

Programme Structure

**School of Education
B.Ed**

SESSION 2020-2022

Programme Code:

SOE0101

Duration:

2 Years

1. Standard Structure of the Program at University Level

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

**Transformative educational experience
Enrichment by educational initiatives that encourage global outlook
Develop research, support disruptive innovations and accelerate entrepreneurship
Seeking beyond boundaries**

Core Values

**Integrity
Leadership
Diversity
Community**

1.2 Vision and Mission of the School

Vision of the School

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the School

- **To provide an exposure in experience -based learning for multifaceted development of prospective teachers.**
- **To contribute to societal and national needs by developing teachers who are equipped with 21st century skills and are proficient with the integration of technology in the field of Education.**
- **To facilitate and undertake research, development and training for the improvement of school education.**
- **To engage the students in innovative teaching practices for becoming effective teachers and productive entrepreneurs.**

1.3 Programme Educational Objectives (PEO)

PEO1: To prepare prospective teachers with a solid foundation in pedagogy, skills and technology for a successful career in teaching.

PEO2 : To prepare effective teachers who become effective collaborators/innovators in efforts to address social, psychological and philosophical challenges.

PEO3 : To prepare prospective teachers who engage in professional development through self-study, professional study, research and real practice in teaching.

PEO4 : To equip prospective teachers with integrity, inclusiveness and ethical values so that they become responsible citizens.

1.3.3 Program Outcomes (POs')

PO1: **Curriculum and Planning:** Pupil teachers will be able to develop an understanding of paradigm shift in conceptualizing and developing disciplinary knowledge in school curriculum with regard to foundation and pedagogy courses.

PO2: **The Learner and Learning Environment:** Pupil teachers will be able to **develop** and maintain an environment that fosters students' learning and demonstrates a commitment to ethical and responsible behavior.

PO3: **Teaching:** Pupil teachers will develop the required competencies and skills for organizing creative and productive teaching and learning experiences.

PO4: **Professional responsibilities for School and Community:** Pupil teachers will be able to **build** teacher leadership qualities by participating in the development and/or implementation of school-wide mission, strategic planning/improvement process, curriculum initiatives, student support and management systems.

PO5: **Professional responsibilities towards ICT in teaching:** Pupil teachers will be **adapted** to use the ICT effectively so as to design, implement and assess learning experience to enrich their professional experience and to provide positive models for students, colleagues and the community.

PO6: **Culturally Responsive Teaching practice/ Inclusive Education:** Pupils will **formulate** culturally responsive teaching practices to help all students regardless of

barriers related to gender, race, geographic location, special needs and economic background.

PO7: Research: The pupil teacher will be able to undertake short term research projects to scientifically solve the problems that may occur during the classroom teaching, presentation and achieving learning objectives.

Programme Specific Objectives:

PSO1: To make the student teachers understand the diversity in the approaches of teaching and learning and help them to create learning opportunities that benefit diverse learners and learning contexts.

PSO2 : To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

PSO3 : To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices.

PSO4 : To change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

Program Structure Template**Name of School: Education****Program / Branch****Batch: 2020-2022****TWO YEAR B.Ed. COURSE AT A GLANCE**

	Semester I	Semester II	Semester III	Semester IV	Total
Courses	9	8	4	10	31
Credits	24	25	18	24	91

SEMESTER 1

TERM: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ¹ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	SEB101	Human Development, Learning, Cognition and Diversity In Education	4	0	0	4	CORE	CC
2.	SEB102	Basic Philosophical and Sociological Concepts in Education	4	0	0	4	CORE	CC
3.	SEB103	Language Across the Curriculum	3	0	0	3	Co Requisite	AECC
4.	SEB104	Communication in Teaching-Learning Process	3	0	0	3	Co Requisite	AECC
5.	SEB 105	Professional Ethics for Teachers	2	0	0	2	Co Requisite	AECC
6.	SEP101	EPC 1: Reading and Reflecting on Texts	0	0	3	2	Co Requisite	SEC
7.	SEP102	School Exposure	-	-	-	2	Co Requisite	SEC
8.	MOOC	(Swayam Courses-ICT Skills in Education)	4	0	0	4	Co Requisite	SEC
9	VACSOE01	Social thoughts of Gandhi and Social Work	2	0	0	0	Value Added Courses	VA
TOTAL CREDITS							24	

¹CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

SEMESTER 2

TERM: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	
			L	T				Type of Course ² :
								1. CC 2. AECC 3. SEC 4. DSE
THEORY SUBJECTS								
1	SEB106	Contemporary India and Education	4	0	0	4	CORE	CC
2	SEB107	Assessment for Learning	4	0	0	4	CORE	CC
3	SEB108	Knowledge, Disciplines and School Subjects	3	0	0	3	CORE	CC
4	SEP103	EPC 2: Arts in Education	0	0	3	2	Co-requisite	AECC
5	SEP104	School Attachment Programme and Community Living	-	-	-	2	Pre-Requisite	CC
6	OPE-1	- Swayam/NPTEL/University offered	-	-	-	2	Co Requisite	OPE
*The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II								
7	SEB109 SEB110 SEB111 SEB112	Pedagogy of School Subject-I Pedagogy of Physical Science Pedagogy of Commerce Pedagogy of Hindi Pedagogy of English	4	0	0	4	CORE	DSE
8	SEB113 SEB114 SEB115 SEB116	Pedagogy of School Subject-II Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science	4	0	0	4	CORE	DSE
TOTAL CREDITS							25	

OPEN Elective for others
 Psychology for Health and Well being

²CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

SEMESTER 3

TERM: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ³ : 5. CC 6. AECC 7. SEC
			L	T	P			
1	SEP201	Pre-internship	-	-	-	2	Internship	SEC
		Internship						
2	SEP202	Pedagogy of School Subject –I	-	-	-	7	Internship	SEC
3	SEP203	Pedagogy of School Subject –II	-	-	-	7	Internship	SEC
4	SEP204	Engagement with the Field: Tasks and Assignments related to internship	-	-	-	2	Internship	SEC
		Total Credits				18		

³CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

SEMESTER 4

TERM: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁴ : 8. CC 9. AECC 10. SEC
			L	T	P			
THEORY SUBJECTS								
1	SEB201	Gender, School and Society	3	0	0	3	CORE	CC
2	SEB202	Creating an Inclusive School	3	0	0	3	CORE	CC
3	SEB203	Entrepreneurship Education :Enabling Teachers	2	0	0	2	Co-Requisite	AECC
4	SEB204	EPC4: Yoga and Health Education	2	0	0	2	Co-Requisite	AECC
5	SEP205	EPC 3: Understanding the Self	0	0	3	2	Co-Requisite	AECC
6	SEP206	Project	0	0	3	2		P
7	CCU 801	Community Connect	0	0	3	2	Co-Requisite	SEC
	Optional Courses (<i>Student will select any one of the subjects given</i>)							
8	SEB205	Peace Education	4	0	0	4	Generic Elective	GE
	SEB206	Life Skills Education	4	0	0			
	SEB207	Guidance and Counseling	4	0	0			
9	OPE-II	Swayam/NPTEL	-	-	-	2	Co Requisite	SEC
10	VACSOE07	Non-Violent Gandhian Movements in India	2	0	0	0	Value Added Courses	VA
Total Credits							22	

OPEN ELECTIVE FOR OTHER SCHOOLS
LIFE SKILLS FOR DISASTER PREPAREDNESS

⁴CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

C. Course Templates

2.1 Template A1: Syllabus for Theory and Practical Subjects

SEMESTER 1

SEB 101: Human Development, Learning, Cognition and Diversity in Education

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		Semester: I
1	Course Code	SEB 101
2	Course Title	Human Development, Learning, Cognition And Diversity In Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
Course Type		Compulsory
5	Course Objective	<p>The course will enable the student-teachers -</p> <ol style="list-style-type: none"> 1-To facilitate a complete understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts. 2-To foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness. 3-To evaluate key universal constructs in developmental psychology and educational psychology and their applications from the perspective cultural diversity. 4-To embed the classroom discussions, perspective building and practicum tasks in inclusive education. 5-To develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO1- Develop an understanding of the concept and nature of learning and also could foresee learning in diverse contexts.</p> <p>CO2- Analyze the educational implications of the different approaches to learning apply them in real classroom situations.</p>

		<p>CO3-Work upon the issues and challenges that explicit in teaching and learning process.</p> <p>CO4-Play the role of a teacher as leader, organizer, a facilitator & a humane reflective practitioner and try to make the classroom environment conducive for learning.</p> <p>CO5-Explore, analyse the new trends in teaching and learning and enjoy teaching as a profession.</p>
7	Course Description	<p>This course endeavors to develop a thoughtful understanding of development processes and learning and some of the major perspectives and theories underlying them. It enables to develop an understanding and appreciation of human diversity and the challenges stemming from it in the institutions and society, especially in the context of India. The course also aims at promoting an appreciation of the role of context and culture on development and learning in culturally diverse societies, the challenges which children experience in their development and learning, particularly in the context of diversity. The socio-cultural perspective of Indian societies would form the context in which teaching, practicum, and course transaction would be placed.</p>
8		
	Unit 1	Human Development its Concept
	A	<p>Meaning, characteristics, factors associated with Approaches to Learning (Concept, Associated Concepts Basic Principles and Educational Implications)-Habitual Learning, Associative Learning (Classical and Instrumental Conditioning), cognitivist, information-processing view, humanistic, Social-constructivist</p> <p>(drawing selectively on the ideas of Rogers, Vygotsky, Bruner and Ausubel).</p>
	B	<p>Distinctions between learning as ‘construction of knowledge ‘and learning as ‘transmission and reception of knowledge’, Processes to facilitate ‘construction of knowledge : (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition</p>
	C	Types of Learning, learning styles, Meaningful learning
	Unit 2	Understanding the Components of Learning
	A	Attention -Meaning, Factors Influencing Attention, Strategies for Enhancing

		<p>Attention;</p> <p>Perception -Meaning, Laws of Perceptual Organization (Gestalt Psychologists View) .Process of Memory- Sensory Registration, Retention(Storing), Recognition, Recall; Factors Influencing Retention; Strategies for Enhancing Memory, Transfer of Learning- Concept, Types, Strategies for Enhancing Positive Transfer of Learning, Achievement Motivation - Concept, Intrinsic and Extrinsic Motivation; Strategies for enhancing Achievement Motivation in Students</p>
	B	<p>Learning in ‘Constructivist’ Perspective: Distinctions between learning as construction of knowledge ‘and learning as -transmission and reception of knowledge’, Processes to facilitate -construction of knowledge: (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition</p>
	C	<p>Issues and Concerns in learning: diversity, marginalization, gender inequality, socio-cultural background, multilingualism, Problems of adjustment, emotional disturbance and risk behaviour, Identity Crisis, Parent child conflict, Drug addiction and Abuse, Bullying, Juvenile delinquency, health & personal hygiene.</p>
	Unit 3	: Understanding Teaching
	A	<p>What is meant by teaching (teaching as a practice, activity and performance), Teaching as a complex activity, Phases of teaching, levels of teaching, Maxims of Teaching, Basic model of Teaching.</p>
	B	<p>Teaching in a diverse classroom (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity (multilingualism) differences resulting from disabilities, gender difference, diversity of student at risk), Effective Classroom Management-Principles and Strategies.</p>
	C	<p>Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner. Reflective Teaching to enhance learning,</p>

		strategies, Teacher as a critical pedagogue
	Unit 4	Teaching as a Profession
	A	Teaching as profession (basic characteristics required for qualifying it as a profession, Characteristics of an effective teacher, Teacher communication.
	B	<p>Professional development of teachers: -Need (link between professional development of teacher and substantial school improvement and student learning).</p> <p>-Phases of Professional Development (Pre-service and In-service). - Approaches</p> <p>(i) Conventional face to face (through various institutions).</p> <p>(ii) Action Research</p> <p>(iii) Professional Learning Communities (PLC)</p> <p>(iv) Self initiated learning</p> <p>(v) Professional Development through distance mode</p> <p>- Facilitating professional development</p>
	C	Teacher Autonomy and Teacher Accountability
	Unit 5	Practicum
		<ul style="list-style-type: none"> • Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning, • Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful learning. • Survey of teachers' classroom activities of at least 10 teachers and preparation of report. • Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning. • Student teachers may be asked to visit nearby schools (at least four different schools). <p>Observe teaching learning process in some classrooms for few days.</p>

		<p>Make records and prepare a presentation highlighting various kinds of teaching and learning which they observed there.</p> <ul style="list-style-type: none"> • Observe a class in a practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language. • Read few diaries written by teachers, analyse their text in the context of teaching activities. • Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching. 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings*	<p>-Bhatt, H. <i>The diary of a school teacher</i> : An Azim Premji University publication, www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf Burden, Paul R; Byrd, David. M. (1999). <i>Methods for Effective Teaching</i> (Sec Edition), Allyn and Bacon.</p> <ul style="list-style-type: none"> • Carr, D (2005), <i>Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching</i>, Routledge. • Dalit, L (2006). <i>Other People's children, Cultural Conflict in the Classroom</i>. The New press. • Dhar, T.N. (Ed). 1996. <i>Professional Status of Teachers</i> , NCTE, New Delhi. • Kauchak, D. P and Eggen, P. D (1998). <i>Learning and Teaching, Research based Methods</i>, Boston: Allyn and Bocan • Ladsen – Billings, G (1995). <i>Toward a Theory of Culturally Relevant Pedagogy</i>. <i>American Educational Research Journal</i>, 32 (3), 465-491. • Lampert, M. (2001). <i>Teaching Problems and the Problems of Teaching</i>. Yale University press. 		

