer science education.
- CO2-** Develop their skills necessary for preparing international accessories
- CO3-** Know the methods of planning instruction for the classroom
- CO4-** Learn successfully various methods of teaching computer science and use them judiciously.
- CO5-** Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Course Contents

Unit - I: Historical Perspectives, Aims and Objectives of Computer Science

- ❖ Historical development of computer (hardware and software)
- ❖ Present status of computer science as a school subject.
- ❖ Significance of teaching computer science at secondary/senior secondary schools
- ❖ Aims and objectives of teaching computer science-
- ❖ Classification of educational objectives (Bloom's taxonomy)
- ❖ **Statement of specific objectives in behavioral terms**

Unit - II: Development of Curriculum in Computer Science

- ❖ Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- ❖ Organization of Computer Science Laboratory.
- ❖ Text book of Computer Science - qualities of a good text book of Computer Science.

Unit - III: Methods of Teaching Computer Science

- ❖ Lecture method, demonstration-cum-discussion method, personalized instruction method
- ❖ CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, **Webinars** etc.

- ❖ Co-operative learning approach, **systems approach**, multimedia approach
- ❖ Micro teaching Skills-Introduction, **Reinforcement**, Probing Question, Stimulusvariation, Explaining, Blackboard-Writing etc.

Unit - IV: Unit Planning, Lesson Planning and Teaching Aids

- ❖ Meaning and definition of unit plan and lesson plan
- ❖ Importance and steps of planning a lesson.
- ❖ Need, Importance, preparation and using of teaching aids in computer science
- ❖ Organization of computer laboratory

Unit - V: Basic Processes in Computer Science

- ❖ Basic programming
- ❖ Data representation
- ❖ Computer organization
- ❖ Operating environment
- ❖ **Computer network**

Unit - VI: Evaluation in Computer Science

- ❖ Meaning and importance of evaluation.
- ❖ Comprehensive and continuous evaluation (CCE) in computer science
- ❖ Development of test items objective type, short answer type, essay type
- ❖ Preparation of an achievement test
- ❖ Analysis and interpretation of test results
- ❖ **Diagnostic testing and remedial teaching**

PEDAGOGY OF HOME SCIENCE (E 209)

CO: COURSE OUTCOMES

CO1- Understand the nature and scope of Home Science

CO2- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.

CO3- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.

CO4- Understand the various methods and techniques that can be employed in the teaching of Home Science.

CO5- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.

Course Contents

Unit - I: Concepts

- ❖ The concept of home science: meaning and components; place of home science in secondary education
- ❖ Job opportunities in home science

- ❖ Aims and objectives of teaching of home Science
- ❖ Correlation of home science with other school subjects

Unit II : Pedagogical Analysis

- ❖ Foods, nutrition and health
- ❖ Child care
- ❖ Fiber and fabric
- ❖ Home management-importance of planning, principles of budget making
- ❖ Hygiene and sanitation

Unit III: Methods of Teaching

- ❖ Method of teaching as applied to home science
 - Teacher centered methods-lecture, demonstration
 - Child centered method-laboratory, project, assignment, discussion
- ❖ Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, Stimulus variation, Blackboard writing, etc.
- ❖ Use of ICT in teaching-learning process of home science with computer-aided methods like- Power Point, Multimedia, Simulation, Software, Webinars etc.

Unit IV: Equipments of Teaching

- ❖ Development and designing of curriculum
- ❖ Teaching aids-classification and importance
- ❖ Concept of Unit and lesson plan, preparation of unit and lesson plan
- ❖ Development of text books
- ❖ Planning of space and equipment for home science laboratory

Unit V: Evaluation

- ❖ Evaluation in home science-meaning and importance of evaluation
- ❖ Characteristics of a good evaluation device
- ❖ Comprehensive and continuous evaluation
- ❖ Evaluation devices-written, oral, observation, practical work, assignment
- ❖ Diagnostic testing and remedial teaching

PEDAGOGY OF COMMERCE (E-210)

CO: COURSE OUTCOMES

- CO1-** Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- CO2-** Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- CO3-** Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- CO4-** Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- CO5-** Develop interests in learning recent developments in Commerce and Accountancy
- CO6-** Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Course Contents

Unit I: Concept, Aims and Objectives of Commerce Teaching

- ❖ Meaning and scope of commerce as a subject, place of commerce in Indian school
- ❖ Meaning of Commerce education and historical development of commerce education in India
- ❖ Aims of commerce education
- ❖ Objectives of commerce education at High school and Intermediate levels (vocational & academic)
- ❖ Instructional objectives - meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy)

Unit II: Methods of Commerce Teaching

- ❖ Lecture and discussion methods, Project method, Problem solving method, Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach) Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).
- ❖ Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing, etc.
- ❖ Use of ICT in teaching-learning process of commerce with computer-aided methods like-Power Point, Simulation, Software, Webinars etc.

Unit III: Techniques and Teaching Aids

- ❖ Techniques of commerce teaching-questioning and demonstration
- ❖ Text book of commerce teaching
- ❖ Commerce room
- ❖ Teaching aids in commerce
- ❖ Co-curricular activities in commerce

Unit IV: Curriculum, Correlation with other Subjects, Commerce Teacher and Lesson Planning

- ❖ Curriculum in commerce (i) principles of curriculum construction (ii) critical evaluation of High School syllabus
- ❖ Correlation of commerce with other subjects (i) need and importance (ii) correlation with math, geography and economics
- ❖ Commerce teaching (i) profile of a good commerce teacher (ii) professional growth of a commerce teacher
- ❖ Lesson Planning-meaning, need, importance and types
- ❖ Unit and resource planning

Unit V: Evaluation in Commerce

- ❖ Concept, scope and importance of evaluation
- ❖ Tools and techniques of evaluation and characteristics of a good test
- ❖ Construction and administration of an achievement test
- ❖ Diagnostic testing and remedial teaching

(Teaching Skills) Practical Work

EF 2(A): Preparation to Function as a Teacher (E-701)

During the first year, the teacher-preparation programme will offer the training amounting to a maximum of 8 weeks. This will include:

- ❖ **Two week workshop on Lesson-Planning** based on constructivist approach (Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Question, How to put Question, How to receive Answers, Discipline, Role of Eye-control, etc.).
- ❖ **Two week workshop on 'Micro-Teaching'** (at least 5 teaching skills will be mastered in each Pedagogy course like-Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.).
- ❖ **Two week Practice-Teaching in Simulated condition** in each Pedagogy course. During this phase every student-teacher will **teach at least 6 lessons**. These lessons will be observed by subject-supervisors
- ❖ **Two week Practice-Teaching in Real-Class room situation in a school**. For it, the student-teachers will be attached to a particular school as 'School Attachment', where they will deliver their lessons. During this phase every student-teacher will **teach at least 20 lessons**. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This shorter period is to provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.

(E-702 & 704) Viva- Voce Examination based On

**Task and Assignments that run through all the courses CC 1-7 and PC 1 to 42 EPC
Activities**

EPC 1: Strengthening Language Proficiency

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of student-teachers irrespective of the subject area that they are going to teach.

Objectives: To enable student-teachers to-

- Strengthen the ability to read correctly
- Strengthen the ability to pronunciation
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly

Activities

One or two workshops on Language proficiency course on Hindi and English of 7-10 day each may be organized. It may course the following content –

- ☐ हिन्दी भाषा (1) वर्ण-स्वर व व्यंजन ध्वनि, मात्राएं (2) शब्द – पर्यायवाची व विलोम शब्द (3) शब्द रचना-सन्धि, समास, उपसर्ग, प्रत्यय (4) रूप विचार- संज्ञा, सर्वनाम, विशेषण, क्रिया क्रियाविशेषण, आदि (5) वाक्य विचार-विराम चिन्ह, आदि (6) रचना-पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि ।

English Language – (i) Alphabet-Vowel & Consonant sounds (ii) word-synonym & Antonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence-Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.

EPC 2: Art and Aesthetics

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

Objectives: To help student-teachers to-

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labor
- To nurture children's creativity and aesthetic sensibilities.

Activities

An artist may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories-

- Paper meshing
- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

EPC 3: Reading and Reflecting on Texts

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Objectives: To enable student-teachers to-

- Develop study – habits
- Develop skill of reading & writing
- Develop skill of summarization
- Develop skill of note-taking.

Activities

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

EPC 4: Understanding of ICT

Preparing teachers to use technology in a classroom is an important step of ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT aided learning, to help student-teachers interpret and adapt ICTs in the teaching-learning process.

Objectives: To enable student-teachers to-

- ❖ Have a basic familiarity with computers
- ❖ Understand & appreciate ICT as an effective learning tool for learners
- ❖ Understand ICT as an enormous functional support to teachers.

Activities A workshop on ICT for 10-15 days may be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teacher sare expected to learn the following:

- ❖ Use of radio and audio media in script writing, story-telling, etc.
- ❖ Use of TV & video in education
- ❖ Use of newspaper in education
- ❖ Functional knowledge of operating computers- word processing, power point, excel, etc.
- ❖ Effective browsing of the internet for selecting relevant information.
- ❖ Downloading relevant material
- ❖ Competencies in developing software
- ❖ Developing PPT slide show for classroom use
- ❖ Use of available software or CDs with LCD projection for subject learning interactions
- ❖ Generating demonstrations using computer software.

EPC 5: Working with Community

This programme gives opportunity to attach with and to solve the problems of the community to make the student-teachers sensitive and aware about the society.

Objectives: To enable student-teachers to-

- ❖ Develop social-sensitivity among student-teachers
- ❖ Develop sympathy with the poor and the people below-poverty-line.
- ❖ Develop awareness about the environment.
- ❖ To have the positive attitude toward the neglected class.

Activities:

This can be achieved by organizing a number of programme for the welfare of the community, like –

- ❖ To educate the dropouts and adults (Literate India)
- ❖ To educate the people of slum areas to take the nutritious diet. (Quit Mal-nutritious).
- ❖ To make the people learn the importance of small family norm (chota pariwar sukhi pariwar)
- ❖ To make the people learn the importance of the girls-child & its education for the Familyand the society (Beti Bachao Beti Padhao)
- ❖ To motivate the people to grow more plants (Green India)
- ❖ To motivate the people to keep the city and the public places clean (Clean India)
- ❖ To motivate the people to save river and ponds (Clean Water)

EPC 6: Basics of Research

This programme will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course

student teacher will do the research and write the report using the following points:-

- ❖ Identification of an educational problem.
- ❖ Formulation of various solutions.
- ❖ Selection of the most probable solution
- ❖ Developing a tool for data collection
- ❖ Data collection
- ❖ Data analysis
- ❖ Reporting findings

EPC 7: Drama and Art in Education

Real education implies reflection, introspection and action, with a deep relationship between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self-expression and for enhancing creativity.

Following activities can be organized under the course: (any two)

- ❖ Script writing
- ❖ Street play
- ❖ Visit to an art gallery
- ❖ Visiting/Organizing exhibitions
- ❖ Visiting/Organizing cultural fests
- ❖ Report on the folk life
- ❖ Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc
- ❖ Appreciation of a film/drama/novel/folk drama, etc.
- ❖ Use of Music/ Arts in Education

EPC 8: Entrepreneurship Development

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

Following activities shall be organized under the course: (any one)

Field work:-

- ❖ Educational Market Survey for needs analysis
- ❖ Interview of Educational Book Publisher/Entrepreneurs
- ❖ Visit to Vocational Institute
- ❖ Survey of the usability of an existing /self-developed educational product
- ❖ Write an essay on „Entrepreneurship“

B.Ed. II Year Syllabus
Core Course (CC-5)

CREATING AN INCLUSIVE SCHOOL (E-301)

CO: COURSE OUTCOMES

CO1- Understand inclusive education- concept and nature.

CO2- Understand the global and national commitments towards the education of children with diverse needs

CO3- Prepare conducive teaching learning environment in inclusive schools.

CO4- Identify and utilize existing resources for promoting inclusive practice

Course Contents

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: Children with Diverse Needs

- ❖ Definition and characteristics of children with diverse needs
- ❖ Sensory (hearing, visual and physically challenged)
- ❖ Intellectual (gifted, talented and mentally challenged)
- ❖ Developmental disabilities (autism, cerebral palsy, learning disabilities)
- ❖ Social and emotional problems
- ❖ Scholastic backwardness, under achievement, slow learners
- ❖ Children with special health problems
- ❖ Environmental / ecological difficulties
- ❖ Children belonging to other marginal groups
- ❖ **Role of teachers for meeting the diverse needs of learners**

Unit - III: Inclusive Education and its Practices

- ❖ Inclusive instructional design and collaborative instruction for inclusion.
- ❖ Differentiating instruction – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self-regulated learning
- ❖ Inclusive instruction strategies at school level- remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, **Parent involvement**
- ❖ E-learning, **web based learning** and inclusive education

Unit - IV: Inclusive Schools

- ❖ Infrastructural facilities for an inclusive school
- ❖ An ideal inclusive school
- ❖ Role of inclusive school in modern times.
- ❖ Inclusive classroom managements

Unit - V: 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**

Suggested Readings:

- Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont

Core Course (CC-6)

GENDER, SCHOOL AND SOCIETY (E-302)

CO: COURSE OUTCOMES

CO1- Sensitize the future teachers towards basic understanding of various key concepts of gender studies.

CO2- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.

CO3- Help them understand the contribution of women in social, economic & political development of the society.