		<ul style="list-style-type: none"> • NCERT (2005). <i>National Curriculum Framework</i>, New Delhi • Olson, D.R. & Bruner, J.S. (1996). —Folk Psychology and Folk Pedagogy. In D.R. Olson & N. Torrance (Eds.). <i>The Handbook of Education and Human Development</i> (PP.9-27). Blackwell.
	Other References	<ul style="list-style-type: none"> • Piaget, J. (1997). —Development and Learning, In M. Gauvain & M. Cole (Eds.), <i>Reading on the Development of Children</i>. New York: WH Freeman & Company. Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i>, 4-14. • Vygotsky, L. (1997). —Interaction between Learning and Development, In M. Gauvain & M. Cole (Eds.) <i>Reading on the Development of Children</i>, New York: WH Freeman & Company.

SEB102: Basic Philosophical and Sociological Concepts in Education

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		Semester: I
1	Course Code	SEB102
2	Course Title	Basic Philosophical and Sociological Concepts in Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objective	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Promote reflective thinking among students with relation to the philosophical and sociological perspectives of Education. 2. Develop the understanding of human nature, the world and universe and their relation with man and society. 3. Sharpen their perception of the concepts involved in educational practice. 4. Enhance their capacity to formulate responses to the reality of education. 5. Critically evaluate and systematically reflect upon general theories of Education.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO-1. Explain the critical thinking process in relation to the philosophical and sociological perspectives on education.</p> <p>CO-2. Analyze the philosophical reflections of human nature in the context of the intimate relationship between man and society.</p> <p>CO-3. Examine the role and purpose of education in the contemporary educational practice.</p> <p>CO-4. Describe the suitable philosophical methods and guiding principles to solve</p>

		<p>the real the challenges of education.</p> <p>CO-5. Interpret the educational concerns and issues as reflected in different theoretical approaches.</p>
7	Course Description	<p>This course will endeavor to develop a basic understanding of philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. It will facilitate the understanding of various areas of social life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.</p>
8		
	Unit 1	Basic Concepts in Philosophy of Education
	A	Basic ideas of teaching, training and indoctrination in the context of child's education.
	B	Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects
	C	<p>Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.</p> <ol style="list-style-type: none"> Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa- Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher
	Unit 2	Basic Concepts in the Sociology of Education
	A	Constitutional Perspective: Equity, Equality, Freedom, Social Justice and Education
	B	Socialization, Role of family, school and community
	C	Political ideology with reference to curriculum and textbooks formations
	Unit 3	SOCIAL BASIS OF EDUCATION

	A	Dominance, conflict and resistance in the context of schooling.		
	B	Understanding Contemporary Indian Society with reference to different aspects of Multiculturalism		
	C	Education for Multiculturalism		
	Unit 4	Educational Thinkers & their ideas on aims of education, school curriculum, pedagogic practices, role of teachers and discipline		
	A	Gandhi, Tagore & Swami Vivekananda		
	B	Paulo Freire		
	C	John Dewey		
	Unit 5	Practicum		
	A	Each student should attempt at least one individual assignment and one independent project, apart from group work.		
	B			
	C			
		<i>Suggested Projects/Assignments:</i> <ul style="list-style-type: none"> A detailed study of one of the thinkers mentioned in the entire syllabus Reflective Essays on philosophy of education Film review: 'I Wonder', by Anupama Srinivasan/ "Paddoge likhoge banoge nawab" by Vani Subhramanium/ <i>Iqbal</i> by Nagesh Kukunoor/ <i>Dharm</i> by Bhavana Talwar / 'Gitanjali: Tribute to Rabindranath Tagore':- A Programme on Doordarshan by Tapas Sen Gupta 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Suggested Readings*	<ol style="list-style-type: none"> 1. Cohen, Brinda (1969). Educational Thought: An Introduction. Macmillan: Britain 2. Moore, T.W. (1974). Educational Theory: An Introduction. London: Routledge & Kegan Paul. 3. Wilson, J and Cowell, Barbara\ (1928). Taking Education Seriously. London: The Falmer Press. 	
	Other References	<ol style="list-style-type: none"> 1. Montessori, Maria (1965). Spontaneous Activity in Education. New York: Schocken Books. 2. Montessori, Maria (2012). The Absorbent Mind. New Delhi: Aakar Books. 3. Kumar, Krishna (1977). Raaj Samajaur Shiksha. Delhi: Rajkamal. 4. Kumar, Krishna (1998). Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi. 5. Kumar, Krishna (2002). Shikshaaaur Gyan. Delhi: Granthshilpi. 6. Kumar, Krishna (2004). What is Worth Teaching? Delhi: Orient Longman. 7. Buber, Martin (2006). 'Teaching and Learning' in The Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company: New York. 8. Hanh, Thich Nhat (1987). <i>Being Peace</i>, Parallax Press, Unified Buddhist Church. Berkeley. 9. Hanh, Thich Nhat (2013). <i>Peace of Mind: Becoming Fully Present</i>. Bantam Press. 10. Dhankar, Rohit (2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan. 11. Wozzley, A.D. (1949). Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyanmeemansa Parichay Patna: Bihar Hindi Granth Academy) 	

		<p>12. Mascaro, Juan (1965). The Upanishads. England: Penguin.</p> <p>13. Freire, Paulo (1970). Pedagogy of the Oppressed. London: Penguin Books.</p> <p>14. Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.</p> <p>15. Dewey, John (1902). The Child and the Curriculum. Chicago: The University of Chicago Press.</p> <p>16. Dewey, John (1915). The School and Society. The University of Chicago Press.</p> <p>17. Bharathi, S.V. (2010). Educational Philosophy of Swami Vivekananda. Discovery Publishing House.</p>	
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SEB 103 : Language Across the Curriculum

School: SOE		Batch : 2020-22
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEM-I
1	Course Code	SEB 103
2	Course Title	LANGUAGE ACROSS THE CURRICULUM
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
5	Course Type	Co-requisite
6	Course Objective	Objectives The course will enable the student-teachers to – <ol style="list-style-type: none"> 1. Develop interest in the theory and practice of a language across curriculum. 2. Build a perspective in the teaching of various subjects using a common language at the school level. 3. Guide the students to explore language in subject-specific contexts by relating it to the overall objectives of the curriculum. 4. Be acquainted with theoretical and practical aspects of all forms of languages
7	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: To explain in details about the various important aspects of language; definition, mother language, multilingualism etc. CO2: Differentiate among various types of languages. CO3: Describe the language environment and expectations of the Indian school and home CO4: Analyze the right and wrong assumptions of language in schools CO5: Explain various important theories and practices of language acquisitions CO6: Evaluate the Language Processes in the context of Classroom environment CO7: Examine and analyze the challenges of language curriculum CO8: Apply the knowledge related with the various aspects of language and curriculum in teaching -learning environment
8	Course Description	The role of languages across the curriculum is being increasingly documented, it is important for all teachers to understand the importance of language across the curriculum and develop approaches that will help share the responsibility for the

		development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is necessarily a language class also. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. This course is visualized to develop understanding about the nature and importance of classroom discourses; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts will be made to <i>build networks across different subjects and language</i> in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues and pedagogical issues of this course. The students will develop competence in analysing current school practices and coming up with appropriate alternatives for language teaching and learning across school subjects.
9	Outline syllabus	
	Unit 1	General Introduction on Language
	A	What is Language? various components of language; Functions of language; How different are different languages?
	B	Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilinguals and multilingual.
	C	Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education
	Unit 2	Language and Literacy in the Context of School
	A	Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism;
	B	School's Expectations: Views relating to child's home language and literacy practices;
	C	What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide
	Unit 3	Language Acquisition

	A	Stages of Language learning in early childhood		
	B	Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;		
	C	Second language acquisition processes		
	Unit 4	Language Processes and the Classroom Context		
	A	Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for “risk taking”;		
	B	Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading.		
	C	Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.		
	Unit 5	Practicum: Examining the language curriculum and challenges		
	A	Use of literature in language textbooks, a critical analysis		
	B	Moving beyond the textbook: Children’s literature for different age groups Classroom practices in India.		
	C	Examining the role of school context in creating difficulties for language learners		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i> . New Delhi:Sage Publications. 2. Agnihotri, R.K. (1999). <i>Bachchon ki bhashaa seekhne ki kshamata</i> , Bhag 1 or 2. <i>Shakshik Sandarbh</i> . Bhopal: Eklavya. 3. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i> . London: Routledge 4. Agnihotri, R.K. (2007). <i>Towards a pedagogical paradigm rooted in multiliguality</i> . International Multilingual Research Journal, Vol.(2) 1-10 5. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). <i>Bhasha, bhubhashita or hindi: Ekanth samvaad</i> , New Delhi: Shilalekh 6. NCERT (2005). <i>National Curriculum Framework (NCF)</i> . New Delhi: NCERT. 7. Reading Development Cell, NCERT (2008). <i>Reading for meaning</i> . New		

		<p>Delhi: NCERT.</p> <p>8. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press.</p> <p>9. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i>. New Delhi: Sage Publications.</p> <p>10. Agnihotri, R.K. (1999). <i>Bachchon kibhashaaseekhne kishamata</i>, bhag 1 or 2. <i>Shakshik Sandarbh</i>. Bhopal: Eklavya.</p> <p>11. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i>. London: Routledge</p> <p>12. Agnihotri, R.K. (2007). <i>Towards a pedagogical paradigm rooted in multilinguality</i>. International Multilingual Research</p>
	Other References	<p>1. NCF (2009) NCTE, New Delhi.</p> <p>2. Curriculum Framework 2014, NCTE New Delhi.</p> <p>3. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT. Reading Development Cell, NCERT (2008). <i>Reading for meaning</i>. New Delhi: NCERT.</p> <p>4. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).</p> <p>5. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press</p>

SEB 104: Communication in Teaching-learning Process

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEM-I
1	Course Code	SEB104
2	Course Title	Communication in Teaching-learning Process
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
5	Course Type	Co Requisite
6	Course Objectives	<p>The course will enable the students to -</p> <ul style="list-style-type: none"> • Develop the competencies of students to become effective communicators. • Acquaint the students with the factors responsible for shaping interaction in the classroom. • 3-Familiarize the students with the language and ethics of communication in the classroom. • 4-Develop the reading and writing skills of the students.
7	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Understand Teacher as Communicator</p> <p>CO2- Make relationship between Communication and curriculum;</p> <p>CO3- Comprehend Reading as Resource.</p> <p>CO4-Apply the <i>Writing Skills in teaching learning process and School environment.</i></p> <p>CO5- Develop skill about Writing journals and reflective diaries etc.</p>
8	Course Description	<p>Communication in Teaching – Learning as viewed as a subject that aids in developing the student into effective communicators, who can efficiently and effectively articulate their thoughts, feelings and emotions. Communication is more than just pronunciation, intonation or articulation. Communication involves the teachers’ classroom discourse and interaction that deepen thinking to help students internalize and process subject content. . This course in Communication takes into account the</p>

		context and purpose for which teachers and students are communicating. Given the emphasis on 21st century competencies, more demands are being made on the students to explain, justify and reason through problem-solving strategies. Teaching is not be seen as a one-sided activity, where in teacher is disseminating information, but two-way with teacher and/or students responding to each other to deepen content learning. The interaction among students as they co-construct knowledge becomes important too. The students play an active role in recognizing the role of language in meaning making, and see communication as a collaborative activity. Teachers and students co-construct knowledge together, particularly in the subjects that involve multimodal aspects of communication, for example, visual data such as graphs, charts, and statistics.
	Unit 1	Unit I: Teacher as Communicator
	A	Awareness of audience as a key factor in communication;
	B	Children as learners;
	C	Interpreting response in oral interaction
	Unit 2	Communication and curriculum;
	A	Using knowledge about learner psychology as a factor in shaping classroom interaction;
	B	Communication as a factor in Institutional Ethos;
	C	Communication, language and ethics
	Unit 3	Reading as Resource.
	A	Reading as resource;
	B	Choice of readings;
	C	Analyzing a text from the perspective of students
	Unit 4	Unit IV: Writing Skills for Teachers
	A	Writing about research;
	B	a) Writing annotations, References and bibliography;

	C	<i>b) Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing;</i>		
	Unit 5	Unit V:		
	A	Writing letters, applications,		
	B	reports, minutes, and essays.		
	C	Writing journals and reflective diaries		
	Mode of examination			
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings	<ol style="list-style-type: none"> 1. Grabe, W. & Stoller, F. (2013). Teaching and researching reading. New York, NY: Routledge. 2. Hacker, D. J., Dunlosky, J. & Graesser, A. C. (Eds.) (2009). Handbook of metacognition in education. New York, NY: Routledge. 3. Hartman, H. J. (Ed.) (2001). Metacognition in learning and instruction: Theory, research and practice. Dordrecht, The Netherlands: Kluwer Academic Publishers. 4. HKPISA Centre, The Chinese University of Hong Kong. (2015). The fifth HKPISA report, PISA 2012. Hong Kong: Author. 5. McGregor, T. (2007). Comprehension connections: Bridges to strategic reading. Portsmouth, NH: Heinemann. 6. Rose, D. & Martin, J. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Sheffield, United Kingdom: Equinox Publishing. 7. Rozmiarek, R. (2006). Improving reading skills across the content area. California: Corwin Press. 8. Vacca, R. T., Vacca, J. A. L. & Mraz, M. E. (2005). Content area reading: Literacy and learning across the curriculum. Boston, MA: Pearson/Allyn and Bacon. 		

		7. Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge: Brookline Books.
	<u>Internet Resources</u>	<ol style="list-style-type: none"> 1. EDB One-stop Portal for Learning & Teaching Resources http://www.hkedcity.net/edbosp/ 2. EDB: Reading to Learn http://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/index.html 3. EDB: School Library Services http://www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html 4. OECD: Programme for International Student Assessment (PISA) http://www.pisa.oecd.org 5. Programme for International Student Assessment Hong Kong Centre: "Programme for International Student Assessment" http://www.fed.cuhk.edu.hk/~hkcsa/

SEB105: PROFESSIONAL ETHICS FOR TEACHERS

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2020-21
Branch: Education		SEM-I
1	Course Code	SEB 105
2	Course Title	PROFESSIONAL ETHICS FOR TEACHERS
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Co-Requisite
5	Course Objective	The course will enable the student-teachers to – 1- Develop better understanding about professional ethics. 2- Acquire the parameters and criteria of professional values and ethics. 3- Understand the ethical and professional issues related with teaching profession. 4- Apply ethical and professional practices during their teaching career. .
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the Responsibilities of teachers towards teaching Profession. CO2: Develop the understanding of Responsibilities for Professional Competence. CO3: Develop awareness about Responsibilities of a teacher towards Students. CO4: Analyze the Responsibilities of teachers towards the School Community. CO5: Evaluate and apply technology in a responsible and ethical way.
7	Course Description	In this paper, the general principles of professional ethics related with teaching profession will be examined along with its varied dimensions. It will enable future teachers to be aware about the ethical and professional issues which will develop an insight about professional activities to be conducted in a fair and justified manner.
8		
	Unit 1	Responsibility to the Profession
	A	Responsibility to oneself as an ethical professional
	B	Obligation to address and attempt to resolve ethical issues
	C	Promoting and advancing the profession within and beyond the school community

	Unit 2	Responsibility for Professional Competence
	A	Commitment to high standards of practice
	B	Responsible use of data, materials, research and assessment
	C	Acts in the best interest of all students
	Unit 3	Responsibility towards Students
	A	Respecting the rights and dignity of students
	B	Demonstrating an ethic of care
	C	Maintaining student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits
	Unit 4	Responsibility towards the School Community
	A	Promoting effective and appropriate relationships with parents/guardians/colleagues and employers
	B	Promoting effective and appropriate relationships with the community and other stakeholders
	C	Understanding the problematic nature of multiple relationships
	Unit 5	Responsible and Ethical Use of Technology
	A	Using technology in a responsible manner; promoting the appropriate use of technology in educational settings
	B	Ensuring students' safety and wellbeing when using technology
	C	Maintaining confidentiality in the use of technology
	Mode of Transaction	The course will be transacted in workshop mode through individual and group experiential activities.
	Mode of examination	

	References	1.Code of Professional Ethics: By National Council of Teacher Education 2.Model of Code Of Ethics for Educators: National Associations Of State Directors of Teacher Education And Certification. 3.Professional Ethics: Need for the 21st Century R. Subramanian 4.Professionalism and ethics in teaching: David Carr	
	Other References	5.The Teaching and Practice of Professional Ethics:John Strain and Simon Robinson 6.Code of Professional Ethics: By NCERT	

SEP 101: EPC 1: Reading and Reflecting on Texts

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEMESTER-I
1	Course Code	SEP 101
2	Course Title	EPC 1: Reading and Reflecting on Texts
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co Requisite
5	Course Objective	<ol style="list-style-type: none"> 1. To Plan, draft, edit and present a piece of writing related to their understanding of a text. 2. To Develop study and references skills 3. To enhance the critical analysis skill of reading materials 4 To develop proficiency in reading and responding to written texts. 5. To examine and appreciate authentic literary and non-literary texts.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO-1: Develop interest for reading among learners</p> <p>CO-2: Read for comprehending ideas, reflect and think on different types of texts The course will enable the student-teachers -</p> <p>CO-3: Appreciate different kinds of writings in different contexts.</p> <p>CO-4: Facilitate self-learning, reflection and ability to express.</p> <p>CO-5: Develop different types of reading skills through various activities and apply different levels, types, techniques and methods of reading</p> <p>CO-6. Analyze different ways of analysing reading materials</p>
7	Course Description	<p>A number of studies have shown that the teachers as well as student-teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student-teachers to read the given texts and them to the critically examine the</p>

		<p>ideas presented in the texts and organize debates/discussions around the ideas. The given texts could be extracts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The teachers will select 10-15 books available in their library for teaching the course in the light of its objectives listed below.</p>
8		
	Unit 1	One or more stories from the following collection
	A	<ul style="list-style-type: none"> • How I Taught My Grandmother to Read and other Stories- Sudha Murthy- Puffin. Books, 2004 • Tales from the Indian Jungle-Kenneth Anderson- Rupa& Co.2001 • Tales of the Open Road- Ruskin Bond- PenguinUK-2006 • Encounters with Animals- Gerald Durrel-Penguin 2012
	B	<p>Excerpts from the following:</p> <ul style="list-style-type: none"> • The Diary of a Young Girl: Anne Frank, Random House. • The man who planted trees- Jean Giono, Chelsea GreenPub. <p><i>'I have a Dream'</i> Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)</p>
	Unit II:	Essays /Excerpts from Literary Texts
	A	<ul style="list-style-type: none"> • The Elephant, the Tiger and the Cellphone- Shashi Tharoor, Penguin, India. • Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
	B	<ul style="list-style-type: none"> • Interpreter of Maladies – (Title Story) - JhumpaLahari, Mariner Books. • Running in the Family- Michael Ontage, Bloomsbury,London.
	Unit III:	Essays /Excerpts from Educational and Scientific Texts
	A	<ul style="list-style-type: none"> • Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.

		<ul style="list-style-type: none"> • Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publ. • Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury. • A Brief History of Time- Stephen Hawking, Random House. 			
	B	<ul style="list-style-type: none"> • Fall of a Sparrow- Salim Ali,Oxford. • Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation. • National Curriculum Framework on School Education – 2005, NCERT • RTE Act, 2009. 			
	Transaction Mode	<i>A response-based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts.</i>			
	Mode of examination	Practical			
	Weightage Distribution	CA	MTE	ETE	
		40%	-	60%	
	Suggested Readings*	<p>1- <i>How I Taught My Grandmother to Read and other Stories</i>- Sudha Murthy- Puffin. Books, 2004</p> <p>2- <i>Tales from the Indian Jungle</i>-Kenneth Anderson- Rupa& Co.2001</p> <p>3- <i>Tales of the Open Road</i>- Ruskin Bond- PenguinUK-2006</p> <p>4- <i>Encounters with Animals</i>- Gerald Durrell-Penguin 2012</p> <p>5- <i>The Diary of a Young Girl</i>: Anne Frank, Random House.</p> <p>6- <i>The man who planted trees</i>- Jean Giono, Chelsea Green Pub.</p> <p>7- 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)</p> <p>6- <i>The man who planted trees</i>- Jean Giono, Chelsea Green Pub.</p> <p>7- 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)</p> <p>8- <i>The Elephant, the Tiger and the Cell phone</i>- Shashi Tharoor, Penguin, India.</p> <p>9- <i>Nine Lives- In Search of the Sacred in Modern India</i>- William Dalrymple, Bloomsbury, London.</p> <p>10- <i>Running in the Family</i>- Michael Ontage, Bloomsbury,London.</p> <p>8- <i>The Elephant, the Tiger and the Cell phone</i>- Shashi Tharoor, Penguin, India.</p> <p>9- <i>Nine Lives- In Search of the Sacred in Modern India</i>- William Dalrymple, Bloomsbury, London.</p> <p>10- <i>Running in the Family</i>- Michael Ontage, Bloomsbury,London.</p> <p>11-<i>Interpretor of Maladies – (Title Story) - JhumpaLahari, Mariner Books</i></p>			

	Other References	<p>1- <i>Medium of education (The selected works of Gandhi- Vol.6), NavajeevanPublication.</i></p> <p>2- <i>Democracy and Education (Ch -Thinking in Education)-John Dewey, EmereoPubl.</i></p> <p>3- <i>Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire,Bloomsbury.</i></p> <p>4- <i>A Brief History of Time- Stephen Hawking, RandomHouse.</i></p> <p>4-<i>Fall of a Sparrow- Salim Ali,Oxford.</i></p> <p>5- <i>Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.</i></p> <p>6- <i>National curriculum framework – 2005, NCERT</i></p> <p>7- <i>RTE Act,2009.</i></p>

SEP 102: SCHOOL EXPOSURE

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEM-I
1	Course Code	SEP 102
2	Course Title	School Exposure
3	Credits	2
4	Contact Hours (L-T-P)	— — —
	Course Type	Co Requisite
5	Course Objectives	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> 1. To get exposure of school activities in real setting 2. To make pupil teachers aware about the various roles played by a teacher in a school <p>To develop good understanding of school environment</p>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1-Acquaint the required skills and experiences related with the school activities.</p> <p>CO2- Apply the school experiences in their teaching to make it efficient.</p> <p>CO3-Understand the various tasks to be done by a teacher in real setting.</p>
7	Course Description	<p>The School Exposure Programme shall be carried out during the first semester in local/nearby school or schools. The students will be engaged with children studying in Govt., Private urban rural and schools for challenged learners. A group of 10 to 12 student-teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.</p> <p>A student teacher (or a group of student-teachers) needs to visit at least two types of schools. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme.</p>
	CONTENT	
		During this programme, the student-teachers shall observe the school/classroom environments with reference to infrastructure, equipment's,

		<p>teaching learning materials, functioning, human resources, organization of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.</p> <p>After completion of the field exposure programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.</p>		
	Mode of examination	VIVA		
	Weightage	CA	MTE	ETE
	Distribution	40	---	60