CO4- Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

Course Contents

UNIT - I: Gender Issues: Key Concepts

- ❖ 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: Gender Inequality in the Schools

- ❖ In the structure of knowledge.
- ❖ In the development of curriculum, gender and hidden curriculum.
- ❖ Gender in text and context (text books inter-sectionality with other disciplines, classroom processes including pedagogy)
- ❖ In the class room
- ❖ In the management of school
- ❖ **Teachers as agent of change**

UNIT - III: Women in Indian Society

- ❖ Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation violence against women)
- ❖ Women's access to and participation in formal and non-formal education (gender bias in enrolment, curriculum content, dropouts)

- ❖ Participation of women in planning and decision making
- ❖ Human right and **empowerment of women**

UNIT - IV: Theories on Gender and Education: In Indian Context

- ❖ Socialization theory
- ❖ Gender difference theory
- ❖ Structural theory
- ❖ Deconstructive theory

UNIT - V: Gender, Sexuality, Sexual Harassment and Abuse

- ❖ Linkage and differences between reproductive rights and sexual rights.
- ❖ Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- ❖ Sites of conflict : social and **emotional**
- ❖ Understanding the importance of addressing sexual harassment in family, neighborhood **and other formal and informal institutions.**
- ❖ Agencies perpetuating violence : family, school, **work place and media (print and electronic)**
- ❖ Institutions redressing sexual harassment and abuse.

Suggested Readings:

- Ambasht, et al (1971). Developmental Needs of Tribal People, NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi

Core Course (CC-7)

KNOWLEDGE, LANGUAGE & CURRICULUM (E-303)

CO: COURSE OUTCOMES

CO1- To examine the Epistemological basic of education

CO2- To understand the concept and principles of curriculum development

CO3- To understand the formulation of new curriculum

CO4- To develop the ability to read & comprehend

CO5- To develop writing skill

Course Contents

Unit – I: Knowledge

- ❖ Epistemology – meaning, philosophical basic of knowledge according to Indian and Western philosophy
- ❖ Knowledge – nature and sources, validity of knowledge

- ❖ Differences between knowledge and skill, teaching and training, knowledge and information, reason and belief
- ❖ Chronological review on knowledge generation, myth based faith and logical based knowledge, various structures of society and **knowledge patterns and their relationship**

Unit - II: Language and Reading Comprehension

- ❖ Need and importance
- ❖ Types of reading : skimming and scanning
- ❖ Strategies for effective reading, mechanism for reading, loud reading, **silent reading**
- ❖ Schema theory of reading

Unit - III: Developing Writing skills

- ❖ Need and importance
- ❖ Making reading writing connection
- ❖ Process and strategies of writing for children, mechanism of writing, **note making**, summarizing
- ❖ **Analyzing children's writing**

Unit - IV: Curriculum and Development

- ❖ Meaning and concept of curriculum syllabus and units
- ❖ Curriculum development – meaning, concept stages in the process of curriculum development
- ❖ Fusion Intervention & Inter-subject co-relation

Unit - V: Determinants of Curriculum

- ❖ Philosophical Foundation of curriculum development in view of different schools of philosophy
- ❖ Social and political forces, cultures and cultural roots of curriculum, sociology of curriculum
- ❖ Model of curriculum development : Hilda Taba's Model
- ❖ Core curriculum, activity curriculum, **interdisciplinary curriculum**

Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.
- Mukunda, Kamala V. (2009) What Did You Ask At School Today: A Handbook of Child Learning; Harper Collins Publishers; NOIDA
- National Curriculum Framework for School Education (2005); NCERT; New Delhi;

PC 3: ASSESSMENT FOR LEARNING (E-401)

CO: COURSE OUTCOMES

CO1- Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc

CO2- Be exposed to different kinds of assessment that aid student learning.

CO3- Have an idea of new trends in evaluation.

CO4- Learn the different characteristics of standardize test-Reliability, validity, Norms, etc.

CO5- Relate & use statistics in educational setting

Course Structure

Unit - I: Assessment and Evaluation

- ❖ Concept of measurement and evaluation, test assessment, examination, formative & summative evaluation, open book examination, grading, cumulative grade point average (CGPA), **choice-based credit system (CBCS)**
- ❖ Purposes of assessment in a 'constructivist' paradigm, distinction between Assessment for Learning & 'Assessment of Learning'
- ❖ **Feedback for furthering learning, progress and profile of learner**

Unit - II: Assessment tools

- ❖ Quantitative and qualitative Tools.
- ❖ Constructing an achievement test- blue-print, **item-analysis, try out**
- ❖ Standardization of test – objectivity, reliability validity, **norms**

Unit - III: Techniques of Test Conduct

- ❖ Importance of establishment of rapport with the students
- ❖ Security of tests and testing material
- ❖ Arranging the seat and distribution of question for minimum pillage and copying
- ❖ Technique of avoiding guessing in answering objective questions
- ❖ Introducing flexibility in examination
- ❖ Improving quality and range of questions including school-based credits
- ❖ **Role of ICT in Examination**

Unit - IV: Data and Measures of Central tendency

- ❖ Data: meaning and types, frequency distribution, graphic representation, percentage
- ❖ Central Tendency – Mean, Median, Mode.

Unit - V: Measures of Variability and Correlation

- ❖ Range, quartile deviation, mean deviation, standard deviation, percentile
- ❖ Rank- order method, **Pearson's correlation**

Unit - VI: Normal Probability Curve

- ❖ Meaning, characteristics and use of NPC

Suggested Readings:

- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
- Gunter, Mary Alice et.al(2007)., Instruction: A Model's Approach- Fifth Edition; Pearson Education Inc.; Boston.
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.

PC 4: (OPTIONAL COURSE-ANY ONE)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(E-501)

CO: COURSE OUTCOMES

CO1- Acquaint the student teaches with the concept and concerns of educational administration.

CO2- Develop an understanding of the role of the headmaster and the teacher in school management.

CO3- Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.

CO4- Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.

CO5- Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation

Course Contents

Unit - I: Concept of Educational Administration

- ❖ Concept of educational management human beings as inputs, process and product inputs
- ❖ Nature, objectives and scope of educational administration

Unit - II: Basic Functions of Administration

- ❖ Planning, organizing, directing and controlling
- ❖ Maintenance of discipline, control management
- ❖ Co-ordination and growth development
- ❖ Supervision and inspection, defects in the present supervision and inspection.
- ❖ Scope of educational supervision, types of supervision, providing guidance, leadership function, crisis in management, decision making

Unit - III: Communication in Educational Administration

- ❖ Role of communication in effective management and administration
- ❖ Methods of communication
- ❖ Barriers of communication in educational administration
- ❖ Overcoming barriers to communication and effective communication in educational administration

Unit - IV: Management of Schools

- ❖ Role of headmaster in planning of school activities approaches to management- manpower approach, cost benefit approach, social demand approach, and social justice approach
- ❖ Involvement of other functionaries and agencies in the preparation of a plan
- ❖ Delegation of authority and accountability
- ❖ Role of the headmaster in monitoring, supervision and evaluation
- ❖ Role of headmaster in motivating the staff, in resolution of interpersonal conflicts
- ❖ Role of the headmaster in creating resources and managing financial matters
- ❖ Optimum use of available resources for growth and development of the school
- ❖ Staff development programmes.
- ❖ Role of teachers in school management and administration

Unit - V: Educational Administration in the State

- ❖ The administrative structure in the field of education in the state
- ❖ Control of school education in the stage a critical analysis

- ❖ Functions of the state government in relation to secondary and higher secondary schools
- ❖ Functions of the board of secondary education in controlling secondary schools
- ❖ Problems of secondary school administration in government schools

GUIDANCE AND COUNSELLING (E-502)

CO: COURSE OUTCOMES

CO1- Develop an understanding of the need and importance of career information for the pupils.

CO2- Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.

CO3- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.

CO4- Know about the importance of developing the right attitude and values at every stage of education.

Course Contents

Unit - I: Meaning and concept of Guidance

- ❖ Concepts, need and importance of guidance
- ❖ Principles of guidance, procedure of guidance (steps)
- ❖ Types-educational, vocational and personal
- ❖ Counselling-need functions and types
- ❖ Observation, interview and sociometry as techniques of guidance

Unit - II: Meaning and concept Counseling

- ❖ 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: Meaning and concept 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

- ❖ Information about education and training opportunities of primary, elementary and secondary levels of school

Unit - V: Career Information and School

- ❖ Personal-social information at every school level

ENVIRONMENTAL EDUCATION (E-503)

CO: COURSE OUTCOMES

CO1- Enable the student teacher understands about the concept of environmental education.

CO2- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.

CO3- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.

CO4- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature

CO5- Enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents

Unit - I: Basic Concept and Nature of Environment

- ❖ Meaning, scope and nature of environment, natural and man-made environment
- ❖ Ecosystem-structure, function and components.
- ❖ Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- ❖ Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

Unit - II: Natural Resources and Associated Problems

- ❖ Forest resources – use and overexploitation. Deforestation-cause, effects and remedy
- ❖ Water resources- use and overexploitation of surface and ground water, rain water harvesting and watershed management.
- ❖ Mineral resources-use, exploitation and conservation, effect of mining on man and environment
- ❖ Food resources- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and salinity.
- ❖ Energy resources- growing energy need renewable and non-renewable energy sources, conservation and alternate energy sources

Unit - III: Biodiversity and its conservation

- ❖ Meaning and values of biodiversity, India as a mega diversity nation
- ❖ Threats to biodiversity-habitat loss, poaching of wild life, man wildlife conflicts
- ❖ Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature

Unit - IV: Environment Issues and Its Preventive Measures

- ❖ Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- ❖ Climate change- Global Warming, Acid Rain, Ozone layer depletion, Polar Melting.
- ❖ Natural disasters-Flood, Earthquake, Cyclone and Landslides.

Unit - V: Environment Management

- ❖ Salient features of environmental awareness through education, programmes of environmental education for secondary school children
- ❖ Programmes of environmental education for attitude changes among the children
- ❖ Environmental ethics and values
- ❖ Environmental acts, rule and regulations
- ❖ National efforts-Ministry of Forest and Environment, government plans, action and policies
- ❖ Role of school in environmental conservation and sustainable development

COMPUTER EDUCATION (E-504)

CO: COURSE OUTCOMES

CO1- Acquire knowledge of computers, its accessories and software

CO2- Understand features of MS Office and their operations

CO3- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.

CO4- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.

CO5- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies

Course Contents

Unit I: Meaning, Definition and Historical Perspectives of Computer

- ❖ Meaning and definition of computer
- ❖ Historical perspective
- ❖ Computer generations and its classification
- ❖ Block diagram of a computer Peripherals, and working of a computer

Unit II: Computer Hardware

- ❖ Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- ❖ Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- ❖ Primary storage devices: RAM ROM and its types.
- ❖ Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)

Unit III: Binary Arithmetic and Data Representations:

- ❖ Decimal and binary number system
- ❖ Representation of characters
- ❖ Integers and fractions in computers
- ❖ Films point representation and floating point representation

Unit IV: Computer Programmes

- ❖ MS-WINDOWS
- ❖ MS-WORD
- ❖ SPREADSHEET
- ❖ POWER POINT
- ❖ INTERNET

Unit V: Computers in Education

- Computer application in educational institutions-

- o Academic activities
- o Administrative activities
- o Co-curricular activities
 - o Examination work
 - o Research activities
 - o Library
 - o Class room teaching

HEALTH, PHYSICAL EDUCATION & YOG (E-505)

CO: COURSE OUTCOMES

CO1- Understand the concept of wholistic health and its various dimension and determinants of health.

CO2- Acquaint them to school health programme & its importance.

CO3- Sensitize the student teacher towards physical fitness & its importance.

CO4- Acquire the skills for assessment of physical fitness.

CO5- Introduce them to the philosophical bases of Yoga.

CO6- Understand the process of stress management through Yoga education.

Course Contents

Unit - I: Health

- ❖ Introduction, definition and meaning of health
- ❖ Dimension of health
- ❖ Determinants of health
- ❖ Importance of balance diet
- ❖ School health programme and role of teacher in development of health

Unit - II: Physical Education

- ❖ Introduction, definition and meaning of physical education
- ❖ Objectives of physical education.
- ❖ Scope of physical education and allied areas in physical education
- ❖ Need and importance of physical education in different level of school

Unit - III: Physical Fitness

- ❖ Definition, meaning type and factors of physical fitness
- ❖ Factors affecting physical fitness
- ❖ Benefits of physical fitness
- ❖ Importance of physical activities at school level
- ❖ Assessment of physical fitness

Unit - IV: Concept of Yoga and Ashtang Yoga

- ❖ Yoga meaning concept and importance
- ❖ Mis-concept of yoga
- ❖ Eight disciplines of Yog-Ashtang Yoga
- ❖ Precautions to keep in mind while performing Yogasan
- ❖ Different types of Yogassans & their techniques of practicing

Unit - V: Meditation, Pranayam and Stress Management

- ❖ Pranayam: meaning, nature and relationship with mind
- ❖ Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam
- ❖ Meditation: nature, procedure and importance
- ❖ Stress: meaning, reasons, role of Yog in stress management

CO: COURSE OUTCOMES

CO1- Understand the theoretical foundations of Life Skills Education

CO2- Apply Life Skills in various spheres.

CO3- Ability to contribute as youth workers specialized in the area of Life Skills Education.

CO4- Develop the spirit of social responsibility in students.

CO5- Develop social and emotional well-being in students.

Course Contents

Unit - I: Introduction

- ❖ Life Skills: Concept, need and importance of Life Skills for human beings.
- ❖ Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
- ❖ Difference between Livelihood Skills and Life Skills.
- ❖ Core Life Skills prescribed by World Health Organization.
- ❖ Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit - II: Process and Methods Enhancing the Life Skills

- ❖ Classroom Discussions
- ❖ Brainstorming and Role plays
- ❖ Demonstration and Guided Practice
- ❖ Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- ❖ Small Groups discussions followed by a presentation of group reports.
- ❖ Educational Games and Simulation
- ❖ Case Studies, Storytelling, Debates
- ❖ Decision making and mapping of using problem trees.

Unit - III: Core Life Skills (I)

- ❖ Skills of Self-awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.
- ❖ Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.