Swayam Courses- ICT Skills in Education

School: SOE		Batch: 2020—2022
Program: B. ED		Current Academic Year: 2020-21
Branch: Education		SEM-1
1	Course Code	MOOC
2	Course Title	Swayam Courses- ICT Skills in Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Co Requisite
5	Course Objectives	The course has the following specific aims: 1. Develop technical skills for operating ICT related software and gadgets. 2-Enable pupil teachers to be aware about the latest ICT tools and techniques in the field of education.
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1-Develop understanding about the ICT tools and techniques used in Education. CO2- Apply the learned skills in the teaching learning process for better effectiveness.
7	Course Description	Overall Objective of this course is to develop awareness among you about the importance and need of incorporating modern ICT Skills in education. This course will give you a clear understanding of what is happening to different aspects of ICT worldwide. This course is also designed in a way to make the learners critically aware about the various issues in the integration of ICT in education. After completing this course, you will be getting familiar with the meaning, need, significance and emerging trends of ICT skills in education. Once you complete the course, you can surely master in various ICT Skills.
8	CONTENT	
	1	<ul style="list-style-type: none"> 1: Approaches to Education Technology 2: Technological, Development and Its Impact on Education 3: The Meaning and Scope of Education Technology Interaction based on the three modules covered Deadline for submitting assignments
	2	<ul style="list-style-type: none"> ICT in Education 5: Role of Mass Media in Education 6: Audio Visual Technology – Meaning and Scope

		<ul style="list-style-type: none"> • Interaction based on the three modules covered • Deadline for submitting assignments 		
	3	<ul style="list-style-type: none"> • 7: Types of Audio-Visual Aids for Teaching • 8: Projected Visual Aids of Teaching • 9: Factors Influencing Media Selection for Teaching or Instruction • Interaction based on the three modules covered • Deadline for submitting assignments 		
	4	<ul style="list-style-type: none"> • CT and Distance Education • ICT and Teacher Education • National Policy on ICT in School Education • Operating Systems and Application Software's • Interaction based on the three modules covered • Deadline for submitting assignments 		
	Mode of examination			
	Weightage Distribution	CA	MTE	ETE
		30	-	70

VACSOE01: Social thoughts of Gandhi and Social Work

School: SOE		Batch: 2020—2022 (B.Ed)	
Program: B.ED		Current Academic Year: 2020-21	
Branch: Education		Semester: I	
1	Course Code	VACSOE01	
2	Course Title	Social thoughts of Gandhi and Social Work	
3	Credits	0	
4	Contact Hours (L-T-P)	2-0-0	
	Course Type	Value Added Courses	
5	Course Objectives	The course has the following specific aims: 1-To provide value addition to the profession of teaching. 2- To let pupil teachers understand the society from Gandhian Perspectives.	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the Gandhian perspectives of society. CO2: Develop positive attitude towards social work.	
7	Course Description	It is a value-added course which emphasizes the need of developing positive attitude towards social work. This paper will be very helpful in developing mind set towards social work on the basis of the inspiration and thoughts of Gandhi ji.	
	1	Mahatma Gandhi as a true social worker fighting against the evils of society	
	2	Gandhi ji and social problems	
	3-	History and Policies regarding Social work in India	
	4-	Reflection of social work in the thoughts of Gandhi Ji	
	Mode of examination	-----	
	Weightage Distribution	Project	Viva
		-----	-----
	Text book/s*	1. Shah, Ghanshyam (2013): “Hind Swaraj: A Moralists’ Outcry against Globalisation,” <i>Re-reading Hind</i> 2. Tendulkar, D G (1951): <i>Mahatma</i> , Vol 3, Delhi:m Publication Division, Ministry of Information and Broadcasting.. 3. Tom Walz and Heather Ritchie (2000). Gandhian Principles in Social Work Practice: Ethics Revisited. <i>Social Work</i> , Vol. 45, No. 3, pp. 213-222	

SECOND SEMESTER

SEB106: CONTEMPORARY INDIA AND EDUCATION

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEM-II
1	Course Code	SEB106
2	Course Title	CONTEMPORARY INDIA AND EDUCATION
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1- Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. 2- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities 3- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc. 4- Appraise about the policy initiatives taken in education reform during pre- and post-independent India. 5- Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country. 6- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj institutions. 7- Familiarize with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities 5. Develop understanding of the issues, and challenges faced by Indian contemporary Society

6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.</p> <p>CO2-acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities</p> <p>CO3-develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</p> <p>CO4-appraise about the policy initiatives taken in education reform during post independent India.</p> <p>CO5-Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</p> <p>CO6- Develop understanding about Linguistic Plurality and Language Policy in India</p> <p>CO7-analyze the policy discourse on work, skills and vocational education.</p> <p>CO8-Understand the System and Structures of various types of Schools in India</p> <p>CO9-Develop understanding about the structure and role of key institutions of education in India</p>
7	Course Description	<p>India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student-teachers. Study of this course will enable the students to understand socio-economic, linguistic, geographical etc. ethos of the nation, thereby help them effectively discharge their role in the society with numerous diversities. The student-teachers will also understand the role of education as an intervention tool for desired changes in the country. The course will help the students to appreciate the influence of social set-up on education in which it operates.</p>
8		
	Unit 1	Indian Constitution and Education
	A	The Constitutional Context Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties)
	B	Right to Free and Compulsory Education 2010 (RTE) and inclusion;

	C	Education in the concurrent list and its implication
	Unit 2	Social contexts and Education
	A	The Social Context of Educational Policy Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration; Composition of Indian society and its implications for education.
	B	Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of Dalits, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above-mentioned groups
	C	Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds
	Unit 3	Educational Policies and Education
	A	A Thematic Focus on Educational Policy A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence: Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 ; the National Curriculum Framework 2005; and NPE 2019 the Mid Day Meal programme, an inclusive space for eating together;
	B	Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states
	C	Work and Education: Zakir Hussain Committee, Naye Taleem or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education.
	Unit 4	Education system and Structures in India
	A	The System and its Structures Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.); schools run by the State Governments; private schools; international schools;
	B	looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in b) Shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc;

	C	Role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.		
	Unit 5	Practicum (Any One)		
	A	<ul style="list-style-type: none"> • Case study of different kind of schools • Conflicts and Social Movements in India: Women, Dalit and tribal movements, • Marginalization and education of children from slums and distress migration • Impact of electronic media on children • Conduct of survey of government and private schools to identify various forms of inequality • Survey of nearby locality to find out the causes of low literacy. 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings*	<ol style="list-style-type: none"> 1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, NewDelhi. 2. Govt. of India (1986). National Policy on Education, Min. of HRD, NewDelhi. 3. Govt. of India (1992). Programme of Action (NPE). Min ofHRD. 4. Govinda, R. (2011). <i>Who goes to school? Exploring exclusion in Indianeducation</i>. Oxford UniversityPress. 5. Krishnamurti, J. (1992). Education and world peace. In <i>Social responsibility</i>. KrishnamurtiFoundation. 6. Kumar, K. (2013). <i>Politics of education in colonial India</i>. India:Routledge. 7. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, NewDelhi. 8. Das, Manoj (1999). Sri Aurobindo on Education, National Council for Teacher Education, NewDelhi. 		

9. Mohanty, J. (1986). School Education in Emerging Society, SterlingPublishers.
10. Mukherji, S.M. (1966). History of Education in India, Acharya Book Depot,Baroda.
11. GOI (1964-1966): 'Education and National Development". Ministry of Education, Government of India1966.
12. GOI (2004): Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October,2004.
13. NCERT (2002): Seventh All India School Education Survey, NCERT: NewDelhi.
14. Naik, J.P. (1982). The education commission and after. APHPublishing.
15. Naik, J.P. & Syed, N. (1974). A Student's History of Education in India, MacMillan, NewDelhi.
16. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
17. NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi:NCERT.
18. NCERT. (2006a). Position paper-National focus group on education with specialneeds
19. NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT.
20. NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi:NCERT.
21. NCERT. (2006d). Position paper-National focus group on teaching of

		<p>Indianlanguage</p> <p>22. Ozial, A.O. ‘Hand Book of School Administration and Management’, London, Macmillan.</p> <p>23. Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi –1999.</p> <p>24. Sainath P. (1996). Everybody loves a good drought. Penguin Books NewDelhi.</p> <p>25. Salamatullah (1979). Education in Social context, NCERT, NewDelhi.</p> <p>26. Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti:Wardha.</p> <p>27. UNESCO; (1997). Learning the TreasureWithin.</p> <p>28. Dr. Vada Mitra (1967). Education in Ancient India, Arya book Depot, NewDelhi</p>
	Other References	<p>29. UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.</p> <p>30. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.</p> <p>31. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. NewDelhi.</p> <p>32. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press,Delhi.</p>

SEB107: Assessment for Learning

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SEM-II
1	Course Code	SEB107
2	Course Title	Assessment for Learning
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course will enable the student-teachers to – The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm) 2. Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination 3. Be exposed to different kinds and forms of assessment that aid student learning 4. Become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and 5. Evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.
6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1: Understand the concept of assessment</p> <p>CO2: Understand the use of quantitative & qualitative tools and techniques of evaluation</p> <p>CO3: Develop the skill in preparing, administering and analysing diagnostic test</p> <p>CO4: Familiarize with new trends in assessment</p> <p>CO5: Develop the skill necessary to compute basic statistical estimates and interpret the test scores</p>
7	Course Description	<p>This Course – as its title suggests - proposes that student-teachers become conscious of the distinction between assessment <i>for</i> learning and assessment <i>of</i> learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation,</p>

		<p>and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.</p> <p>Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of which dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.</p>
8		
	Unit 1	Concept of Evaluation
	A	Basic Concepts of Assessment and Evaluation Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
	B	Purpose of assessment in different paradigms: a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm
	C	Distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions
	Unit 2	Context of Assessment and Assessment Procedure
	A	Analysis of Existing Practices of Assessment 2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy;
	B	Impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing
	C	Impact of the prevailing assessment practices on students' learning, their

		motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE
	Unit 3	Data Analysis, Feedback and Reporting
	A	Assessment in the Classroom and Record Keeping : Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment.
	B	Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem solving; application of learning to diverse and new situations.
	C	Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.
	Unit 4	Examination Reform: Issues and directions
	A	School-based assessment and evaluation: policies, practices and possibilities National Policy on Education (1986) and Programme of Action (1992), National Curriculum Frameworks – 2005, NPE2019 developed for school education <i>(Discussion should cover analysis of recommendations, implementations and the emerging concerns)</i>
	B	Impact of examination-driven schooling on the social identity and socialization of children; CCE in Right of Children to Free and Compulsory Education Act, 2009 Introducing flexibility in examination-in view of the needs of the students and other stakeholders
	C	Improving quality and range of questions in exam papers, School-based credits; Role of ICT in Examination; On-demand and on-line examination
	Unit 5	Practical (any Three)
	A	Analysis of a range of assessment tools collected from different schools

	B	Developing worksheets and other tasks/tools for learning and assessment in one's specific subject area						
	C	Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment						
		Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same. 1. Observing, interviewing and writing comprehensive profile of a student.						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Suggested Readings*	<ol style="list-style-type: none"> 1. Gunter, Mary Alice et.al (2007)., Instruction: A Models Approach- Fifth Edition; 2. Pearson Education Inc.; Boston. 3. Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley. 4. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc. 5. Gupta Rainu(2017), Measurement, Evaluation and Assessment for Learning, Shipra Publications, New Delhi-(Text Book) 6. Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited. 7. Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House. 						

	Other Resources	<ol style="list-style-type: none">1. Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004); A Guide to Teaching2. Practice- Fifth Edition; RoutledgeFalmer-Taylor and Francis Group; London.3. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
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SEB108: Knowledge, Disciplines and School Subjects

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		Semester: II
1	Course Code	SEB108
2	Course Title	Knowledge, Disciplines and School Subjects
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> 1. To enable students to analyze the structure of knowledge as reflected in disciplinary streams and subjects; 2. To enable students to notice the links between disciplines and school subjects 3. To examine the structure of the school curriculum from the primary to the secondary stages in terms of the underlying structure of knowledge; 4. To encourage students to reflect on their own education and notice how their interests and capacities have been shaped by the structure of curriculum and other external factors. 5. To enable the students to reflect on their experiences.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO-1. Explain the concept and meaning of knowledge, school subjects, and Academic Disciplines.</p> <p>CO-2. Identify and Clarify the relationship between school subjects and academic disciplines.</p> <p>CO-3. Analyze the school curriculum stages in terms of the underlying structure of knowledge.</p> <p>CO-4. Analyze the factors that have impacted and consequently paved the way for their preference of particular subjects and disciplines.</p> <p>CO-5. Reflect and Appreciate the role played by external agencies in enhancing their capacities and curriculum development.</p> <p>CO-6. Reflect and record their experience on the above.</p>
7	Course	Knowledge Understanding Disciplines and Subjects is one of the core courses

	Description	of B.Ed. Program. From time to time numerous reports on the school and teacher education program have highlighted the need for school teachers to consider the experiences of different disciplines. It is equally important for teachers to understand how knowledge within and among the disciplines are framed; nature of content included in the school curriculum, and the pedagogical strategies to transact school curriculum.
8		
	Unit 1	Introduction
	A	Key question: ‘Why does knowledge need to be classified?’; Introduction to epistemology; Knowledge, curiosity and inquiry;
	B	Knowledge as a system: the role played by our concept of knowledge in shaping our teaching and learning practices.
	C	Disciplinary streams: their historical origins and evolution; the problem of classifying them; levels of classification, e.g. ‘Science’ and ‘Arts’; ‘Humanities’ and ‘Social Science’.
	Unit 2	Streams and Subjects
	A	Nature of knowledge (i.e. ways of knowing and bodies of knowledge) placed under distinct disciplinary streams: Science, Social Science, Language, Mathematics; interrelationships among streams; overlaps and gaps in different kinds of classification; the idea of ‘subjects’ to be learnt at school; Distinct pedagogical demands at different stages of school education.
	B	Disciplinary Streams, Choices and Opportunities The idea of choice in the 10+2 system; factors affecting the choice of subjects by students; Internal factors, (e.g. interest, teacher, etc.) vs. external factors (e.g. availability, family, market, etc.); interdisciplinary combinations and choices.
	C	Social perceptions and stereotypes: why are certain subjects considered more difficult? the impact of knowledge-related stereotypes on choices made by schools, parents and students; Knowledge and opportunities: employment and careers. Knowledge, status and power.
	Unit 3	Knowledge and Curriculum Policy
	A	Study of relevant parts and recommendations of major reports that have shaped curriculum policies in India since Independence (relevant parts of the following documents to be studied in order to examine the assumptions about

		knowledge underlying their recommendations):		
	B	Learning without Burden Yash Pal Report, National Curriculum Framework 2005, NPE 2019.		
	C	Persistent debates in curriculum policy: integrated approach vs. subject-specific teaching; can values be taught? academic vs. vocational subjects; etc.		
	Unit 4	Knowledge in Syllabus and Textbooks		
	A	Distinction and the relation between 'Curriculum' and 'Syllabus' Relation between Syllabus and Textbooks; implications of 'prescribing' a textbook;		
	B	Importance of other sources and resources of knowledge; role of different agencies and their functions in shaping the syllabus: Boards of Examination, NCERT, etc;		
	C	Examination' as a system; impact of the examination system on the socially popular concept of knowledge and the practices of teaching based on it.		
	Unit 5	Practicum		
	A	Analysis of factors that have shaped the personal trajectories of students in the context of disciplines and subject choices made in school and college.		
	B	Analysis of stereotypes and their impact on subject choices at 10+2 stage.		
	C	Writing a reflective essay on the above issues.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings*	1. Hirst, P.H. (1964). Knowledge and Curriculum. London: Routledge and Kegan Paul 2. Piaget, J. (1972). The Epistemology of Interdisciplinary Relationships. Paris: Organization for Economic Cooperation and Development. 3. Areekkuzhiyil, Santhosh.(2017). Understanding Discipline and Subjects. Hyderabad: Neelkamel Publishers.		
	Other References	4. Readings Apple, Michael: Ideology and Curriculum 5. Dewey, John: How We Think 6. Krishna, Daya: Gyan Meemansa. 7. Kumar, Krishna: What is Worth Teaching?		

	<p>8. NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.</p> <p>9. NCERT: National Focus Group Position Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education.</p> <p>10. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education</p> <p>11. Piaget, Jean. Child and Reality</p> <p>12. Russell, Bertrand, 'Knowledge and Wisdom'</p> <p>13. Joseph Schwab: The Structure of Knowledge and the Curriculum.</p>
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SEP103 EPC 2: Arts in Education

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2020-21
Branch: Education		Semester: II
1	Course Code	SEP 103
2	Course Title	EPC 2: Arts in Education
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co Requisite
5	Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Understand basics of different art forms. 2. Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression. 3. Acquire skills for integrating different art forms across school curriculum for better learning and development. 4. Develop awareness of the rich cultural heritage of the country.
6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Understand the various aspects of arts</p> <p>CO2-Demonstrate the skills for integrating different art forms across school curriculum for better learning and development</p> <p>CO3-develop awareness about rich cultural heritage of the country.</p> <p>CO4- Analyze and apply artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression</p>
7	Course Description	<p>Arts Education as one of the domains of knowledge is taught as a compulsory curricular area up to class X. There is a need to integrate arts education in the formal schooling of students to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in</p>

		<p>Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher.</p> <p>In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help the student-teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.</p>
8	Course outlines	
	Unit 1	Appreciation of Arts
	A	<ol style="list-style-type: none"> 1. Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose). 2. Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences.
	B	<ol style="list-style-type: none"> 3. Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
	C	<ol style="list-style-type: none"> 4. Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon
	Unit 2	Practicum Visual Arts and Crafts
	A	<ul style="list-style-type: none"> • Hands on experience of working in different media and materials (drawing, painting, clay modelling, collage making etc. with pencil, pen, crayons, dry and watercolours, clay, paper, etc.), methods and techniques (block printing, collage making, clay modelling, relief work, heritage crafts etc.) to learn visual art processes and its pedagogical

		aspects related to other subject areas.
	B	<ul style="list-style-type: none"> Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
	C	<ul style="list-style-type: none"> Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.
	Unit 3	Performing Arts: Dance, Music, Theatre and Puppetry
	A	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum.
	B	Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student-teachers.
	C	Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended
	Suggested Readings*	<ol style="list-style-type: none"> Council of Chief State School Officers (1992). Model standards for beginning teacher licensing and development: a resource for state dialogue. Washington, dc: council of chief state school officers. Day, Michael d., ed. (1997). Preparing teachers of art. Reston, va: national art education association. Darling-Hammond, Linda, and Cobb, Velma l. (1996). "The changing context of teacher education." in the teacher educator's handbook: building a knowledge base for the preparation of teachers, ed. Frank b. Murray. San Francisco: Jossey-Bass. Gailbraith, Lynn. (1993). "Familiar, interactive, and collaborative pedagogy: changing practices in preservice art education." Art Education 46 (5):6–11.

5. Gailbraith, Lynn, ed. (1995). Preservice art education: issues and practice. Reston, VA: National Art Education Association.
6. Gore, Jennifer M. (2001). "Beyond our differences: A reassembling of what matters in teacher education." *Journal of Teacher Education* 52 (2):124–135.
7. Henry, Carol (1999). "The role of reflection in student-teachers' perceptions of their professional development." *Art Education* 52 (2):14–20.
8. Kowalchuk, Elizabeth A. 1999. "Perceptions of practice: What art student-teachers say they learn and need to know?" *Studies in Art Education* 41 (1):71–90.
9. National Art Education Association (1999). Standards for art teacher preparation. Reston, VA: National Art Education Association.
10. Zimmerman, Enid (1994). "Current research and practice about pre-service visual art specialist teacher education." *Studies in Art Education* 35 (2):79–89.
11. Zimmerman, Enid (1994). "Concerns of pre-service art teachers and those who prepare them to teach." *Art Education* 47 (5):59–67.
12. **Internet Resources**
13. Consortium of national arts education associations; International council of fine arts deans; and council of arts accrediting associations. 2001. To move forward. (www.naea-reston.org/tomove.pdf).
14. International council of fine arts deans. 1998. "Teacher education in the arts for the twenty-first century." (www.rowan.edu/icfad)

SEP104: School Attachment Programme & Community Living

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		Semester: II
1	Course Code	SEP104
2	Course Title	School Attachment Programme & Community Living
3	Duration	2 week
4	Credits	2
5	Contact Hours (L-T-P)	0-0-4
6	Course Type	Pre Requisite
7	Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1- Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school and 2- 2- Understand the perception and role of of community members in teaching learning environment.
8	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school and</p> <p>CO2- Observe and take experience of teaching-learning process in the classroom.</p> <p>CO3-Apply the school experiences in their teaching profession to increase efficiency.</p> <p>CO4-Understand the perception and role of of community members in teaching learning environment.</p>
9	Course Description	The course will enable the student-teachers to -understand and analyse the functioning of various curricular activities,
	A	School Attachment Programme Duration: 1 week

	<p>One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, Special Schools.</p> <p>During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.</p>
B	<p>Community Living Duration: 1 week Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community 's perception about and aspirations from formal education system.</p> <p>At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.</p>

Pedagogy of School Subject-I &

Pedagogy of School Subject-II

(*The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II)

Pedagogy of School Subject-I

SEB109	Pedagogy of Physical Science
SEB110	Pedagogy of Commerce
SEB111	Pedagogy of Hindi
SEB112	Pedagogy of English

SEB 109: PEDAGOGY OF PHYSICAL SCIENCE

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2020-21
Branch: Education		Semester: II
1	Course Code	SEB109
2	Course Title	Pedagogy of Physical science
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course will enable the students to -</p> <p>1- Understand Pedagogical Foundations of physical sciences</p> <p>2-Analyse the Classroom processes</p> <p>3- Provide knowledge about Teaching- Learning Resources and assessment</p>
6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Explain the pedagogical foundations of physical sciences.</p> <p>CO2- Understand the classroom processes</p> <p>CO2- Acquaint the knowledge about teaching knowledge processes.</p> <p>CO4- Apply the assessment tools and measurements.</p> <p>CO5- Conduct laboratory work efficiently.</p>
7	Course Description	The science which deals with the study of physical objects is called Physical science. To teach this subject, whatever methods and strategies are required are included in this paper. It will enable pupil teachers to understand the process of teaching physical sciences.
8		
	Unit 1	Pedagogical Foundations
	A	Place of science in school curriculum.
	B	The concept of Pedagogical Content Knowledge (PCK) and its implications for science teaching.
	C	Aims of teaching science at the upper-primary and secondary level; Objectives of teaching science with special reference to the development of thinking and process skills

	Unit 2	Classroom processes
	A	Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
	B	A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
	C	Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes; Planning for conduct of science, experiments and laboratory work with a critique of the current practices
	Unit 3	Teaching- Learning Resources
	A	Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based; Textbook, reference books, encyclopedia, newspaper and alike.
	B	Instructional aids, computer aided instruction in science, multi-media packages, interactive software, websites, open Educational Resources (OER) etc.
	C	Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.
	Unit 4	<i>Assessment</i>
	A	<i>Nature of learning and assessment, analysis and critique of the present pattern of examinations.</i>
	B	<i>Design and analysis of Formative assessment tasks and Summative Assessment</i>
	C	<i>Assessment of laboratory work and project work, Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills</i>
	Unit 5	Practicum
	A	Organization of the science Laboratory; Layout and design of the science laboratory, Storage of apparatus etc.
	B	Developing Teaching-Learning resources Improvisations and Science Kits

	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings*	<ol style="list-style-type: none"> 1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961. 2. Thurber W. and A. Collette: Teaching Science in Today's Secondary schools, Boston Allyan and Bacon Inc., New York, 1959. 3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971. 4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957. 5. Sharma, R.C. and Sukla : "Modern Science Teaching" DhanpatRai and Sons, Delhi, 2002. 6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000. 7. RaoAman : Teaching of Physics, Anmol Publications, New Delhi, 1993. 8. WadhwaShalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi,2001. 9. Gupta S.K.: Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) ltd., New Delhi, 1989. 		