Unit - IV: Core Life Skills (II)

- ❖ Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- ❖ Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.

Unit – V: Core Life Skills (III)

- ❖ Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.
- ❖ Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

PEACE EDUCATION (E-507)

CO: COURSE OUTCOMES

CO1- To understand the concept of Peace Education

CO2- To understand the importance of peace education in personality development

CO3- Apply the culture of peace needed to achieve and sustain a global culture of peace and values.

CO4- Develop develop personal initiative and resources for the pursuit and promotion of peace by inculcating change to culture of peace

CO5- To analyze the need for Peace Education to foster National and International understanding.

CO5- To aware of the scale and variety of conflicts affecting contemporary life and learn

Course Contents

Unit – I: Peace Education: Concept and Scope

- ❖ Meaning of Peace: Umbrella term of all positive values to build a positive personality
- ❖ Meaning, Nature and Concepts of Peace Education
- ❖ Aims and Objectives of Peace Education
- ❖ Status of peace education in the curriculum and its relevance in present global scenario
- ❖ Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- ❖ Classification of Peace: Individual and social; positive and negative peace
- ❖ Method of Peace in Mind: Learning Positive Lessons from Negative Experiences
- ❖ Peace as a concomitant result of Human values.

Unit – II: 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, dutyconsciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.

Unit – III: Violence for Peace and conflict Resolution

- ❖ Peace, Violence and conflict: conflict and violence—in life, media—a normal part of life; importance of not considering it a crisis but managing them to maintain peace
- ❖ Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life
- ❖ Non-Violent Activism: Speech, Behaviour and Action with others based on non-violence

takes the justification of acting violently away from others; role of peace education in learning nonviolence

- ❖ Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Co-existence

Unit – IV: Global Issues and Peace Movements

- ❖ Human Rights as a Duty: Learning to give human rights to others.
- ❖ Preservation of Ecology, population control, Economic Exploration: Limited Use as Duty-Conscious citizen; not indiscriminate use as rights-conscious citizens.
- ❖ Challenge Not Deprivation: Problems of life are challenges not situations of deprivation
- ❖ Role of World Organizations in Promoting Peace Education: Case Study of UNESCO's Culture of Peace Program in global scenarios and suggestions

VALUE EDUCATION (E-508)

CO: COURSE OUTCOMES

CO1- To understand the need and importance of value-education for Human Rights as a duty

CO2- Analyze the nature of values, moral values, moral education as a duty based as they are on the golden rule of religious education

CO3- Ability to make the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding

CO4- Develop the golden rule of religious education and its related moral training

CO5- Draw lessons from principles of life and converting them into moral learning towards moral education.

Course Contents

Unit - I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and MultiEthnic)

- ❖ Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- ❖ Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- ❖ Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- ❖ Typologies: Intrinsic and Extrinsic Values.
- ❖ Duty Approach to Ethics: Deontology, Justice as a Duty
- ❖ Learning through Examples:
- ❖ Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- ❖ Greco-Roman and Chinese Cultural values: Open-Mindedness, Free thinking, Cooperation, etc.
- ❖ Secular Values: Facing Challenges Positively through examples of Super-Achievers (life history and quotes)
- ❖ Commonalities of all religious at Philosophical levels.

- ❖ Diversities of religion at politics of religion

Unit - II: Development of the Individual

- ❖ Personality Development and Character building education: through unilateral ethics
- ❖ Development of right attitude, aptitudes and interest: through higher thinking, contemplation and patience
- ❖ Yoga, meditation and self-control; introspection on one's strengths and weakness, wrong speech, habits and actions.
- ❖ Positive approach to life – in words and deeds: through positive thinking and positive living
- ❖ Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality & Righteous Conduct
- ❖ The importance of Affective domain in Education in Compassion, Love and Kindness

Unit - III: Response to Value Crisis and Impact of Modern Education & Media on Values

- ❖ Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- ❖ Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- ❖ Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. Abdul Kalam
- ❖ Gandhian Formula: "Be the Change you wish to see in the world"
- ❖ Positive Response: "Seek to Change Yourself; Do Not Complain about Others"

Unit - IV: Values: The ideal of Human Unity and Peace

- ❖ Human Rights, Rationale and Evolution, UDHR and its Articles(particularly 1, 3, 7, 10, 18, 19)
- ❖ UDHR and Duties: Article 26, Receiving Rights subject to performing duties
- ❖ Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- ❖ National Human Rights Commission and its role
- ❖ Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of human Rights and Human Duties Article 51A
- ❖ Peace Education: Meaning, objectives, Role of Education in promoting Peace based on unilateral ethics of 'in giving we receive'
- ❖ Education, Strategies for imparting Peace Education through imparting of dutyconsciousness

ADULT AND POPULATION EDUCATION (E-509)

CO: COURSE OUTCOMES

CO1- To develop an understanding of the meaning and concept of Adult Education

CO2- Apply the different methods and evaluation techniques of adult learning.

CO3- Analyze the problems and difficulties coming in the way of achieving full literacy in the country

CO4- To understand population becomes stable when difference between birth and death rates.

CO5- Develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of birth and death.

Course Contents

Unit - I: Adult and Continuing Education

- ❖ Meaning, Concept and Scope of Adult and Continuing Education.
- ❖ Need and Importance of Adult Education for the development of an Individual for Social Change.
- ❖ Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- ❖ National Literacy Mission - Aims, objectives and strategies.

Unit - II: Teaching - Learning process in Adults

- ❖ Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- ❖ Agencies and Organizations: Local, State and Central level, their problems.
- ❖ Adult Learner — Characteristics, problems and motivation.
- ❖ Adult teaching — Different methods, Role of Mass media.
- ❖ Evaluation Techniques for Adult Learning.
- ❖ Adult Education, lifelong learning and continuing Education
- ❖ Adult Education and Continuing education
- ❖ Lifelong learning- A component of adult education
- ❖ Lifelong learning in IT age- Exploring ICT as a Tool

Unit - III: Population and AIDS Education

- ❖ Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to effect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition
- ❖ Symptoms of AIDS – causes, Prevention of AIDS – AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]

Unit - IV: Integrated Population Education

- ❖ Role of Government and Non-Govt. Agencies concerning Population Education.
- ❖ Integration of Population Concept in different School Subjects.
- ❖ Population Education through co-curricular activities.
- ❖ Role of the Teacher in Population Education Programs.

SCHOOL LEADERSHIP (E-510)

CO: COURSE OUTCOMES

- CO1-** Develop a critical understanding of the notion of school organization.
- CO2-** Develop a comprehensive understanding of context-specific notions of school effectiveness.
- CO3-** Understanding of school leadership and challenges to management.
- CO4-** Apply connections between field-based project work, educational leadership and change facilitation.
- CO5-** Know the system of education, its relationship with school curriculum and management.

Course Contents

Unit I: Structures and Processes of the Indian Education System

- ❖ Types of schools within different administration bodies
- ❖ Roles and responsibilities of education functionaries
- ❖ Governance rules and financial management of different types of school.
- ❖ Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school.
- ❖ Understanding and interpreting educational policies that impact schools
- ❖ Concepts of school culture, organization, leadership and management.

Unit II: School Effectiveness and School Standards

- ❖ School effectiveness -meaning and its assessment.
- ❖ Understanding and developing standards in education

Unit III: School Leadership

- ❖ Administrative and academic leadership
- ❖ Styles of leadership
- ❖ Team leadership
- ❖ Pedagogical leadership
- ❖ Leadership for motivation and change

Unit IV: School Management

- ❖ Desirable Change in management
- ❖ Conflict Management
- ❖ Classroom management effective communication and motivational skills.
- ❖ Learner- centred educational and inclusive Education.
- ❖ Role of school activities such as assemblies, annual days etc., in the creation of school culture.
- ❖ Accountability and Continuous Professional Development

Unit V: Changes in Education System

- ❖ Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- ❖ Equity in Education · Incentives and schemes for girl child
- ❖ Issues in educational and school reform
- ❖ Preparing for and facilitating change in education through Teacher Education system as prime mover.
- ❖ Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC,
- ❖ NCERT, NCTE, NUEPA, SCERT etc.

(Teaching Skills) Practical Work EF 2(B): School Internship (E-703)

In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organization and management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- ❖ Participating in various 'out-of-class room' activities in school.
- ❖ Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- ❖ Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- ❖ Preparing a suggested comprehensive plan of action for some aspect of school improvement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

During internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the faculty. During this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- ❖ Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
- ❖ Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- ❖ Student-teachers will **teach at least 30 lessons** during internship period. These lessons will be observed by their mentors in the school.
- ❖ Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

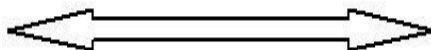
Final Presentation

At the end of School-Internship each student-teacher will be expected to present

- ❖ **The Journal**-Containing day-to-day report about different activities, like-teaching, events, etc. mentioned above.
- ❖ **The Portfolio**- Containing evidences (proof) of different activities and events in the form of different photographs, etc.
- ❖ **The Project Report**-Containing the data, analysis and interpretation based on Action Research conducted by him/her.
- ❖ **Presentation of Teaching through ICT**- on any topic of school subject.

These four activities will be included in the evaluation of School-Internship.

- ❖ The Journal of 50 marks
- ❖ The Portfolio of 50 marks
- ❖ The Project Report of 50 marks
- ❖ Presentation of teaching through ICT on any topic of school subject of 50 marks





Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Education

Ordinances, Regulations & Syllabus

For

Bachelor of Education (B.Ed.) Two Year Programme Annual Pattern

(w.e.f. session 2015-16)

Approved and Adopted in the year 2015

(First Board of Studies; 22.06.2015)

Programme Educational Objectives (PEOs)

PEO 1 To enable the prospective teachers to understand the nature purpose and Philosophy of School Education.

PEO 2 To acquire knowledge and develop an understanding of various aspects of school management.

PEO 3 To change the behavior, attitude and values through which learners can make responsible and accountable agents of society

PEO 4 To provide a rich programme of curricular and extra- curricular activities for overall development of learner's personalities.

PEO 5 To prepare prospective teachers to understand psychological and sociological aspects of child's development.

PEO 6 To enable the learners to gain in-depth conceptual knowledge in the area of education at primary and secondary levels

PEO 7 To prepare up-coming teachers to understand child's behavior under different condition.

PEO 8 To make familiar student- teachers to various teaching methodologies prevailing across the world.

PEO 9 To sensitize student- teachers about various social and educational issues.

PEO 10 To enable them to be more creative in their outlook as teachers and to be positive in their attitude and approach.

PEO 11 To develop competencies and skills required for becoming a reflective and humane teacher.

PEO 12 To sensitize them towards the promotion of social cohesion National integration and International understanding

PEO 13 To develop communication skills, train them to use modern information and communication technology for school purposes

PEO 14 To train them in conducting action research in educational situation and to improve the pedagogical practices in their subjects.

Programme Specific Objectives (PSO's)

PSO 1 Problem Solving Skills – Learners will be able to develop reflective and analytical skills and understanding of critical issues of education.

PSO 2 Professional Skills – Learners will be able to build skills and abilities of communication, reflection, art, aesthetics, and self-expression.

PSO 3 Successful Career – Learners will exhibit contemporary knowledge in education and will be competent to work in private and government institutions.

PSO 4 The Teacher and Society– Learners will be able to develop understanding about child's pedagogy, school management and community involvement.

Programme Outcome Objectives (POO's)

POO 1 Teaching knowledge: To be able to use learner centered teaching methods and to assess children's learning ability using different pathways.

POO 2 Problem analysis: To enable the prospective teachers to deal with both the personal and academic problems of students.

POO 3 Design/ development of solutions: To be able to find and develop the solution of problems of learners related to teaching field.

POO 4 Conduct investigations of complex problems: Being able to understand and investigate complex problems and find out their solutions.

POO 5 Modern tool usage: To be able to adopt modern techniques for teaching skill development.

POO 6 The teacher and society: To be able to engage with self, child, community and school to establish close connections between different curricular areas.

POO 7 Environment and sustainability: To develop the knowledge, skills, values, attitudes and behavior among students to understand and care for their environment.

POO 8 Ethics: To be able to develop possible ethical boundaries and values perceived by learners in teaching institutions.

POO 9 Individual and team work: Student-teacher will be able to share insights, work together productively and efficiently to reach their goal and attain a positive outcome.

POO 10 Communication: To be able to develop a strong sense of wellbeing and effective communicators and to communicate effectively, verbally as well as in writing.

POO 11 Project management and finance: Being able to develop projects related to curriculum and study the financial needs and find the ways to meet them.

POO 12 Life-long learning: Being able to demonstrate reading, writing, listening and speaking skills and also develop an ability to reflect on their own understanding.

Course Structure

The present B.Ed. syllabus for two-year programme has been designed on the current guidelines of NCTE & UGC with the view to make the student-teachers reflective practitioners. The programme is comprised of three broad inter-related curricular areas: -

- (A) : Perspectives in Education: Core Courses (CC)
- (B) : Curriculum and Pedagogic Studies: Pedagogy Courses (PC)
- (C) : Engagement with the Field/Practicum (EF)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio-cultural environments.

Group (A): Perspectives in Education- Core Courses (CC)

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

CC 1: Contemporary India and Education

This course deals with conceptual understanding about issues of diversity, inequality and marginalization in Indian society, the implications for education with analysis of significant policy debates in Indian education.

CC 2: Philosophical & Sociological Perspectives of Education

This course deals with philosophical and sociological issues and provides an opportunity to understand and reflect on the vision of education as well as cultural context within which education operates.

CC 3: Growing up as a Learner

This course deals with individual development, nature and process of learning and an understanding of how learning and cognition are closely inter-related throughout individual development process.

CC 4: Teacher, Teaching and Technology

This course deals with rules and expectations of teachers in the form of accountability and code of ethics and the nature and various aspects of the teaching process in view of the professional development of the teacher.