SEB 110: PEDAGOGY OF COMMERCE

Branch:	Semester: II
Course Code	SEB110
Course Title	Pedagogy of Commerce
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
Course Objective	<ol style="list-style-type: none"> 1. The Course will enable the student teachers to – 2. Develop understanding of various conceptions about commerce 3. Acquire knowledge about the curriculum construction and its related approaches 4. Appraise the objectives of commerce for democratic nature of our country. 5. Develop understanding about the various strategies of teaching commerce. 6. Familiarize with the various Resources in commerce. 7. Develop understanding of the evaluation processes for commerce. 8. Provide practical experience of analyzing curriculum policies, Critical appraisal of existing commerce curriculum and text books at school level.
Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1-Develop good understanding of commerce as a subject.</p> <p>CO2-Acquire knowledge about the teaching strategies, process of curriculum development, resources that can be used for teaching of commerce</p> <p>CO3-Develop understanding about the evaluation process.</p> <p>CO4- Understand the objectives of teaching commerce in democratic, secular and social set up</p> <p>CO5- Analyze the Commerce as a subject in dealing Global challenges related to marginalization, violence, environmental problems and financial crisis.</p> <p>CO6-Acquire the skill of preparing thematic lesson plan</p> <p>CO7-Develop the understanding of using ICT in teaching commerce</p> <p>CO8- Learn the skills of using evaluation and assessment.</p>
Course Description	The course aims to help Student Teachers develop an in-depth understanding of the nature, scope, and significance of commerce. This course will equip Student Teachers with the knowledge and skills to

	<p>teach commerce to students at secondary level. Student Teachers will also have an opportunity to learn and practice the use of a variety of instructional methods that promote active learning, including making and using teaching and learning materials. They will plan lessons and activities and practice commerce teaching. The course will give Student Teachers insight into the use of information and communications technology (ICT) and evaluation in their teaching, and it will familiarize them with ways to assess students' learning at secondary level.</p>
Outline syllabus	
Unit 1	Nature of Commerce
A	Evolution and Foundation of commerce; Historical and Socio-Political Context of Commerce Education
B	Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,
C	Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress.
Unit 2	Pedagogy of Commerce
A	Understanding terminology of commerce, Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level,
B	Lesson and unit planning in commerce,
C	Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.
Unit 3	Commerce as a School Subject
A	Place of Commerce in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position)
B	Commerce Syllabus and Textbooks: Development and Organization and their dynamics in teaching, Theory and Practice: Mending the Gaps in Commerce Curriculum
C	Learning and evaluation, business documents, newspapers and e-resources, (Blog, World Wide Web, and Social Networking.
Unit 4	Commerce and Society

A	Ethics education and ethical perceptions in commerce education		
B	Methods for bringing ethics to the classroom		
C	Contemporary Business Environment and Commerce Education.		
Unit 5	Practicum		
A	Visits to Banks, Insurance houses, Warehouse, Trade-Centers, Companies and other Business Houses.		
B	Collection of business documents, newspaper and magazines articles (cuttings), business forms, Collection of e-learning resources in Commerce.		
C	Exploring how currency, newspapers, magazines, documentaries etc. be used in teaching of commerce. Developing a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ol style="list-style-type: none"> 1. Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd. 2. Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall. 3. Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing. 4. Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India. 5. Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd. 6. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling 		

	<p>Publishers Private Ltd.</p> <p>7. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.</p> <p>8. Umesh (2009) Teaching of Commerce. New Delhi: Tandon Publications.</p>		
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SEB111: हिंदी शिक्षण

School: SOE		Batch : 2020—2022
Program: B.Ed.		Current Academic Year: 2020-21
Branch: Education		SOE
1	Course Code	SEB 111
2	Course Title	हिंदी शिक्षण
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	अनिवार्य
5	पाठ्यक्रमके उद्देश्य	<ol style="list-style-type: none"> 1. शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को समझना। 2. विद्यार्थियों में अपेक्षित भाषा कौशल को विकसित करना। 3. हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का अध्ययन करना। 4. हिंदी शिक्षण में सहायक सामग्री के उपयोग एवं अधिगम में मूल्यांकन के महत्त्व को समझना। 5. पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
6	पाठ्यक्रमके परिणाम	<p>CO-1. भाषा की मूल अवधारणा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को स्पष्ट कर सकेंगे।</p> <p>CO-2. स्वयं में भाषा कौशल के विकास के लिए सतत प्रयत्नशील रहेंगे।</p> <p>CO-3. हिंदी भाषा एवं साहित्य शिक्षण के उद्देश्यों की प्राप्ति के लिए प्रभावी विधियों और साधनों का प्रयोग कर सकेंगे।</p> <p>CO-4. हिंदी शिक्षण में सहायक सामग्री के महत्त्व एवं उपयोग का विवेचन कर सकेंगे।</p> <p>CO-5. विद्यार्थी अपने अधिगम का समुचित मूल्यांकन कर सकेंगे।</p> <p>CO-6. भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।</p>
7	पाठ्यक्रमविवरण	<p>हिंदी भाषा शिक्षण के इस पाठ्यक्रम का उद्देश्य विद्यालय स्तर पर हिंदी शिक्षण के लिए प्रभावी शिक्षक तैयार करना है। इस पाठ्यक्रम में यह प्रयास किया गया है, कि हिंदी शिक्षण के शिक्षाशास्त्रीय-सिद्धांतों का ज्ञान प्राप्त करके उनके व्यावहारिक प्रयोग करने की क्षमता आप में विकसित हो सके। इस में आपको ऐसी सामग्री प्रदान करने का प्रयास किया गया है।</p> <p>जिससे आपके भाषा तथा साहित्य विषयक ज्ञान का नवीकरण होने के साथ-साथ उसका समुन्नयन व</p>

		संवर्धनभीहोसके इसपाठ्यक्रममेंयहकाकोशिशकीगईहैकिआपहिंदीकीआधुनिकशिक्षणविधियोंसेपरिचितहोकर रक्षामेंआसानतरीकोंसेहिंदीकाअध्यापनकरें, जिससेविद्यार्थी व अध्यापकदोनोंसहजताकाअनुभवकरें।
8		
	इकाईI:	हिन्दीभाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य
	A	भाषा: अर्थ, महत्त्वएवं प्रकार्य, हिन्दी भाषा की प्रकृति, भाषाऔर सम्प्रेषण, भाषाऔर विचार, भाषाऔरसृजन
	B	हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार
	C	हिन्दीशिक्षणकेउद्देश्य-प्रथमभाषाएवंअन्यभाषाकेरूपमें, संपर्कभाषाएवंराजभाषाकेरूपमें, विद्यालयीपाठ्यचर्यामेंहिन्दीकास्थान, विभिन्नशिक्षाआयोगोंएवंसमितियोंकी संस्तुतियाँ, विद्यालयोंमेंहिन्दीकी यथार्थ स्थिति
	इकाईII	भाषाकौशलकाविकास
	A	<ul style="list-style-type: none"> भाषाकौशलसेअभिप्राय, भाषाशिक्षणमेंउनकास्थानएवंमहत्त्व I मौखिकअभिव्यक्तिकौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार,मौखिकरचनाकीविशेषताएँ, उच्चारणसंबंधीसामान्यदोष, कारणएवंनिराकरण,कौशलविकासक्रियाएँ, मूल्यांकन I
	B	<ul style="list-style-type: none"> पठनकौशल – तात्पर्य, महत्त्व, उद्देश्य, पठनकी, गहन अध्ययन निष्ठ पठनतथाव्यापकपठन, पठनकौशलविकासक्रियाएँ, पठनदोष-कारणतथानिराकरण I
	C	<ul style="list-style-type: none"> लेखनकौशल – तात्पर्य, महत्त्व, शिक्षण-उद्देश्य, प्रभावीलेखनकीविशेषताएँ, लिखितअभिव्यक्तिकेविविधरूप,लेखनकौशलविकासक्रियाएँ, लिखितकार्यकामूल्यांकन, संशोधनकार्य, रचनाशिक्षण-निर्देशितलेखन, स्वतंत्रलेखन उच्चस्तरीयभाषिककौशलकाविकास
	इकाईIII	हिन्दीभाषातथासाहित्यकाशिक्षण
	A	<ul style="list-style-type: none"> हिन्दीभाषाशिक्षणमेंव्याकरणकास्थान,महत्त्वएवंउपयोगिता, शिक्षणउद्देश्यतथाविधियाँ भाषाऔरसाहित्य – अन्तःसंबंधऔरभिन्नता, साहित्यकेसौंदर्यबोधकेतत्त्व
	B	<ul style="list-style-type: none"> कविताकारसास्वादन -महत्त्व, उद्देश्य,आस्वादकेधरातल,कविता –शिक्षणकेपक्ष- भावएवंकलापक्ष, शिक्षण-विधियाँ,आस्वादनमेंशिक्षककीभूमिका,

		<p>सौंदर्याबोधविकासयुक्तियाँ, मूल्यांकन</p> <ul style="list-style-type: none"> गद्यशिक्षण – महत्त्व, उद्देश्य, गद्यविधाओंकेविविधरूप(निबंधएवंनिबंधेतर) तथाउनकीशिक्षण-विधियाँ, गहनअध्ययननिष्ठ पाठएवंविस्तृतअध्ययननिष्ठपाठोंकीशिक्षणविधिमेंअंतर, मूल्यांकन
	C	<ul style="list-style-type: none"> भाषाएवंसाहित्यविभिन्नविधाओंकेमाध्यमसेसृजनात्मकताएवंजीवनकौशलकाविकास, हिन्दीभाषाऔरजनसंचार, जनसंचारकेविविधरूप, जनसंचारमाध्यमोंकीभाषाऔरविद्यार्थियोंकीभाषापरउसकाप्रभाव, हिन्दीशिक्षणमेंजनसंचारमाध्यमोंकीभूमिका
	इकाई IV	हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन
	A	<ul style="list-style-type: none"> हिन्दीपाठ्यक्रमतथापाठ्यपुस्तकें – हिन्दीपाठ्यक्रमकाआलोचनात्मकअध्ययन, पाठ्यपुस्तकोंतथापूरकपुस्तकोंकामहत्त्व, उद्देश्य, विशेषताएँ, निर्माणप्रक्रियाएवंमूल्यांकन, पाठ्यपुस्तकसमीक्षाएवंपाठ्यपुस्तकोंकासमीक्षात्मकविश्लेषण पुस्तकोंकामहत्त्व, उद्देश्य, विशेषताएँ, निर्माणप्रक्रियाएवंमूल्यांकन, पाठ्यपुस्तकसमीक्षाएवंपाठ्यपुस्तकोंकासमीक्षात्मकविश्लेषण
	B	<ul style="list-style-type: none"> हिन्दीशिक्षणमेंप्रयुक्तशैक्षिकउपकरण – शैक्षिकउपकरणोंकामहत्त्वएवंउनकीउपयोगिता, उपकरणोंकेविविधरूप-यांत्रिकएवंअयांत्रिकउपकरण, हिन्दीशिक्षणमेंसूचनाप्रौद्योगिकीकाउपयोग, ई-अधिगमसंसाधन, उपकरणोंएवंसंसाधनोंकाप्रसंगानुकूलउपयोग पाठ्यचर्यासहगामीक्रियाएँ-स्वरूप, प्रकारएवं भाषाभिव्यक्ति केविकासमेंउनकामहत्त्वऔरयोगदान I
	C	<ul style="list-style-type: none"> मूल्यांकनकीसंकल्पना, महत्त्वएवंविधियाँ, उद्देश्यनिष्ठमूल्यांकनकीआवश्यकता, सततएवंव्यापकमूल्यांकन, मौखिक/लिखितपरीक्षण, परीक्षणप्रश्नोंकेप्रकारएवंउनकीनिर्माणप्रक्रिया, सभीप्रकारकेप्रश्नोंकेनिर्माणकाअभ्यास विद्यार्थियोंकेभाषाअधिगममेंसामान्यत्रुटियाँ, निदानात्मकएवंउपचारात्मककार्य
	इकाईV	प्रायोगिकपक्ष
	A	<ul style="list-style-type: none"> आस-पासकेकिसीक्षेत्रकेकिसीविशिष्टसमुदायकेलोगोंकीभाषाकासवेक्षणऔरउनकीशब्दाव