CC 5: Creating an Inclusive School

This course deals with understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school and identify & utilize existing resources for promoting inclusive practices.

CC 6: Gender, School and Society

This course deals with meaning and experience of being a boy or a girl across different social groups, regions and time-periods. It also deals with gender inequalities through a variety of institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

CC 7: Knowledge, Language and Curriculum

This course deals with meaning, nature and sources of knowledge, to develop the ability of reading, comprehension and writing skills & to understand concepts and principles of curriculum development.

Group (B): Curriculum and Pedagogic Studies- Pedagogy Courses (PC)

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations.

PC 1 & PC 2: Pedagogy of School Subjects - I & II – Optional Courses

These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two School Subjects on the bases of his/her Graduation Stream.

PC 3: Assessment for Learning

This course intends to lead to an understanding and appreciation of the relevance of assessment the how and why of it, as well as develop necessary competence in involving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

PC 4: Optional Courses – any one of the following

- I. Educational Administration and Management
- II. Guidance and Counseling
- III. Environmental Education
- IV. Computer Education
- V. Health, Physical Education and Yoga
- VI. Life Style Management

Group (C): Engagement with the Field/Practicum (EF)

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 1-7 and PC 3-4.

EF 2: Practicum

(A): Preparation to Function as a Teacher (Teaching Skills)

This is visualized as a shorter-duration initial experience (5 weeks) of student-teachers to train in lesson-planning based on constructivist approach, micro-teaching skills and playing the role of teacher in simulated condition as well as in real classroom situation. It will help him/her to prepare himself/herself as a teacher possessing teaching skills.

(B): School Internship

This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. During this period he/she will teach in the school, observe and participate in the day-to-day functioning of school, prepare a Journal containing day-to-day report about all activities including evaluation tools, and conduct an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

EF 3: Enhancing Professional Capacities: Optional Courses

A part from conceptual and practical learning gained through Core Courses (CC) and Pedagogy Courses (PC), student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in various essential dimensions. Each student-teacher will choose any three EPC activities in each year i.e. three in first year & three in second year.

EPC 1: Strengthening Language Proficiency

EPC 2: Art and Aesthetics

EPC 3: Reading and Reflecting on Texts

EPC 4: Understanding of ICT

EPC 5: Scouting and Guiding

EPC 6: Working with Community

EPC 7: Basics of Research

EPC 8: Drama and Art in Education

EPC 9: Entrepreneurship Development

Papers in the First Year

From Group (A):

Four compulsory papers as-

1. Contemporary India and Education
2. Philosophical & Sociological Perspectives of Education
3. Growing up as a Learner
4. Teacher Teaching Technology

From Group (B):

Two Papers as PC 1 & 2 (Pedagogy of School Subjects - I & II)

(PC 1 & PC 2) These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two School Subjects on the bases of his/her Graduation Stream.

From Group (C):

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2.

EF 2: Practicum (A): Preparation to Function as a Teacher (Teaching Skills)

EF 3: Enhancing Professional Capacities: Optional Courses

Each student-teacher will choose any three EPC activities in first year.

Papers in the Second Year

From Group (A):

Three compulsory papers as-

1. Creating an Inclusive School.
2. Gender, School and Society.
3. Knowledge, Language and Curriculum.

From Group (B):

Two Papers as PC-3 (Assessment for Learning) & PC-4 (Optional Courses)

From Group (C):

EF 1: Task and Assignment

Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4.

EF 2: Practicum (B): School Internship

EF 3: Enhancing Professional Capacities: Optional Courses

Each student-teacher will choose any three EPC activities in second year.

B.Ed. SYLLABUS FRAMEWORK
(Based on NCTE Regulations 2014)

B.Ed. FIRST YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
Perspectives of Education – Core Courses				
E 101	CC 1: Contemporary India and Education	4	96	80+20
E 102	CC 2: Philosophical and Sociological Perspectives of Education	4	96	80+20
E 103	CC 3: Growing up as a Learner	4	96	80+20
E 104	CC 4: Teacher, Teaching and Technology	4	96	80+20
Pedagogical Courses- Optional*				
E 201 to 210	PC 1& 2: Pedagogy of School Subjects (Any two from the Table No. 1)	8 (4+4)	192(96+96)	80+20 80+20
Engagement with the Field/Practicum				
E 701	EF 2(A): Preparation to Function as a Teacher	4	8 weeks	80+20
E 702	Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2 2 EPC Activities of First Year*	2	4 weeks	80+20
TOTAL		30	576 Hours + 12 Weeks	800

B.Ed. Second Year

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
Perspectives of Education – Core Courses				
E 301	CC 5: Creating an Inclusive School	3	72	40+10
E 302	CC 6: Gender, School and Society	3	72	40+10
E 303	CC 7: Knowledge, Language and Curriculum	3	72	40+10
Pedagogical Courses				
E 401	PC 3 Assessment for Learning	4	96	80+20
E 501 to 506	PC 4 (Optional Courses)* (Any one from the Table No. 2)	3	72	40+10
Engagement with the Field/Practicum				
E 703	EF 2(B): School Internship*	8	16 weeks	160+40
E 704	Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4 2 EPC Activities of Second Year*	2	4 weeks	80+20
TOTAL		26	432 Hours + 20 weeks	600

Note: 1 Credit = 24 Hours (Theory), 1 Credit = 2 Weeks (Practical)

Table No. 1
PC 1 & 2: Pedagogical Courses- Optional

These courses intend to enable student-teachers to recognize the nature of knowledge in various subject areas i.e. Sciences (Physical/Biological/Mathematics), Social Sciences, Languages (Hindi/English/Sanskrit), Commerce, Home Science, Computer Science and will help in developing & understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will choose two school subjects on the bases of his/her Graduation Stream.

S. No.	Paper Code	Paper Name
1.	E 201	Pedagogy of Hindi
2.	E 202	Pedagogy of English
3.	E 203	Pedagogy of Sanskrit
4.	E 204	Pedagogy of Social Sciences
5.	E 205	Pedagogy of Mathematics
6.	E 206	Pedagogy of Physical Science
7.	E 207	Pedagogy of Biological Sciences
8.	E 208	Pedagogy of Computer Science
9.	E 209	Pedagogy of Home Science
10.	E 210	Pedagogy of Commerce

Table No. 2
PC-4: Optional Courses

Each student-teacher will choose one paper from the following list.

S. No.	Paper Code	Paper Name
1.	E 501	Educational Administration and Management
2.	E 502	Guidance and Counseling
3.	E 503	Environmental Education
4.	E 504	Computer Education
5.	E 505	Health, Physical Education & Yoga
6.	E 506	Life Style Management

Ordinance and Regulations

A. Duration Of Course

1. Bachelor of Education (B.Ed.) course shall be a two-year full time professional pre-service teacher education programme with two year divided in yearly course and the examination shall be held at the end of each year.
2. First year shall be from 25th August to 30th April and the stretch of the second year shall be from 25th July to 20th April. At the end of each year the candidates shall be required to present themselves for examination.
3. It shall be a full-time course including Theory, Practice in teaching, internship, field work, professional development and other prescribed activities.

B. Total Intake

Total intake of B.Ed. course in the School of Education, Shobhit University, Gangoh shall be 100 as per NCTE norms.

C. Eligibility Criteria

The eligibility requirement for the admission of the candidates to B.Ed. course shall be in accordance with the eligibility criteria determine by NCTE/ U.P. Govt. Order issued from time to time.

D. Procedure of Admission

1. Admission to B.Ed. course shall be made in accordance with N.C.T.E rules and notifications issued from time to time.
2. Reservation of seats shall be as per N.C.T.E notifications.

E. Academic Session

First year of Bachelor of Education (B.Ed.) programme shall be Eight months long 25thAugust to 30th April excluding year-end examination and ten days winter break. Second year of Bachelor of Education (B.Ed.) programme shall be eight and half month long (25th July to 30th April).

F. Classification of Successful Candidates

1. No candidate shall be declared to be passed B.Ed. examination unless he/she secures 40% marks in aggregate of all the theory courses and 50% marks in practically separately for each academic session.
2. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in theory and practical in both the years as under:

Division in theory & Practical separately	Percentage of marks
First division	60% or above
Second division	50% or above but below 60%
Third division in theory only	40% or above but below 50%

Note: The student will be awarded divisions separately in Theory & Practical Examination.

G. Examination: Rules And Regulations

1. Students who have completed their course for the Bachelor of Education (B.Ed.) First yearly but have failed to appear/ pass the yearly examination will be allowed to re-appear in the subsequent First yearly examination. Those who fail to appear/ pass in any paper in the second yearly may be permitted to appear at the next year' examination without further attendance at lectures if their applications for permission meet with the approval of the Head of the School of Education and the Dean, Faculty of Education.
2. Candidates allowed to appear at the Bachelor of Education (B.Ed.) yearly examination under this ordinance as exempted candidates shall be required to pay the examination fee as prescribed by the University.
3. There shall be a Yearly-End examination and each student has to appear in all papers/ including Theory, Practical's, and Practice in teaching, internship, field work, and professional development.
4. Those candidates who pass a yearly examination can appear for improvement in only one theory paper of a yearly at the next Back Paper/ Regular examination of that yearly and not thereafter. However, the improvement facility will not be given in all the papers prescribed in the course.
5. Students of following categories shall be 'Eligible for Back Paper (EBP)'. An EBP candidate shall be promoted to next yearly. The back paper facility in a yearly provides promotion to the next yearly and another opportunity to obtain a minimum of the pass marks assigned for an individual paper or in the aggregate.
6. The candidates who fail to secure an aggregate of 50% of the maximum marks for a yearly but have obtained 40% of the maximum marks assigned to each of their papers may appear in all the papers as exempted candidate or may appear in only one theory paper of his choice as EBP candidate to secure a minimum in the aggregate.
7. The candidates who secure an aggregate of 50% of the maximum marks for a yearly but fail to secure a minimum of 40% of the maximum marks in one out of four papers prescribed for the yearly papers or in case where there are more than four papers prescribed for the yearly, the candidates who have failed in two theory papers or have failed in one theory paper shall be declared 'EBP'. Such candidates will appear only in their unclear papers.
8. A candidate with two out of three or three out of four unclear papers in his/ her first yearly examination shall be declared 'Failed' but will be promoted to the second yearly but not beyond till he/ she becomes a candidate under 3 or 4 by appearing as an exempted candidate in the next Back paper/ Regular examination of that yearly and not thereafter. Such a promotion from third to fourth yearly shall also be
9. The back paper facility will not be given to a candidate if the number of his unclear papers in all of his previous yearly examinations exceeds three.

10. The examination for the degree of the bachelor of education shall include: Theory of Examination, practice in teaching examination and practical examination, internship and professional development activities.
11. The students shall be required to complete their practice- in- teaching work, the prescribed Practical work, internship, field work, and other activities as per regular schedule of the department and the institution.

If candidate after completing the required percentage of attendance fails to appear in theory or in practical or both, he /she will be considered as ex-student in both theory as well as practical without attending further regular classes in the first or second year respectively.

12. A candidate shall be required to offer the course as prescribed in the syllabus. The theory courses shall carry 100 or 50 maximum marks in both the years. The practical course (E 701) EF 2(A): Preparation to function as a Teacher & E 702 Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 1-4 and PC 1 & 2 will be of 200 marks in the first year, out of these 40 marks will be evaluated internally by the subject supervisors respectively and the remaining 160 marks by the board of examiners. In the same way, the practical course (E 703) EF 2(B): School Internship & E 704 Viva- Voce Examination based on 1. Task and Assignments that run through all the courses CC 5-7 and PC 3 & 4 will be of 300 marks in the second year, out of those 60 marks will be evaluated internally by the subject supervisors respectively and the remaining 240 marks by the board of examiners.
13. For a pass, a candidate is required to be obtain at least 40% marks in each paper with a minimum of 40% marks in external and internal assessment separately and 40% in the total aggregate in theory, 50% marks in external and internal assessment in practical separately and 50% in the total aggregate in practical in each year.
14. A candidate who has passed the B.Ed. first year examination may reappear in maximum two theory paper(s) of first year along with the second year examination in the immediately following year and in that case better performance in each such paper will be counted for working out the result.
15. A candidate who has passed the B.Ed. second year examination may reappear in maximum two theory paper of second year in the immediately following year and in that case better performance in each such paper will be counted for working out the result.
16. Candidates are given only one chance to reappear at the same examination for the purpose of improvement of performance in the immediately following year.

Year	Marks
First Year	800 (600 Theory + 200 Practical)
Second Year	600 (300 Theory + 300 Practical)
Total	1400

17. If a candidate fails in one or two paper of the first year examination, he/she may appear at the second year B.Ed. examination along with the one or two the failing paper(s) of the first year examination simultaneously. In case, he/she does not pass the failing paper(s) of the first year examination even at this chance, he/she will be required to reappear at the first year examination in full.

18. In the same way, if a candidate fails in one or two paper(s) of second year examination, he/she will have to appear in one/two paper(s) of the second year in the immediately following year .in case, he/she will be required to appear at the second year examination in full.
19. Each theory paper shall carry 100/50 marks which are allocated in the proportion of 80: 20 for year-end theory examination.
20. The division of marks in two year of Bachelor of Education (B.Ed.) programme shall be as follows:
 - Theory Papers 900 marks
 - Practice in Teaching Examination with 500 marks.
21. The medium of the written exam shall be Hindi or English only.

H. Awards of Degree

The degree, Bachelor of Education (B.Ed.) shall be awarded by Shobhit University, Gangoh to candidates who have pursued a regular course of study in the university and have fulfilled all the conditions and have passed the prescribed examinations.

I. Evaluation Scheme

The performance of the candidates appearing in B.Ed. examination will be evaluated as follows:

1. The evaluation of B.Ed. pupil teacher will be done in 1400 marks the division will be awarded separately in theory out of 900 marks and in practical out of 500 marks.
2. The theory part in all the papers **Perspectives in Education: Core Courses (CC) & Curriculum and Pedagogic Studies: Pedagogy Courses (PC)** will be evaluated through a system of external examination (80%) and internal Assessment (20%). The internal assessment will be based on Sessional Examinations (10%), Assignments (5%) & Attendance (5%) for each paper. The External Examination will be through the routine annual university examination, based on 03 essay type questions (48 marks), 04 short questions (16 marks) and 08 very short answer type questions (16 marks).
3. During the first-year evaluation procedure for the practical as follows:
 - (a) Evaluation procedure for paper **(E 701)-EF 2: Practicum (A): Preparation to Function as a Teacher**, a board of two examiners comprising one as Internal Examiner of concerned department & second one as External Examiner from any other University. Examiners will assess student separately and average of total sum of marks will be his\her final score in teaching skill out of 80 external marks and internal marks 20 marks will be given by two subject supervisors.
 - (b) For evaluation procedure paper **(E 702)-Viva- Voce Examination** of 80 marks will be conducted by the board of examiners & internal 20 marks given by respective supervisors.
4. During the second year, evaluation procedure for the practical will be as follows:
 - (a) Evaluation procedure for paper **(E 703)- EF 2(B): School Internship**, a board of two examiners comprising one as Internal Examiner of concerned department & second one as External Examiner from any other University, will assess the journal ,the portfolio and the final presentation of teaching of students through PPT or OHP separately and average of total sum of marks will be her final score in teaching competence out of 160 external marks and internal 40 marks will be given by the subject supervisors .it will be divide as follows:
 - i. The Journal of 50 marks (10+40).
 - ii. The Portfolio of 50 marks (10+40).
 - iii. Final presentation through PPT/OHP of each school subject 100 marks (20+80).
 - (b) Evaluation procedure for paper **(E 704)-Viva- Voce Examination** of 80 marks will be conduct by the board of examiners and internal 20 marks will be given by the respective supervisors.

5. Continuous and Comprehensive Evaluation (C.C.E)

(a) In each paper the continuous internal assessment system would have a weightage of 20% marks, while the yearly end examination shall have a weightage of 80% marks.

(b) The weightage of components in continuous internal assessment system will be as under:

- Sessional Examination	10 %
- Assignment and Presentation	05 %
- Attendance	05 %

(c) It shall be the duty of the teacher/teachers to conduct Continuous and comprehensive Evaluation. In case more than one teacher is sharing the teaching work in a paper, each teacher shall evaluate independently but total weightage should be 20 %.

J. Attendance

The B.Ed. program shall be of duration of two academic years, which can be completed in a maximum of three year. The minimum attendance of student teacher shall have to be 75% for all course work and 90% for Practicum/School Internship.

B.Ed. I Year Syllabus

Core Course (CC-1)

CONTEMPORARY INDIA & EDUCATION (E-101)

CO: COURSE OUTCOMES

CO-1 Understand that development of education is influenced by socio-political forces of the time.

CO-2 Acquire the knowledge of features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.

CO-3 Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India.

CO-4 Appreciate the developments of Indian Education in the Post Independent Period

Course Contents

Unit - I: Education in India

- ❖ Vedic Period, Buddhist Period and Medieval Period

Unit - II: Policy Framework of Education in Pre-Independent Period

- ❖ Macaulay's, Minutes (1835), Wood Dispatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929),

Unit - III: Policy Framework of Education in Post-Independent Period

- ❖ University Education Commission (1948-49)
- ❖ Secondary Education Commission (1952-53)
- ❖ Indian Education Commission (1964-66) in the context of Industrialization
- ❖ National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy
- ❖ National Curriculum Framework (2005)

Unit - IV: Elementary Education

- ❖ Universalization (Provision, Enrolment, Retention, Success), Wastage and Stagnation, Education for all (Sarva Shiksha Abhiyan), Minimum Level of Learning (MLL), Kasturba Balika Yojna, RTE (2009)

Unit - V: Secondary Education

- ❖ Expansion, differentiation of curricula between boys and girls, discrimination of curricula, Vocationalization of education

Unit - VI: Current Issues

- ❖ University autonomy, privatization of education, commercialization of education
- ❖ Education of marginalized groups-women, scheduled caste,
- ❖ Medium of schooling- Three Language Formula
- ❖ Population Education.

Suggested Readings:

- Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
- Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems. New Delhi: Kanishka Publishers and Distributors.
- Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers, New Delhi
- Ghosh, S. C. (2007) The History of Education in Modern India: 1757-2007. Orient Black Swan Private Limited, New Delhi
- Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala. 51
- Kumar, Rajiv and Kumar, Narendra (2013) Higher Education in India. New Delhi: Atlantic Publishers

Core Course (CC-2)**PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION (E-102)****CO: COURSE OUTCOMES**

CO1- Answer three basic questions-what ? why & How of the Education.

CO2- Develop an understanding of contribution of Indian & Western philosopher.

CO3- Build their own view about different Indian Religion and respect them.

CO4- Describe the role of Education in desirable social change and socio-economic development.

CO5- Transform one-self and society to empower people to assure responsibilities for creating sustainable future.

Course Contents**Unit - I: Education and Knowledge**

- ❖ Education – meaning, nature and modes-Formal, Informal and Non-formal
- ❖ Purposes of education-individual development
- ❖ Knowledge-meaning and ways of knowing
- ❖ Forms of knowledge-local & universal, concrete & abstract, theoretical & practical, contextual & textual, school & out-of-school

Unit - II: Education and Philosophy

- ❖ Philosophy of Education-meaning and significance in the context of aims of education, curriculum
- ❖ Major schools of thoughts and their impact on education.
 - (i) Idealism, Naturalism, Realism, Pragmatism and Humanism.
 - (ii) Sankhya, Yog and Advaita philosophy

Unit - III: Education and Society

- ❖ Educational sociology – meaning, nature and socialization of the child
- ❖ Education as a means of social change and social welfare
- ❖ Education as a means of human resource development
- ❖ Meaning of a new social order and modernization of education

Unit - IV: Educational Thoughts: Indian & Western Thinkers

- ❖ MK Gandhi, Tagore, Aurobindo, Vivekanand, J.Krishnamurthy & Giju Bhai
- ❖ Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel & Montessori

Unit - V: Education and Values

- ❖ Values – meaning, nature & types.
- ❖ Source of values – The Constitution of India, democracy, secularism, fundamental rights & duties, directive principles, constitutional provisions for education.
- ❖ Education for peace – issues of national and international conflicts, social injustice, communal conflicts harmony, individual alienation

Unit - VI: Education for National Integration

- ❖ National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration
- ❖ Role of celebration of Indian festivals

Suggested Readings:

- Giddens, Anthony (1990). Sociology. Cambridge, UK: Polity Press.
- Gupta, Dipankar (1989). Social stratification. New Delhi, India: Oxford University Press.
- Horton, P.B. & Hunt, C.B. (1987). Sociology. Singapore: McGraw-Hill.
- Haralamboss, Michael (1989). Sociology, Themes and Perspectives. New Delhi, India: Oxford University Press.
- Kolenda, Pauline (1997). Caste in Contemporary India, Beyond Organic Solidarity. Jaipur, India: Rawat Publications.
- Kamat, A.R. (1985). Education and Social Change in India. Bombay, India: Somaiya Publication.

Core Course (CC-3)

GROWING UP AS A LEARNER (E-103)

CO: COURSE OUTCOMES

- CO1-** Acquire the basic principles of psychology of learners.
- CO2-** Understands learner characteristics and implications for teaching-learning.
- CO3-** Understand learner's mental health problems & choose appropriate strategies to cope with such problems.
- CO4-** Apply various psychological principles and approaches to learning.
- CO5-** Appreciate the role of psychology in the teaching-learning process.

Course Contents

Unit - I: Psychology and learner

- ❖ Psychology – its meaning, nature and scope
- ❖ Educational psychology – meaning, scope and its relevance for teachers, teaching and learning.
- ❖ Individual differences – concept & types-mentally retarded, backward, delinquent, gifted, slow learner

Unit - II: Human Development

- ❖ Concept & stages of development – infancy, childhood, adolescence
- ❖ Types of development- physical, cognitive social, emotional, moral with reference to Piaget.

Unit - III: Learning

- ❖ Concept & theories of learning and its implications – Thorndike, Pavlov, Kohler, Skinner,

Unit - IV: Mental Health

- ❖ Concepts and factors affecting mental health, ways of improving mental health
- ❖ Adjustment and ways for reducing maladjustment

Unit - V: Personality

- ❖ Concept, dimensions and theories of personality- psycho-analytic, trait, type
- ❖ Measurement of personality

Unit - VI: Intelligence and Creativity

- ❖ Intelligence-meaning, nature and measurement
- ❖ Types of intelligence with reference to multiple intelligence and emotional intelligence,
- ❖ Creativity – meaning, nature and measurement, techniques for fostering creativity

Suggested Readings :

- Aries, P. (1965). Centuries of Childhood-A social history of the family life. RandomHouse Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood,
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Harris, M. and Butterworth, G. (2002) The two concepts of childhood ,Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications.

Core Course (CC-4)

TEACHER, TEACHING AND TECHNOLOGY (E-104)

CO: COURSE OUTCOMES

- CO1-** Acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology
- CO2-** Equip them with various technologies to apply for improving instructional practices
- CO3-** Develop teaching skill required for effective instructional and institutional management.
- CO4-** Manage teaching and learning effectively and efficiently.
- CO5-** Identify and implement instructional strategies in different situations.

Course Contents

Unit - I: Technology and Teaching

- ❖ Educational technology-meaning, concept and types-hardware, software, systems approach,

- ❖ Types of educational technology -teaching technology, instructional technology and behavioral technology, information communication technology
- ❖ Programmed instruction- concept, principles, assumptions and types – linear and branching

Unit - II: Task of Teaching

- ❖ Phases of teaching and its operations-pre-active, inter-active & post-active
- ❖ Levels of teaching-memory, understanding and reflective

Unit III: Teaching Aids and Teaching

- ❖ Teaching aids-meaning, need, types-projected, non-projected, electronic
- ❖ Multi-sensory teaching-meaning and importance
- ❖ Edgar Dale's Cone of experience
- ❖ Audio-visual equipment's-OHP Projector, audio-video recording instruments, radio, television
- ❖ Use of teaching-learning technologies – Tele-conferencing (Face to Face Distance mode of Education), language laboratory, e-mail, internet, smart classes,

Unit - IV: Management of Learning and Teaching

- ❖ Planning
- ❖ Organizing
- ❖ Leading
- ❖ Controlling

Unit - V: Strategies of Teaching

- ❖ Concept and classification, different teaching strategies - lecture, demonstration, heuristic, discovery, project, assignment, tutorial, group work, brain-storming, role playing,

Unit - VI: Modification of Teacher Behavior

- ❖ Modification of teacher behavior-simulation teaching, t-group training, interaction- analysis, action research, micro teaching with special reference to components of various teaching skills like -Introduction, Reinforcement, Probing Question, Stimulus Variation,

Unit - VII: Professional Development of Teachers

- ❖ Teacher evaluation, teacher autonomy, teacher accountability, code of ethics for teachers
- ❖ Strategies for professional development of teachers

Suggested Readings:

- Aggarwal, J.C. (1995), Essentials of Educational Technology: Teaching Technology. New Delhi, Vikas Publishing House Pvt. Ltd.
- Mangal S.K. (1992), Fundamentals of Educational Technology. Ludhiana, M/S Prakash Brothers.
- Mangal S. K., Foundations of Educational Technology, Tandon Publications Ludhiana (2001).
- Nanda V. K., Modern Techniques of Teaching, Vol. I Educational Technology for Adults, Anmol, publications (1998)
- Sharma R. A, Technology of Teaching, Loyal Book Depot, Meerut International Publishing House Meerut, (1993)

Pedagogy Courses

हिन्दी शिक्षण (E-201)

CO: COURSE OUTCOMES

CO1- Understand about the nature and characteristics of a language and mother tongue and the use of language.

CO2- Practice the required skill and their- interlinks for mastering a language.

CO3- Understand the various approaches for planning for successful language teaching.

CO4- Understand the Approaches for teaching different aspects of language.

CO5- Understand the Aids and other similar available material that could be used for teaching language.

CO6- Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

Course Contents

यूनिट . 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा।

- ❖ भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।
- ❖ मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।
- ❖ मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण

यूनिट . 2 : हिन्दी का भाषा विज्ञान एवं उपयोगिता।

- ❖ हिन्दी ध्वनि विज्ञान, उसके विभिन्न अंग।
- ❖ हिन्दी रूप विज्ञान, वर्गीकरण एवं निर्माण प्रक्रिया।
- ❖ हिन्दी वाक्य विज्ञान, प्रकार एवं प्रभावी निर्माण प्रक्रिया।
- ❖ विराम चिह्न एवं उनका उचित प्रयोग।

यूनिट . 3 : भाषायी कौशल-शिक्षण, उद्देश्य एवं प्रक्रिया।

- ❖ श्रवण कौशल- अर्थ उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ वचन कौशल-अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ पठन कौशल- अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- ❖ लेखन कौशल- अर्थ, उद्देश्य एवं शिक्षण क्रियाएँ।
- ❖ सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना कानिर्माण-
अ. प्रस्तावना कौशल ब. प्रश्न कौशल स.