		लीकाअध्ययन-विश्लेषण <ul style="list-style-type: none"> भाषाकौशलोंसंबंधीभाषाखेलनिर्माण कल्पनाप्रधानएवंभावप्रधानमौलिकनिबंधलेखनकेलिएविषयसूचीनिर्माणतथाउनमेंसेकिन्हींदोविषयोंपरनिबंधलेखन 						
B		<ul style="list-style-type: none"> पत्र-पत्रिकाओंमेंप्रकाशितरचनाओं,नईसमकालीनसाहित्यिकपुस्तकोंकाअध्ययन-विश्लेषण पाठ्यपुस्तकोंमेंनिर्धारितपाठोंकी अंतर्वस्तु से मिलती-जुलतीरचनाओंकासंकलन पाठ्यपुस्तकोंमेंनिहितअन्तःकथाओंकासंकलन 						
C		<ul style="list-style-type: none"> पाठ्यपुस्तकोंमेंसंकलितमुहावरों, लोकोक्तियों कास्वतंत्रप्रयोगएवंउनकेअर्थसेमिलते-जुलतेमुहावरों, लोकोक्तियों कासंकलन हिन्दीभाषाएवंसाहित्यके संवर्धन एवंप्रोत्साहनकेलिए दिए जानेवालेपुरस्कार, पुरस्कृतरचनाकारएवंउनकीरचनाओंकीसूचीकानिर्माण पाठ्यपुस्तकोंमेंनिर्धारितपाठोंमेंसेकिसीएकके प्रतिपाद्य विषयकाचयनकर परियोजना निर्माण 						
	परीक्षाकीविधि	Theory						
	Weightage Distribution	<table> <tr> <th>CA</th><th>MTE</th><th>ETE</th></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	संदर्भसूची:	<ol style="list-style-type: none"> अग्रवाल, पुरुषोत्तम एवंकुमार,संजय (2000), हिन्दी: नईचालमेंढली: एकपुनर्विचार, देशकालप्रकाशन, नईदिल्ली अज्ञेय, सच्चिदानंदहीरानंदवात्स्यायन (2010), वत्सलनिधिप्रकाशनमाला: संवित्ति, सस्तासाहित्यमण्डलप्रकाशन, नईदिल्ली कुमार, कृष्ण (2004), बच्चेकीभाषाऔरअध्यापक, राष्ट्रीयपुस्तकन्यास, नईदिल्ली कौशिक, जयनारायण (1987), हिन्दीशिक्षण, हरियाणासाहित्यअकादमी, चंडीगढ़ गुप्ता,मनोरमा (1984), भाषाअधिगम, केंद्रीयहिन्दीसंस्थान, आगरा गोस्वामी, कृष्णकुमार (1990), साहित्यभाषाऔरसाहित्यशिक्षण, उच्चशिक्षाऔरशोधसंस्थान, दक्षिणभारतहिन्दीप्रचारसभा, हैदराबाद गोस्वामी, कृष्णकुमारएवंशुक्ल,देवेन्द्र (1992), साहित्यशिक्षण, उच्चशिक्षाऔरशोधसंस्थान, मद्रास चतुर्वेदी, रामस्वरूप (2005), हिन्दीसाहित्यऔरसंवेदनाकाविकास, लोकभारतीप्रकाशन, दिल्ली जोसेफ,जेस्सी(1997), भाषाकीजैविकता, ज्ञानोदयप्रकाशन, धारवाड़ तिवारी, पुरुषोत्तम(1992), हिन्दीशिक्षण, राजस्थानहिन्दीग्रंथअकादमी तिवारी, भोलानाथ(1990), हिन्दीभाषाशिक्षण, लिपिप्रकाशन, दिल्ली 						

		<p>12. पाण्डेय, रामशकल (1993), हिन्दीशिक्षण, विनोदपुस्तकमंदिर, आगरा</p> <p>13. पांडेय, हेमचन्द्र (2001), भाषिकसम्प्रेषण और उसके प्रतिदर्श</p> <p>14. प्रसाद, केशव (1976), हिन्दीशिक्षण, धनपतराय एंड संस, दिल्ली</p> <p>15. बाछोतिया हीरलाल (2011), हिन्दीशिक्षण: संकल्पना और प्रयोग, किताबघर प्रकाशन, दिल्ली</p> <p>16. नागोरी, शर्मा एवं शर्मा (1976), हिन्दीभाषा एवं साहित्यशिक्षण, राजस्थान प्रकाशन</p> <p>17. लहरी, रजनीकान्त (1975), हिन्दीशिक्षण, रामप्रसाद एंड संस, आगरा</p> <p>18. व्यागात्सकी (2009), विचार और भाषा (अनू०), ग्रंथशिल्पी प्रकाशन, नई दिल्ली</p> <p>19. श्रीवास्तव, रवीन्द्रनाथ (2009), भाषाई अस्मिता और हिन्दी, वाणी प्रकाशन, नई दिल्ली</p> <p>20. शर्मा, रामविलास (1978), भारत की भाषा समस्या, राजकमल प्रकाशन, नई दिल्ली</p> <p>21. सिंह, निरंजन कुमार (1981), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर</p> <p>21.1 कुमार, सुरेश (2001), शैली विज्ञान, वाणी प्रकाशन, नई दिल्ली</p>
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SEB112: Pedagogy of English

School: SOE		Batch: 2020-22
Program:		Current Academic Year: 2020-21
Branch:		
1	Course Code	Paper Code: SEB 112
2	Course Title	Pedagogy of English
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course will enable the student teachers to-</p> <ol style="list-style-type: none"> 1. Develop the understanding of the pedagogical practices required for teaching English. 2. Enhance their capacity for developing basic language skills. 3. Promote reflective thinking of the students with relation to the classics and popular literature in English. 4. Critically evaluate and systematically reflect upon the process of language assessment. 5. Sharpen their perception of various concerns and issues in the assessment of English at various levels.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1- To apply various approaches methods and techniques for teaching English.</p> <p>CO2- Interpret the Tasks, Materials and Resources for developing basic language skills.</p> <p>CO3-Reflect on issues pertaining to the role of literature in both academics and life.</p> <p>CO4- Examine various types of evaluation techniques .for language assessment</p> <p>CO5-Interpret and analyze various concerns and issues in the assessment of English at various levels</p>
7	Course Description	Develop the understanding of the pedagogical practices required for teaching English.
8	Outline syllabus	
	Unit 1	Approaches and Methods in English Language Teaching
	A	The Direct Method

	B	The Structural Approach, Communicative Language Teaching
	C	Language Learning in the Constructivist Paradigm
	Unit 2	Unit II: Listening and Speaking and speaking Skills
	A	The Concept of Listening; Sub-skills of Listening; Speaking skills Phonetics: the consonant and vowel system, intonation, stress, pitch
	B	Tasks, Materials and Resources for developing the Listening and speaking skills: story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
	C	Assessing listening and Speaking skills
	Unit 3	Unit III: The Reading and writing Skill
	A	Teaching Reading: Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading.
	B	Teaching Writing: The mechanics of writing including punctuation, spelling, hand-writing, indentation; writing as a process; the various stages of different types of writing
	C	Tasks, Materials and Resources for developing the Reading Skill through practice activities and games including skimming, scanning and comprehension. using a thesaurus, dictionary, encyclopedia
	D	Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories.
	Unit 4	Unit IV: Teaching Literature
	A	Literature in the School Curriculum: Need, Objectives and Relevance; The

		relative importance of classics and popular literature in English.		
	B	Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography		
	C	Planning lessons in prose, poetry, drama, novel, short story at various schools' levels		
	Unit 5	Unit IV: Practicum		
	A	Developing and using audio-visual aids, including CALL programmes		
	B	Assessing syllabi in use in schools in India		
	C	Analysing Issues and concerns in the Assessment of English at various schools' levels.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Suggested Readings*	<ol style="list-style-type: none"> 1. Encyclopedia of Language Doff, A. (1988) Teach English. CUP: Cambridge. 2. Morgan J. & Rinvolucris M. (1986). Vocabulary, OUP: Oxford. 3. Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon. 4. Grellet, F. (1981). Developing Reading Skills, CUP: Cambridge. 5. Nutall, Chrisrine (1987) Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books Ltd. 6. Parrott, M. (1993). Tasks for Language Teachers. Cambridge: CUP. 7. Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP. 8. Hughes, A. (1989). Testing for Language Teachers Cambridge: CUP. 4 9. Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge: CUP. 10. Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall. 11. Asher, R. E. (ed.) (1994). The and Linguistics. 12. Hedge, T. (1998). Writing : Resource Book for Teachers. Oxford : OUP. 13. Bygate, M. (1987). Speaking: Oxford: OUP. 14. Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP. 15. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers. 16. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. 		

	<p>Cambridge: CUP.</p> <p>17. Anderson & Lynch (1988). Listening. Oxford: OUP.</p> <p>18. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford: Pegamon.</p> <p>19. Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP.</p> <p>20. Underhill, N. (1987). Testing Spoken Language: Cambridge: CUP.</p> <p>21. Ur, P. (1991). Discussions that work. Cambridge: CUP.</p> <p>22. Ur, P. (2014). A Training Course in Teaching of English. CUP: Cambridge</p> <p>23. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford : OUP.</p> <p>24. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.</p> <p>25. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.</p> <p>26. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP.</p>
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Pedagogy of School Subject-II

SEB113 SEB114 SEB115 SEB116	Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science
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SEB113: Pedagogy of Economics

School: SOE		Batch : 2020-22
Program: B.ED		Current Academic Year: 2020-21
Branch: EDU		Semester: II
1	Course Code	SEB 113
2	Course Title	Pedagogy of Economics
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objective	<p>The course has the following Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize with various strategies, methods, techniques and skills of teaching Economics at the secondary and senior secondary level. 2. To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching. 3. To promote reflection on issues pertaining to teaching of Economics. 4. To develop competence in designing effective instructional strategies to teach Economics. 5. To develop ability to design, develop; and use various tools & techniques of evaluation.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1- Understand the nature, meaning And aims of economics as a subject</p> <p>CO2-To apply the learning objectives in teaching of economics at secondary level</p> <p>CO3- To describe the various aspects of curriculum and textbooks</p> <p>CO4- To imbibe the values and qualities of teachers for the subject of economics</p> <p>Use various strategies, methods, techniques and skills of teaching Economics at the secondary and senior secondary level.</p> <p>CO5- To understand and apply various methods, strategies and skills related with teaching of economics</p> <p>CO6- To prepare appropriate lesson plans of economics</p> <p>CO7-To understand the development and utilization of instructional materials</p> <p>CO8- To describe and apply concept mapping and economics room to increase teaching efficiency</p> <p>CO9-To understand and apply the process of evaluation in teaching of economics</p>
7	Course	

	Description	To familiarize with various strategies, methods, techniques and skills of teaching Economics at the secondary and senior secondary level.
8	Outline syllabus	
	Unit 1	Introduction of Teaching of Economics
	A	Meaning, nature and scope of Economics. Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005
	B	Aims and objectives of teaching Economics at Secondary and Senior secondary level.
	C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.
	Unit 2	Curriculum and Text Book in Economics
	A	Concept of Curriculum, Principles of curriculum construction, Critical examination of present-day curriculum of Economics at senior secondary level.
	B	Text book- Meaning, Need & Importance, criteria for evaluation of economics text book.
	C	Essential qualities of a good economics teacher and role of economics teacher in teaching of Economics
	Unit 3	Instructional Methods and Skills
	A	Methods of Teaching i)Expository Based: Lecture, debate, discussion ii)Discovery Based: problem solving iii)Activity Based: survey method, project method. iv)Advanced methods of teaching economics-Team teaching ,co-operative learning, computer in teaching of economics.
	B	Skills of teaching economics. Explaining, probing question, stimulus variation, reinforcement, Illustration with examples.
	C	Meaning, need and importance of lesson plan. Steps of lesson planning.
	Unit 4	Concept mapping &Development of Instructional Material
	A	Development and utilization of instructional aids- charts, maps, graphs, table, models, film strips, Television, computer. Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports

	B	Concept Mapping-Meaning, Importance and process, Co-curricular activities- types, role and significance of co-curricular activities in teaching of economics.						
	C	Economics room- Importance and equipment, wall magazine, maps and using picture.						
	Unit 5	Evaluation						
	A	Meaning and importance of evaluation. Types of evaluation (formative, summative, diagnostic).						
	B	Evaluation devices- written, oral, observation, records, preparation of achievement test.						
	C	Recent trends in evaluation: New pattern introduced by CBSE for Continuous and Comprehensive Evaluation (CCE), Online Examination, Rubrics.						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Suggested readings*	<ol style="list-style-type: none"> 1. Arora, P. N. (1985). Evaluation in Economics, New Delhi: NCERT, 2. Arora, P.N. and Shorie, J.P. (1986). Open Book Examination Question in Economics, New Delhi: NCERT. 3. Hodgkinson, Steve, Whitehead, and David J. (ed) (1986). Economics Education: Research and Development Issues, London, New York: Longman. 4. Khan, R. S., Teaching Economics (In Hindi), Kota Open University, BE-13. 5. Gupta Rainu (2004) Teaching of Economics, Jagdamba Publications, New Delhi 						
	Other References	<ol style="list-style-type: none"> 1. NCERT (1974). Teaching Units in Economics for High and Higher Secondary Stage, New Delhi. 2. Siddiqi, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House. 						