यूनिट . 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण

- ❖ पाठयोजना का अर्थ एवं उपयोगिता, इकाई योजना का निर्माण एवं उद्देश्य।
- ❖ हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन -अ. गद्य - गहन पाठ एवं द्रुत पाठ ब. पद्य स. व्याकरण द. रचना शिक्षण

यूनिट . 5 : हिन्दी में दक्षता विकसित करने वाले घटक

- ❖ हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग। पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु पागम आदि।
- ❖ निम्न पाठ्यक्रम सहगामी क्रियाएँ एवं उनका महत्व -परिचर्चा, वाद-विवाद, खेल, कार्यशाला, गोष्ठी, निबन्ध लेखन, आदि।

यूनिट . 6 : परीक्षण एवं मूल्यांकन

- ❖ हिन्दी में मूल्यांकन-सतत एवं समग्र
- ❖ हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय, निबन्धात्मक)
- ❖ हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न-पत्र का निर्माण
- ❖ उपचारात्मक एवं निदानात्मक शिक्षण

PEDAGOGY OF ENGLISH (E 202)

CO: COURSE OUTCOMES

CO1- Understand about the nature and characteristics of a language and mother tongue and the use of language.

CO2- Practice the required skill and their-interlinks for mastering a language.

CO3- Understand the various approaches for planning for successful language teaching.

CO4- Understand the Approaches for teaching different aspects of language.

CO5- Understand the Aids and other similar available material that could be used for teaching language.

CO6- Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

Course Contents

Unit - I: Background to the Study of English

- ❖ Role of English in the present day; position of English in the Indian school curriculum in the context of the three-language formula
- ❖ English as a second Language
- ❖ Functions of language
- ❖ Linguistic principles
- ❖ Aims and objectives of teaching of English at Junior and

Unit - II: Content and pedagogical analysis

- ❖ Teaching of prose, poetry, composition and grammar.
- ❖ Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.
- ❖ Preparation of micro lessons based on the following skills :
Introduction, Illustration, Stimulus variation

Unit - III: Methods of Teaching and Skills of Teaching

- ❖ Various approaches of teaching English; structural approach, communicative approach, holistic approach
- ❖ Difference between and 'approach' and 'method', major methods of teaching English-Grammar-cum-translation method, direct method and bilingual method
- ❖ Structural approach: meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure
- ❖ Latest developments in the approach and methods of teaching English including the linguistic communicative approach, lesson planning
- ❖ Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia etc.

Unit - IV: Teaching Aids

- ❖ Importance of instructional material and their effective use
- ❖ Use of following aids :

(i) Chalk board	(vii) Record-Player(lingua phones)
(ii) Flannel board	(viii) Radio
(iii) Pictures.	(ix) Television
(iv) Picture cut-out	
(v) Charts	
(vi) Tape-recorder.	

Unit V : Evaluation

- ❖ Basic principles testing English, tools and techniques of evaluation
- ❖ The meaning and significance of comprehensive and continuous evaluation in English
- ❖ Development of good test items in English (objectives type, short answer type, essay type)
- ❖ Construction of an achievement test, diagnostic testing and

संस्कृत— शिक्षण (E 203)

CO: COURSE OUTCOMES

- CO1-** Understand about the nature and characteristics of a language and mother tongue and the use of language
- CO2-** Practice the required skill and their-interlinks for mastering a language.
- CO3-** Understand the various approaches for planning for successful language teaching.
- CO4-** Understand the Approaches for teaching different aspects of language.
- CO5-** Understand the Aids and other similar available material that could be used for teaching language.
- CO6-** Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

CONTENT

यूनिट . 1 : भाषा — स्वरूप, प्रकृति एवं महत्व भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।

- ❖ भाषा के विविध रूप।
- ❖ भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्यज्ञं
- ❖ भाषा की प्रकृति।
- ❖ सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं

यूनिट 2 : संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।

- ❖ संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।
- ❖ संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (चपदज वृत्तिजपबनसंजपवद) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि—भेद।
- ❖ भाषायी कौशल — उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण
- ❖ उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।

यूनिट 3 : संस्कृत साहित्य की विधाएँ एवं उनका शिक्षण।

- ❖ साहित्य की विभिन्न विधाएँ, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण—उद्देश्य, ब्लूम द्वारा गया वर्गीकरण।
- ❖ संस्कृत शिक्षण की सामान्य विधियाँ।

- ❖ संस्कृत-गद्य, पद्य, व्याकरण, रचना, नाटक, द्रुतपाठ एवं निबन्ध-शिक्षण की विधियाँ एवं उद्देश्य।
- ❖ पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण-प्रक्रिया।
- ❖ संस्कृत, वर्तनी से सम्बन्धित छात्रों की सामान्य त्रुटियाँ,

यूनिट 4 :संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।

- ❖ पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- ❖ उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- ❖ पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- ❖ संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन।
- ❖ उत्तर प्रदेश के विद्यालय

यूनिट 5 :संस्कृत भाषा में मूल्यांकन।

- ❖ मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- ❖ परीक्षणों/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- ❖ उद्देश्य केन्द्रित (व्हरमबजपअम ब्दजतमक) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ।
- ❖ अच्छे परीक्षणों की विशेषताएँ।
- ❖ विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

यूनिट 6 : संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- ❖ संस्कृत अध्यापक की विशेषताएँ।
- ❖ संस्कृत-कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- ❖ संस्कृत शिक्षण में पाठ्य सहगामी क्रियाएँ।
- ❖ संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- ❖ संस्कृत शिक्षण – गृह कार्य के प्रकार एवं महत्व।

PEDAGOGY OF SOCIAL SCIENCES (E 204)

CO: COURSE OUTCOMES

- CO1-** Understand concept, meaning and scope of social sciences.
- CO2-** Get acquainted with appropriate methodology as applicable to social sciences
- CO3-** Prepare unit plan and lesson plan.
- CO4-** Acquire skill in teaching social sciences.
- CO5-** Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- CO6-** Acquire the ability to develop instructional support materials.

Course Contents

Unit - I: Nature and Scope of Social Sciences

- ❖ Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- ❖ Rational for including these areas in school curriculum
- ❖ Instructional objectives of teaching social sciences at secondary level

Unit - II: Methodology for Social Science Pedagogy

- ❖ Instructional strategies, methods of teaching social science
- ❖ Strategies for teaching social science in terms of specific methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and
- ❖ Micro teaching skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Blackboard Writing etc.
- ❖ Selecting and using teaching aids: chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: overhead projectors
- ❖ Use of ICT in teaching-learning process of social science with computer-aided methods like- Power Point, Simulation, Softwares, Webinars etc.
- ❖ Content analysis, unit planning and lesson planning

Unit - III: Curriculum and Text-Books

- ❖ Place of social studies in Secondary School curriculum
- ❖ Teacher and Curriculum planning, hidden curriculum, Evaluation of curriculum, Characteristics of good text-book, Evaluation of textbooks, analysis of textbooks from peace education and environmental education perspective

Unit - IV: Social Science Teacher and co-curricular activities

- ❖ Qualities of social science teacher
- ❖ Professional development of social science teacher
- ❖ Principles of organizing co-curricular activities
- ❖ Formation and management of social science clubs
- ❖ Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript
- ❖ Using community resources
- ❖ Organizing field trips
- ❖ Social science room

Unit - V: Transaction mode and Evaluation

- ❖ Objectives of evaluation in social science, developing a blueprint – objective, content, items
- ❖ Essay type, short answer type and objective type question in social sciences, their advantages and limitations.
- ❖ Construction of achievement test in social science
- ❖ Continuous evaluation using feedback for improvement of teaching and learning in social science
- ❖ Diagnostic testing and remedial teaching

PEDAGOGY OF MATHEMATICS (E 205)

CO: COURSE OUTCOMES

- CO1-** Understand and appreciate the uses and significance of mathematics in daily life.
- CO2-** Learn successfully various approaches of teaching mathematics and to use them judiciously.
- CO3-** Know the methods of planning instruction for the classroom.
- CO4-** Prepare curricular activities as per the needs
- CO5-** Appreciate and organize activities to develop aesthetics of mathematics.

Course Contents

Unit I: Entering into the Discipline

- ❖ Meaning and nature of mathematics, use and significance of mathematics
- ❖ Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagoras, Rene Decarte.
- ❖ Aims and objectives of teaching mathematics at secondary
- ❖ Objectives of teaching mathematics in terms of behavior outcomes.

Unit II: Methodology for Mathematics Teaching

- ❖ Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving,Heuristics, Project & Laboratory Method.
- ❖ Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- ❖ Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard Writing etc.
- ❖ Use of ICT in teaching-learning process of mathematics with computer-aided methodslike- Power Point, Multimedia.

Unit III: Developing Lesson Plan, Unit Plan and Material Aids

- ❖ Lesson plan - meaning, purpose and Performa of lesson plan and its rationality
- ❖ Unit plan – meaning and purpose of unit plan
- ❖ Teaching –aids importance and classification
- ❖ Developing/preparing low cost improvised teaching aids
- ❖ Application of computer in teaching of mathematics.

Unit IV: Development of Curriculum, Text Book and Activities of Mathematics

- ❖ Principles and rationale of curriculum development, organizing the syllabi both logicallyand psychologically according to the age groups of children
- ❖ Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time
- ❖ Organization of mathematics laboratory
- ❖ Text book of mathematics- qualities of a good text book of mathematics
Using mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles etc.
- ❖ Learning about the short cuts mentioned in Vedic mathematics
- ❖ Development of maths laboratory

Unit V: Evaluation in Mathematics

- ❖ Meaning and needs of evaluation.
- ❖ Process of obtaining feedback and evaluation in mathematics in terms of cognitiveffective and psychomotor behavioral development
- ❖ Comprehensive and continuous evaluation (C.C.E.) in mathematics
- ❖ Development of test item (short answer and objective type)
- ❖ Diagnostic testing and remedial teaching

PEDAGOGY OF PHYSICAL SCIENCES (E 206)

CO: COURSE OUTCOMES

- CO1-** Develop a broad understanding of the principles and procedures used in modern physical science education.
- CO2-** Enhance their essential skill for practicing modern physical science education
- CO3-** Develop their skills necessary for preparing international accessories.
- CO4-** Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- CO5-** Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Contents

Unit - I: Concept, Nature and Importance

- ❖ Meaning and nature of physical science, path tracking discoveries and land mark development in science, impact of science on modern communities, globalization and science
- ❖ Justification for including science as a subject in school curriculum, eminent Indian and world Scientists - an introduction

Unit - II: Aims and Objectives of Teaching Physical Science

- ❖ General aims and objectives of teaching physical science at secondary and senior secondary school stage, instructional objectives with special emphasis on Bloom's taxonomy
- ❖ Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, secondary and senior secondary.

Unit - III: Methodology of Teaching Physical Science

- ❖ Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- ❖ Techniques – Team-Teaching
- ❖ Excursion, science – museums, science – club, science – fair, science projects
- ❖ Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- ❖ Use of ICT in teaching-learning process of physical sciences with computer-aided methods like-Power Point, Simulation, Software, Webinars etc.

Unit - IV: Curriculum and Instructional Material Development

- ❖ Meaning, definition and principles of curriculum construction and its types
- ❖ Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs and the availability of local resources.
- ❖ Development of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- ❖ Preparation, selection and use of teaching aids
- ❖ Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide

Unit - V: Content Analysis and Lesson Planning

- ❖ Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –

Identification of minor and major concepts, Listing behavioral outcomes, Listing activity and experiments Listing evaluation procedure

Unit - VI: Evaluation in Physical Science Teaching

- ❖ Evaluation: meaning and needs, formative and summative evaluation
- ❖ Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- ❖ Diagnostic testing and remedial teaching
- ❖ Preparation of achievement test

PEDAGOGY OF BIOLOGICAL SCIENCES (E 207)

CO: COURSE OUTCOMES

CO1- Develop broad understanding of principles and knowledge used in biology science.

CO2- Develop their essential skills for practicing biological science.

CO3- Know various approaches and methods of teaching life science.

CO4- Lesson planning of biological science properly.

CO5- Prepare tools for evaluation in biological sciences.

Course Contents

Unit I: Nature, Concepts and Importance

- ❖ History and nature of biological sciences
- ❖ Importance of biological science for environment, health and peace
- ❖ Interdisciplinary linkage of biological science and other school subjects
- ❖ Value of biological sciences in our lives

Unit II: Objectives of Teaching Biological Sciences

- ❖ General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- ❖ Writing objectives in terms of learning outcomes (behavioral term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives

Unit III: Exploring learning

- ❖ Inductive and deductive approach, different methods and techniques of teaching biological sciences
- ❖ Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- ❖ Child centered approach-project method,
- ❖ Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- ❖ Micro-teaching skills- Introduction, Explaining, Illustration, Stimulus variation, Blackboard writing etc.
- ❖ Analysis of content, preparing unit plan, lesson plan

Unit IV: Learner Centered School Curriculum

- ❖ Principles of development of biological science curriculum, trends in biological sciences curriculum.
- ❖ Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.
- ❖ Importance and type of teaching aids, use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory
- ❖ Biology museum, biology club, field trips, aquarium herbarium

Unit V: Concept of Evaluation and Measurement

- ❖ Meaning and nature of evaluation and measurement
- ❖ Tools and techniques of evaluation in biological science
- ❖ Characteristics of a good test-reliability, validity
- ❖ Essay type, short answer and objective type tests, their merits and demerits
- ❖ Concept of formative, summative and diagnostic test
- ❖ Construction of achievement test
- ❖ Diagnostic testing

PEDAGOGY OF COMPUTER SCIENCE (E 208)

CO: COURSE OUTCOMES

- CO1-** Develop a broad understanding of the principles and procedures used in computer science education.
- CO2-** Develop their skills necessary for preparing instructional accessories
- CO3-** Know the methods of planning instruction for the classroom
- CO4-** Learn successfully various methods of teaching computer science and use them judiciously.
- CO5-** Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Course Contents

Unit - I: Historical Perspectives, Aims and Objectives of Computer Science

- ❖ Historical development of computer (hardware and software)
- ❖ Present status of computer science as a school subject.
- ❖ Significance of teaching computer science at secondary/senior secondary schools
- ❖ Aims and objectives of teaching computer science-
- ❖ Classification of educational objectives (Bloom's taxonomy)

Unit - II: Development of Curriculum in Computer Science

- ❖ Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- ❖ Organization of Computer Science Laboratory.
- ❖ Text book of Computer Science - qualities of a good text book of Computer Science.

Unit - III: Methods of Teaching Computer Science

- ❖ Lecture method, demonstration-cum-discussion method, personalized instruction method
- ❖ CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software etc.
- ❖ Co-operative learning approach, multimedia approach
- ❖ Micro teaching Skills-Introduction, Probing Question, Stimulus variation, Explaining, Blackboard-Writing etc.

Unit - IV: Unit Planning, Lesson Planning and Teaching Aids

- ❖ Meaning and definition of unit plan and lesson plan
- ❖ Importance and steps of planning a lesson.
- ❖ Need, Importance, preparation and using of teaching aids in computer science
- ❖ Organization of computer laboratory

Unit - V: Basic Processes in Computer Science

- ❖ Basic programming
- ❖ Data representation
- ❖ Computer organization
- ❖ Operating environment

Unit - VI: Evaluation in Computer Science

- ❖ Meaning and importance of evaluation.
- ❖ Comprehensive and continuous evaluation (CCE) in computer science
- ❖ Development of test items objective type, short answer type, essay type
- ❖ Preparation of an achievement test
- ❖ Analysis and interpretation of test results

PEDAGOGY OF HOME SCIENCE (E 209)

CO: COURSE OUTCOMES

CO1- Understand the nature and scope of Home Science

CO2- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.

CO3- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.

CO4- Understand the various methods and techniques that can be employed in the teaching of Home Science.

CO5- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.

Course Contents

Unit - I: Concepts

- ❖ The concept of home science: meaning and components; place of home science in secondary education
- ❖ Job opportunities in home science
- ❖ Aims and objectives of teaching of home Science

Unit II : Pedagogical Analysis

- ❖ Foods, nutrition and health
- ❖ Child care
- ❖ Fiber and fabric

- ❖ Home management-importance of planning
- ❖ Hygiene and sanitation

Unit III: Methods of Teaching

- ❖ Method of teaching as applied to home science
Teacher centered methods-lecture, demonstration
Child centered method-laboratory, project, assignment, discussion
- ❖ Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, Stimulus variation, Blackboard writing, etc.
- ❖ Use of ICT in teaching-learning process of home science with computer-aided methods like- Multimedia, Simulation, Webinars etc.

Unit IV: Equipments of Teaching

- ❖ Development and designing of curriculum
- ❖ Teaching aids-classification and importance
- ❖ Concept of Unit and lesson plan, preparation of unit and lesson plan
- ❖ Planning of space and equipment for home science laboratory

Unit V: Evaluation

- ❖ Evaluation in home science-meaning and importance of evaluation
- ❖ Characteristics of a good evaluation device
- ❖ Evaluation devices-written, oral, observation, practical work, assignment
- ❖ Diagnostic testing and remedial teaching

PEDAGOGY OF COMMERCE (E-210)

CO: COURSE OUTCOMES

- CO1-** Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- CO2-** Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- CO3-** Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- CO4-** Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- CO5-** Develop interests in learning recent developments in Commerce and Accountancy
- CO6-** Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Course Contents

Unit I: Concept, Aims and Objectives of Commerce Teaching

- ❖ Meaning and scope of commerce as a subject,
- ❖ Meaning of Commerce education and historical development of commerce education in India
- ❖ Aims of commerce education

- ❖ Objectives of commerce education at High school and Intermediate levels (vocational & academic)
- ❖ Instructional objectives - meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy)

Unit II: Methods of Commerce Teaching

- ❖ Lecture and discussion methods, Project method, Problem solving method, Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach) Plans of commercial practice teaching (office model)
- ❖ Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing, etc.
- ❖ Use of ICT in teaching-learning process of commerce with computer-aided methods like-Power Point, Simulation, Software, Webinars etc.

Unit III: Techniques and Teaching Aids

- ❖ Techniques of commerce teaching-questioning and demonstration
- ❖ Text book of commerce teaching
- ❖ Commerce room
- ❖ Teaching aids in commerce

Unit IV: Curriculum, Correlation with other Subjects, Commerce Teacher and Lesson Planning

- ❖ Curriculum in commerce (i) principles of curriculum construction (ii) critical evaluation of High School syllabus
- ❖ Correlation of commerce with other subjects (i) need and importance (ii) correlation with math, geography and economics
- ❖ Commerce teaching (i) profile of a good commerce teacher (ii) professional growth of a commerce teacher
- ❖ Lesson Planning-meaning, need
- ❖ Unit and resource planning

Unit V: Evaluation in Commerce

- ❖ Concept, scope and importance of evaluation
- ❖ Tools and techniques of evaluation
- ❖ Construction and administration of an achievement test
- ❖ Diagnostic testing and remedial teaching

(Teaching Skills) Practical Work

EF 2(A): Preparation to Function as a Teacher (E-701)

During the first year, the teacher-preparation programme will offer the training amounting to a maximum of 8 weeks. This will include:

- ❖ **Two week workshop on Lesson-Planning** based on constructivist approach (Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Question, How to put Question, How to receive Answers, Discipline, Role of Eye-control, etc.).
- ❖ **Two week workshop on 'Micro-Teaching'** (at least 5 teaching skills will be mastered in each Pedagogy course like-Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.).
- ❖ **Two week Practice-Teaching in Simulated condition** in each Pedagogy course. During this phase every student-teacher will **teach at least 6 lessons**. These lessons will be observed by subject-supervisors

- ❖ **Two week Practice-Teaching in Real-Class room situation in a school.** For it, the student-teachers will be attached to a particular school as 'School Attachment', where they will deliver their lessons. During this phase every student-teacher will **teach at least 20 lessons**. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This shorter period is to provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.

(E-702 & 704)

Viva- Voce Examination based On

**Task and Assignments that run through all the courses CC 1-7 and PC 1 to 42 EPC
Activities**

EPC 1: Strengthening Language Proficiency

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of student-teachers irrespective of the subject area that they are going to teach.

Objectives: To enable student-teachers to-

- Strengthen the ability to read correctly
- Strengthen the ability to pronunciation
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly

Activities

One or two workshops on Language proficiency course on Hindi and English of 7-10 day each may be organized. It may course the following content –

- ☐ हिन्दी भाषा (1) वर्ण-स्वर व व्यंजन ध्वनि, मात्राएं (2) शब्द – पर्यायवाची व विलोम शब्द (3) शब्द रचना-सन्धि, समास, उपसर्ग, प्रत्यय (4) रूप विचार- संज्ञा, सर्वनाम, विशेषण, क्रिया क्रियाविशेषण, आदि (5) वाक्य विचार-विराम चिन्ह, आदि (6) रचना-पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि।

English Language – (i) Alphabet-Vowel & Consonant sounds (ii) word-synonym & Antonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence-Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.

EPC 2: Art and Aesthetics

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

Objectives: To help student-teachers to-

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labor
- To nurture children's creativity and aesthetic sensibilities.

Activities

An artist may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories-

- Paper meshing
- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

EPC 3: Reading and Reflecting on Texts

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Objectives: To enable student-teachers to-

- Develop study – habits
- Develop skill of reading & writing
- Develop skill of summarization
- Develop skill of note-taking.

Activities

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

EPC 4: Understanding of ICT

Preparing teachers to use technology in a classroom is an important step of ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT aided learning, to help student-teachers interpret and adapt ICTs in the teaching-learning process.

Objectives: To enable student-teachers to-

- ❖ Have a basic familiarity with computers
- ❖ Understand & appreciate ICT as an effective learning tool for learners
- ❖ Understand ICT as an enormous functional support to teachers.

Activities A workshop on ICT for 10-15 days may be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teachers are expected to learn the following:

- ❖ Use of radio and audio media in script writing, story-telling, etc.
- ❖ Use of TV & video in education
- ❖ Use of newspaper in education
- ❖ Functional knowledge of operating computers- word processing, power point, excel, etc.
- ❖ Effective browsing of the internet for selecting relevant information.
- ❖ Downloading relevant material
- ❖ Competencies in developing software
- ❖ Developing PPT slide show for classroom use
- ❖ Use of available software or CDs with LCD projection for subject learning interactions
- ❖ Generating demonstrations using computer software.

EPC 5: Working with Community

This programme gives opportunity to attach with and to solve the problems of the community to make the student-teachers sensitive and aware about the society.

Objectives: To enable student-teachers to-

- ❖ Develop social-sensitivity among student-teachers
- ❖ Develop sympathy with the poor and the people below-poverty-line.
- ❖ Develop awareness about the environment.
- ❖ To have the positive attitude toward the neglected class.

Activities:

This can be achieved by organizing a number of programme for the welfare of the community, like –

- ❖ To educate the dropouts and adults (Literate India)
- ❖ To educate the people of slum areas to take the nutritious diet. (Quit Mal-nutritious).
- ❖ To make the people learn the importance of small family norm (chota parivar sukhi parivar)
- ❖ To make the people learn the importance of the girls-child & its education for the Family and the society (Beti Bachao Beti Padhao)
- ❖ To motivate the people to grow more plants (Green India)
- ❖ To motivate the people to keep the city and the public places clean (Clean India)
- ❖ To motivate the people to save river and ponds (Clean Water)

EPC 6: Basics of Research

This programme will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

- ❖ Identification of an educational problem.
- ❖ Formulation of various solutions.
- ❖ Selection of the most probable solution
- ❖ Developing a tool for data collection
- ❖ Data collection
- ❖ Data analysis
- ❖ Reporting findings

EPC 7: Drama and Art in Education

Real education implies reflection, introspection and action, with a deep relationship between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self-expression and for enhancing creativity.

Following activities can be organized under the course: (any two)

- ❖ Script writing
- ❖ Street play
- ❖ Visit to an art gallery
- ❖ Visiting/Organizing exhibitions
- ❖ Visiting/Organizing cultural fests
- ❖ Report on the folk life
- ❖ Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc
- ❖ Appreciation of a film/drama/novel/folk drama, etc.
- ❖ Use of Music/ Arts in Education

EPC 8: Entrepreneurship Development

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

Following activities shall be organized under the course: (any one)

Field work:-

- ❖ Educational Market Survey for needs analysis
- ❖ Interview of Educational Book Publisher/Entrepreneurs
- ❖ Visit to Vocational Institute
- ❖ Survey of the usability of an existing /self-developed educational product
- ❖ Write an essay on „Entrepreneurship“

B.Ed. II Year Syllabus
Core Course (CC-5)

CREATING AN INCLUSIVE SCHOOL (E-301)

CO: COURSE OUTCOMES

CO1- Understand inclusive education- concept and nature.

CO2- Understand the global and national commitments towards the education of children with diverse needs

CO3- Prepare conducive teaching learning environment in inclusive schools.

CO4- Identify and utilize existing resources for promoting inclusive practice

Course Contents

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

Unit - II: Children with Diverse Needs

- ❖ Definition and characteristics of children with diverse needs
- ❖ Sensory (hearing, visual and physically challenged)
- ❖ Intellectual (gifted, talented and mentally challenged)
- ❖ Developmental disabilities (autism, cerebral palsy, learning disabilities)
- ❖ Social and emotional problems
- ❖ Scholastic backwardness, under achievement, slow learners
- ❖ Children with special health problems
- ❖ Environmental / ecological difficulties
- ❖ Children belonging to other marginal groups

Unit - III: Inclusive Education and its Practices

- ❖ Inclusive instructional design and collaborative instruction for inclusion.
- ❖ Differentiating instruction – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self- regulated learning
- ❖ Inclusive instruction strategies at school level- remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends
- ❖ E-learning and inclusive education

Unit - IV: Inclusive Schools

- ❖ Infrastructural facilities for an inclusive school
- ❖ An ideal inclusive school
- ❖ Role of inclusive school in modern times.
- ❖ Inclusive classroom managements

Unit - V: 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

Suggested Readings:

- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont

Core Course (CC-6)

GENDER, SCHOOL AND SOCIETY (E-302)

CO: COURSE OUTCOMES

CO1- Sensitize the future teachers towards basic understanding of various key concepts of gender studies.

CO2- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.

CO3- Help them understand the contribution of women in social, economic & political development of the society.

CO4- Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

Course Contents

UNIT - I: Gender Issues: Key Concepts

- ❖ 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

UNIT - II: Gender Inequality in the Schools

- ❖ In the structure of knowledge.
- ❖ In the development of curriculum, gender and hidden curriculum.
- ❖ Gender in text and context (text books inter-sectionality with other disciplines, classroom processes including pedagogy)
- ❖ In the class room
- ❖ In the management of school

UNIT - III: Women in Indian Society

- ❖ Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation violence against women)
- ❖ Women's access to and participation in formal and non-formal education (gender bias in enrolment, curriculum content, dropouts)
- ❖ Participation of women in planning and decision making
- ❖ Human right

UNIT - IV: Theories on Gender and Education: In Indian Context

- ❖ Socialization theory
- ❖ Gender difference theory
- ❖ Structural theory
- ❖ Deconstructive theory

UNIT - V: Gender, Sexuality, Sexual Harassment and Abuse

- ❖ Linkage and differences between reproductive rights and sexual rights.
- ❖ Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- ❖ Sites of conflict : social
- ❖ Understanding the importance of addressing sexual harassment in family, neighborhood
- ❖ Agencies perpetuating violence : family, school
- ❖ Institutions redressing sexual harassment and abuse.

Suggested Readings:

- Ambasht, et al (1971). Developmental Needs of Tribal People, NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi

Core Course (CC-7)

KNOWLEDGE, LANGUAGE & CURRICULUM (E-303)

CO: COURSE OUTCOMES

CO1- To examine the Epistemological basic of education

CO2- To understand the concept and principles of curriculum development

CO3- To understand the formulation of new curriculum

CO4- To develop the ability to read & comprehend

CO5- To develop writing skill

Course Contents

Unit – I: Knowledge

- ❖ Epistemology – meaning, philosophical basic of knowledge according to Indian and Western philosophy
- ❖ Knowledge – nature and sources, validity of knowledge
- ❖ Differences between knowledge and skill, teaching and training, knowledge and information, reason and belief

- ❖ Chronological review on knowledge generation, myth based faith and logical based knowledge, various structures of society

Unit - II: Language and Reading Comprehension

- ❖ Need and importance
- ❖ Types of reading : skimming and scanning
- ❖ Strategies for effective reading, mechanism for reading, loud reading
- ❖ Schema theory of reading

Unit - III: Developing Writing skills

- ❖ Need and importance
- ❖ Making reading writing connection
- ❖ Process and strategies of writing for children, mechanism of writing, summarizing

Unit - IV: Curriculum and Development

- ❖ Meaning and concept of curriculum syllabus and units
- ❖ Curriculum development – meaning, concept stages in the process of curriculum development
- ❖ Fusion Intervention & Inter-subject co-relation

Unit - V: Determinants of Curriculum

- ❖ Philosophical Foundation of curriculum development in view of different schools of philosophy
- ❖ Social and political forces, cultures and cultural roots of curriculum, sociology of curriculum
- ❖ Model of curriculum development : Hilda Taba's Model
- ❖ Core curriculum, activity curriculum

Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.
- Mukunda, Kamala V. (2009) What Did You Ask At School Today: A Handbook of Child Learning; Harper Collins Publishers; NOIDA
- National Curriculum Framework for School Education (2005); NCERT; New Delhi;

PC 3: ASSESSMENT FOR LEARNING (E-401)

CO: COURSE OUTCOMES

CO1- Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc

CO2- Be exposed to different kinds of assessment that aid student learning.

CO3- Have an idea of new trends in evaluation.

CO4- Learn the different characteristics of standardize test-Reliability, validity, Norms, etc.

CO5- Relate & use statistics in educational setting

Course Structure

Unit - I: Assessment and Evaluation

- ❖ Concept of measurement and evaluation, test assessment, examination, formative & summative evaluation, open book examination, grading, cumulative grade point average (CGPA)
- ❖ Purposes of assessment in a 'constructivist' paradigm, distinction between Assessment for Learning & 'Assessment of Learning'

Unit - II: Assessment tools

- ❖ Quantitative and qualitative Tools.
- ❖ Constructing an achievement test- blue-print
- ❖ Standardization of test – objectivity, reliability validity

Unit - III: Techniques of Test Conduct

- ❖ Importance of establishment of rapport with the students
- ❖ Security of tests and testing material
- ❖ Arranging the seat and distribution of question for minimum pillage and copying
- ❖ Technique of avoiding guessing in answering objective questions
- ❖ Introducing flexibility in examination
- ❖ Improving quality and range of questions including school-based credits

Unit - IV: Data and Measures of Central tendency

- ❖ Data: meaning and types, frequency distribution, graphic representation, percentage
- ❖ Central Tendency – Mean, Median, Mode.

Unit - V: Measures of Variability and Correlation

- ❖ Range, quartile deviation, mean deviation, standard deviation, percentile
- ❖ Rank- order method

Unit - VI: Normal Probability Curve

- ❖ Meaning, characteristics and use of NPC

Suggested Readings:

- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
- Gunter, Mary Alice et.al(2007)., Instruction: A Model's Approach- Fifth Edition; Pearson Education Inc.; Boston.
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.

PC 4: (OPTIONAL COURSE-ANY ONE)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(E-501)

CO: COURSE OUTCOMES

CO1- Acquaint the student teaches with the concept and concerns of educational administration.

CO2- Develop an understanding of the role of the headmaster and the teacher in school management.

CO3- Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.

CO4- Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.

CO5- Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation

Course Contents

Unit - I: Concept of Educational Administration

- ❖ Concept of educational management human beings as inputs, process and product inputs
- ❖ Nature, objectives and scope of educational administration

Unit - II: Basic Functions of Administration

- ❖ Planning, organizing, directing and controlling
- ❖ Maintenance of discipline, control management
- ❖ Co-ordination and growth development
- ❖ Supervision and inspection, defects in the present supervision and inspection.
- ❖ Scope of educational supervision, types of supervision, providing guidance, leadership function, crisis in management, decision making

Unit - III: Communication in Educational Administration

- ❖ Role of communication in effective management and administration
- ❖ Methods of communication
- ❖ Barriers of communication in educational administration
- ❖ Overcoming barriers to communication and effective communication in educational administration

Unit - IV: Management of Schools

- ❖ Role of headmaster in planning of school activities approaches to management- manpower approach, cost benefit approach, social demand approach, and social justice approach
- ❖ Involvement of other functionaries and agencies in the preparation of a plan
- ❖ Delegation of authority and accountability
- ❖ Role of the headmaster in monitoring, supervision and evaluation
- ❖ Role of headmaster in motivating the staff, in resolution of interpersonal conflicts
- ❖ Role of the headmaster in creating resources and managing financial matters
- ❖ Optimum use of available resources for growth and development of the school
- ❖ Staff development programmes.
- ❖ Role of teachers in school management and administration

Unit - V: Educational Administration in the State

- ❖ The administrative structure in the field of education in the state
- ❖ Control of school education in the stage a critical analysis

- ❖ Functions of the state government in relation to secondary and higher secondary schools
- ❖ Functions of the board of secondary education in controlling secondary schools
- ❖ Problems of secondary school administration in government schools

GUIDANCE AND COUNSELLING (E-502)

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CO: COURSE OUTCOMES

CO1- Develop an understanding of the need and importance of career information for the pupils.

CO2- Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.

CO3- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.

CO4- Know about the importance of developing the right attitude and values at every stage of education.

Course Contents

Unit - I: Meaning and concept of Guidance

- ❖ Concepts, need and importance of guidance
- ❖ Principles of guidance, procedure of guidance (steps)
- ❖ Types-educational, vocational and personal
- ❖ Counselling-need functions and types
- ❖ Observation, interview and sociometry as techniques of guidance

Unit - II: Meaning and concept Counseling

- ❖ 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: Meaning and concept 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

- ❖ Information about education and training opportunities of primary, elementary and secondary levels of school

Unit - V: Career Information and School

- ❖ Personal-social information at every school level

ENVIRONMENTAL EDUCATION (E-503)

CO: COURSE OUTCOMES

CO1- Enable the student teacher understands about the concept of environmental education.

CO2- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.

CO3- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.

CO4- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature

CO5- Enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents

Unit - I: Basic Concept and Nature of Environment

- ❖ Meaning, scope and nature of environment, natural and man-made environment
- ❖ Ecosystem-structure, function and components.
- ❖ Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- ❖ Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

Unit - II: Natural Resources and Associated Problems

- ❖ Forest resources – use and overexploitation. Deforestation-cause, effects and remedy
- ❖ Water resources- use and overexploitation of surface and ground water, rain water harvesting and watershed management.
- ❖ Mineral resources-use, exploitation and conservation, effect of mining on man and environment
- ❖ Food resources- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and salinity.
- ❖ Energy resources- growing energy need renewable and non-renewable energy sources, conservation and alternate energy sources

Unit - III: Biodiversity and its conservation

- ❖ Meaning and values of biodiversity, India as a mega diversity nation
- ❖ Threats to biodiversity-habitat loss, poaching of wild life, man wildlife conflicts
- ❖ Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature

Unit - IV: Environment Issues and Its Preventive Measures

- ❖ Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- ❖ Climate change- Global Warming, Acid Rain, Ozone layer depletion, Polar Melting.
- ❖ Natural disasters-Flood, Earthquake, Cyclone and Landslides.

Unit - V: Environment Management

- ❖ Salient features of environmental awareness through education, programmes of environmental education for secondary school children
- ❖ Programmes of environmental education for attitude changes among the children
- ❖ Environmental ethics and values
- ❖ Environmental acts, rule and regulations
- ❖ National efforts-Ministry of Forest and Environment, government plans, action and policies
- ❖ Role of school in environmental conservation and sustainable development

COMPUTER EDUCATION (E-504)

CO: COURSE OUTCOMES

CO1- Acquire knowledge of computers, its accessories and software

CO2- Understand features of MS Office and their operations

CO3- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.

CO4- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.

CO5- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies

Course Contents

Unit I: Meaning, Definition and Historical Perspectives of Computer

- ❖ Meaning and definition of computer
- ❖ Historical perspective
- ❖ Computer generations and its classification
- ❖ Block diagram of a computer Peripherals, and working of a computer

Unit II: Computer Hardware

- ❖ Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- ❖ Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- ❖ Primary storage devices: RAM ROM and its types.
- ❖ Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)

Unit III: Binary Arithmetic and Data Representations:

- ❖ Decimal and binary number system
- ❖ Representation of characters
- ❖ Integers and fractions in computers
- ❖ Films point representation and floating point representation

Unit IV: Computer Programmes

- ❖ MS-WINDOWS
- ❖ MS-WORD
- ❖ SPREADSHEET
- ❖ POWER POINT
- ❖ INTERNET

Unit V: Computers in Education

- Computer application in educational institutions-

- o Academic activities
- o Administrative activities
- o Co-curricular activities
 - o Examination work
 - o Research activities
 - o Library
 - o Class room teaching

HEALTH, PHYSICAL EDUCATION & YOG (E-505)

CO: COURSE OUTCOMES

CO1- Understand the concept of wholistic health and its various dimension and determinants of health.

CO2- Acquaint them to school health programme & its importance.

CO3- Sensitize the student teacher towards physical fitness & its importance.

CO4- Acquire the skills for assessment of physical fitness.

CO5- Introduce them to the philosophical bases of Yoga.

CO6- Understand the process of stress management through Yoga education.

Course Contents

Unit - I: Health

- ❖ Introduction, definition and meaning of health
- ❖ Dimension of health
- ❖ Determinants of health
- ❖ Importance of balance diet
- ❖ School health programme and role of teacher in development of health

Unit - II: Physical Education

- ❖ Introduction, definition and meaning of physical education
- ❖ Objectives of physical education.
- ❖ Scope of physical education and allied areas in physical education
- ❖ Need and importance of physical education in different level of school

Unit - III: Physical Fitness

- ❖ Definition, meaning type and factors of physical fitness
- ❖ Factors affecting physical fitness
- ❖ Benefits of physical fitness
- ❖ Importance of physical activities at school level
- ❖ Assessment of physical fitness

Unit - IV: Concept of Yoga and Ashtang Yoga

- ❖ Yoga meaning concept and importance
- ❖ Mis-concept of yoga
- ❖ Eight disciplines of Yog-Ashtang Yoga
- ❖ Precautions to keep in mind while performing Yogasan
- ❖ Different types of Yogassans & their techniques of practicing

Unit - V: Meditation, Pranayam and Stress Management

- ❖ Pranayam: meaning, nature and relationship with mind
- ❖ Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam
- ❖ Meditation: nature, procedure and importance
- ❖ Stress: meaning, reasons, role of Yog in stress management

CO: COURSE OUTCOMES

CO1- Understand the theoretical foundations of Life Skills Education

CO2- Apply Life Skills in various spheres.

CO3- Ability to contribute as youth workers specialized in the area of Life Skills Education.

CO4- Develop the spirit of social responsibility in students.

CO5- Develop social and emotional well-being in students.

Course Contents

Unit - I: Introduction

- ❖ Life Skills: Concept, need and importance of Life Skills for human beings.
- ❖ Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
- ❖ Difference between Livelihood Skills and Life Skills.
- ❖ Core Life Skills prescribed by World Health Organization.
- ❖ Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit - II: Process and Methods Enhancing the Life Skills

- ❖ Classroom Discussions
- ❖ Brainstorming and Role plays
- ❖ Demonstration and Guided Practice
- ❖ Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- ❖ Small Groups discussions followed by a presentation of group reports.
- ❖ Educational Games and Simulation
- ❖ Case Studies, Storytelling, Debates
- ❖ Decision making and mapping of using problem trees.

Unit - III: Core Life Skills (I)

- ❖ Skills of Self-awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.
- ❖ Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.

Unit - IV: Core Life Skills (II)

- ❖ Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- ❖ Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.

Unit – V: Core Life Skills (III)

- ❖ Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.
- ❖ Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

(Teaching Skills) Practical Work EF 2(B): School Internship (E-703)

In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organization and management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- ❖ Participating in various 'out-of-class room' activities in school.
- ❖ Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- ❖ Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- ❖ Preparing a suggested comprehensive plan of action for some aspect of school improvement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

During internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the faculty. During this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- ❖ Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
- ❖ Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- ❖ Student-teachers will **teach at least 30 lessons** during internship period. These lessons will be observed by their mentors in the school.
- ❖ Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

Final Presentation

At the end of School-Internship each student-teacher will be expected to present

- ❖ **The Journal**-Containing day-to-day report about different activities, like-teaching, events, etc. mentioned above.
- ❖ **The Portfolio**- Containing evidences (proof) of different activities and events in the form of different photographs, etc.
- ❖ **The Project Report**-Containing the data, analysis and interpretation based on Action Research conducted by him/her.
- ❖ **Presentation of Teaching through ICT**- on any topic of school subject.

These four activities will be included in the evaluation of School-Internship.

- ❖ The Journal of 50 marks
- ❖ The Portfolio of 50 marks
- ❖ The Project Report of 50 marks
- ❖ Presentation of teaching through ICT on any topic of school subject of 50 marks