SEB114: Pedagogy of Social Science

Branch:	SOE
Course Code	SEB114
Course Title	Pedagogy of Social Sciences
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Core
Course Objective	<p>The Course will enable the student teachers to –</p> <ol style="list-style-type: none"> 1. Develop understanding of various conceptions about social 2. Science. 3. Acquire knowledge about the curriculum construction and its related approaches 4. Appraise the objectives of social science for democratic nature of our country. 5. Develop understanding about the various strategies of teaching social science 6. Familiarize with the various Resources in Social Science 7. Develop understanding of the evaluation processes for social 8. Provide practical experience of analyzing curriculum policies, Critical appraisal of existing social science curriculum and text books at school level.
Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1-Develop good understanding of social science as a subject.</p> <p>CO2-Acquire knowledge about the teaching strategies, process of curriculum development, resources that can be used for teaching of social science</p> <p>CO3-Develop understanding about the evaluation process.</p> <p>CO4- Understand the objectives of teaching social science in democratic, secular and social set up</p> <p>CO5- Analyze the Social sciences as a subject in dealing Global challenges related to marginalization, violence, environmental problems and financial crisis.</p> <p>CO6-Acquire the skill of preparing thematic lesson plan</p> <p>CO7-Develop the understanding of using ICT in teaching social science</p> <p>CO8- Learn the skills of using evaluation and assessment.</p>
Course Description	<p>The course aims to help Student Teachers develop an in-depth understanding of the nature, scope, and significance of social studies. This course will equip Student Teachers with the knowledge and skills to teach social science to students at secondary level. Student Teachers will also have an opportunity to learn and practice the use of a variety of instructional methods that promote active learning, including making and using teaching and learning materials. They will plan lessons and activities and practice social science teaching. The</p>

	course will give Student Teachers insight into the use of information and communications technology (ICT) and evaluation in their teaching, and it will familiarize them with ways to assess students' learning at secondary level.
Outline syllabus	
Unit 1	Concept of Social Sciences
A	Meaning, Nature, Scope and functions of Social Science.
B	Aims and objectives of teaching Social Sciences at secondary level, Objectives of Social Science Education for a democratic secular society, for an identity in the post-modern and globalised world in terms of historical, political, economic and environmental perspectives
C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.
Unit 2	Curriculum and Text book
A	Meaning of Curriculum, basis & Principles of curriculum construction, curriculum development. Curriculum Approaches: Spiral, Integrated, Correlation, Chronological. Status of and critical examination of present day curriculum of Social Sciences at secondary level
B	Critical appraisal of a Social Science Text book. Social Science Laboratory - organization and management, Social Science Teacher: Teaching skills, Academic and Professional competencies; teacher as a reflective practitioner,
C	Organization and planning of Co-curricular Activities in Social Science- Field Trip/Excursion / Bulletin Board in Social Science, Drama, Debate etc. Social problems and their analysis; data, evidences, methods and resources in History, Geography, Political Science, Sociology etc.
Unit 3	Pedagogical Strategies in Social Science
A	Inductive, deductive, interdisciplinary and constructivist approaches, Cooperative Learning, Blended learning, collaborative strategies; Games, simulations and role plays; problem-solving and decision-making, Experiential learning through activities.
B	Instructional Aids and its Applications: Types of primary and secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc., Using

	the library for secondary sources and reference material, such as dictionaries and encyclopedias, Map Reading and analysis, Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, Audio-visual aids, multimedia, internet.		
C	Pedagogies in Social Science: Micro Teaching, Interaction, Teaching Skills: Introduction, Explaining, Stimulus Variation, Illustration with Examples, Probing Questions		
Unit 4	Evaluating Student learning		
A	Concepts of Assessment, Evaluation & Examination, types of assessment, Concept Mapping, Mind Mapping-Meaning, Importance and process in Social Science		
B	Achievement Test, characteristics of a good test, blue print of a test, Preparation of an achievement test, concept of Action Research		
C	Open-book tests: strengths and limitations, Continuous and Comprehensive Evaluation (CCE) in social sciences. Online Examination, On-Demand Examination, Rubrics: Its design		
Unit 5	Practicum		
A	<ul style="list-style-type: none"> • Critical examination of present day curriculum of Social Sciences at secondary level • Preparing concept maps and mind maps • Evaluating answers: what to look for? Assessing projects: what to look for? • 		
B	<ul style="list-style-type: none"> • Analyzing Continuous and Comprehensive Evaluation (CCE) in social sciences. • Designing rubrics on various aspects 		
C	<ul style="list-style-type: none"> • framing the questions for testing quantitative skills & qualitative analysis; open-ended questions • Analysing question papers of any State Board/CBSE in the light of the subject specific requirements in terms of understanding and skills. 		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Suggested Readings	<ol style="list-style-type: none"> 1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publications. 2. Gupta Rainu.(2014), Teaching of Social Sciences, New Delhi: Doaba Publications. 3. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,. 4. Martorella H. Peter (1994) Social Studies for elementary School Children 		

	<p>(Developin Young Citizens)</p> <ol style="list-style-type: none"> 5. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub., 6. Michaels U. John(1992), Social Studies for Children 7. Mittal, H.C., Teaching of Social Studies, New Delhi: DhanpatRai&Chandna R.N. Sons.
Other References	<ol style="list-style-type: none"> 1. Preston, Ralph C (1955)., Handbook of Social Studies, Rhinehart and Company,. Teaching Social Studies in High School, Wesley Edgar Bruce 2. UNESCO (1981), Handbook for teaching of Social Studies. 3. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co. 4. Zevin Jack (2000) ñ Social Studies for the Twenty first Century

SEB115: Pedagogy of Mathematics

School:		SOE	Batch: 2020-22
Program:		B.ED	Current Academic Year: 2020-21
Branch:		Semester: II	
1	Course Code	SEB 115	
2	Course Title	Pedagogy of Mathematics	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	The course has the following Objectives: <ol style="list-style-type: none"> 1. To Comprehend the aims and objectives of teaching Mathematics 2. To appreciate the historical development in general and contribution of Indian Mathematician in particular. 3. To determine the aims and objectives and EBO's of pedagogy of Mathematics. 4. To acquire skills of teaching mathematics and develop competence in structuring lesson plans. 5. To Explore and apply methods and strategies of teaching mathematics in classroom situations. 6. To Integrate and organise mathematics curriculum 7. To use various techniques to evaluate student's performance. 8. To Critically analyse the textbooks of mathematics 9. To understand the need and avenues for professional development. 	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the background of Mathematical as a subject. CO2: Develop knowledge about the mathematical thinking. CO3: Use the Innovative Pedagogy of Mathematics. CO4: Develop insight for Mathematics to be used as Equity and Social Justice CO5: Analyze mathematics classrooms and develop understanding about mathematics as a subject.	
7	Course Description	To Comprehend the aims and objectives of teaching Mathematics. Also to appreciate the historical development in general and contribution of Indian	

		Mathematician in particular.
8	Outline syllabus	
	Unit 1	Introduction to Mathematical Thinking
	A	Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
	B	Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
	C	Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc., Societal beliefs related to ‘knowing’ and ‘doing’ mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.
	Unit 2	Introduction to Mathematical Thinking
	A	Mathematics as study of creating, discerning and generalizing patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
	B	Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
	C	Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.
	Unit 3	Innovative Pedagogy of Mathematics
	A	Culture of learning- Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalizations; respecting diverse capabilities; use of context; metacognition.
	B	Role of Communication in classroom- Math talk; building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children’s work, Use of resources, activities, story-telling and technology in initiating mathematical thinking
	C	Notions related to mathematical ‘ability’; promoting growth mindset, depth versus speed; math anxiety, Teacher’s beliefs and knowledge about the nature of mathematics and mathematical learning, teachers ‘agency in school math reform.
	Unit 4	Mathematics for Equity and Social Justice
	A	Why teach ‘mathematics to all’? –Concerns and challenges
	B	Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of ‘achievement gap’; construction of learners ‘identity in a mathematics

		classroom		
	C	Addressing the concerns of societal as well as mathematical equity.		
	Unit 5	Practicum		
	A	Analysis of books, folk games, and other resource materials		
	B	Classroom observations and analysis of mathematics classrooms		
	C	Use and setting up of a mathematics lab Development of manipulatives, games, low-cost activity materials		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings *	1. Aggarwal, S.M. (1999). Teaching of Modern Mathematics, Dhanpat Rai and Sons, New Delhi. 2. Sidhu, K.S. (1998). The Teaching of Modern Mathematics, Sterling, New Delhi. 3. Davis, D.R. (1951). The Teaching of Mathematics. London: Addison Wesley Press. 4. Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot. 5. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot.		
	Other References	1- York: McGraw-Hill Book Company. 2- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT		

SEB 116: PEDAGOGY OF BIOLOGICAL SCIENCE

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2020-21
Branch: Education		Semester: II
1	Course Code	SEB116
2	Course Title	Pedagogy of Biological Science
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objectives	<p>The course will enable the students to -</p> <p>1- Understand Pedagogical basis of physical sciences.</p> <p>2- Analyse the Classroom processes for teaching of Biological Sciences.</p> <p>3- Provide knowledge about Teaching- Learning Resources usable for pedagogy of Biological Science.</p> <p>4-Apply the concepts and measures of assessment in the teaching of Biological Sciences.</p>
6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Explain the pedagogical basis of Biological sciences.</p> <p>CO2- Understand the classroom processes related with Pedagogy of Biological Sciences.</p> <p>CO3- Acquaint the knowledge about teaching learning resources.</p> <p>CO4- Apply the assessment tools and measurements.</p> <p>CO5- Develop the skill of conducting practical aspects of Biology.</p>
7	Course Description	<p>The science which deals with the study of living objects is called Biology. Thus, the subject involves the studies of all kinds of micro-organisms, plants and animals. Biology is related to mankind ever since the origin of man; therefore, this branch of science stands first in order of studies as compared to other branches of science. Ever since the origin of life man is eager to know about various phenomenon of life processes such as health and disease, birth, growth and death. However, man depends on plants and animals for food, shelter and clothing which are immediate needs of life, come from Biology. Perhaps it was the elementary need of man to know about the living beings, so that maximum benefits can be drawn out of them. Though biology involves study of life, but now a days it is mostly centralised with the study of agriculture, animal husbandry, health and microbiology and related branches. Today study of any branch of science is not possible in isolation as it also involves principles of physics, chemistry and various other branches.</p>

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	Unit 1	Pedagogical basis
	A	Place of Biology in school curriculum and its changing character
	B	The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.
	C	Aims of teaching Biology at the senior secondary level with linkages to upper-primary and secondary level., Objectives of teaching Biology with special reference to the development of thinking and process skills.
	Unit 2	Classroom processes
	A	Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
	B	Repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
	C	Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes, Planning for conduct of activities, experiments and laboratory work in Biology with a critique of the current practices.
	Unit 3	Teaching- Learning Resources
	A	Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based., Textbook, reference books, encyclopedia, newspaper and alike
	B	Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
	C	Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.
	Unit 4	Assessment
	A	Nature of learning and assessment, analysis and critique of the present pattern of examinations.
	B	Design and analysis of Formative assessment tasks and Summative, Assessment, Assessment of laboratory work and project work.

	C	Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills, Developing learner profiles and portfolios; participatory and peer assessment.		
	Unit 5	Practicum		
	A	Improvisations and Science Kits		
	B	Developing Teaching-Learning resources.		
	C	Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Suggested Readings*			
		<ol style="list-style-type: none"> Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi. Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado. Bremmer, J. (1967). Teaching Biology, Macmillan, London. Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology, University Press, New Delhi: Prentice- Hall of India Ltd. &Robert, S. (1989). Teaching Modern Science (5th edition). U.S.A: Merrill Publishing Co. Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. MacMillan Company Press. Heiss, Obourn., & Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd. Pandey, (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications. Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahmadabad: Sahitya Mudranalaya. Patton, M.Q. (1980). Qualitative Evaluation Methods. New Delhi: Sage Publications. 		

		<p>12. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.</p> <p>13. Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doaba's House.</p> <p>14. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.</p>
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THIRD SEMESTER

SEP201: PRE-INTERNSHIP

School: SOE		Batch: 2020--2022		
Program: B.Ed.		Current Academic Year: 2021-22		
Branch: Education		Semester: III		
1	Course Code	SEP201		
2	Course Title	PRE-INTERNSHIP		
3	Credits	2		
4	Contact Hours (L-T-P)	---		
	Course Type	INTERNSHIP		
5	Course Objective	The course will enable the student-teachers to – Acquire necessary skills for teaching		
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1- Understand the process of teaching and learning. CO2: Acquire skills for teaching effectively. CO3: Make lesson plan of their respective teaching subjects.		
7	Course Description	The pre-internship will be of one-week duration during which necessary orientation programmes towards school internship will be organized in the institute. The following activities shall be organized during pre-internship phase:		
		<ul style="list-style-type: none"> • Discussion on unit planning, lesson planning, blueprint and unit tests, achievement test, CCE etc. • Discussion on records to be maintained by student-teachers during internship. • Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion • Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion. • Observation of at least 2 lessons, by the student-teachers, of their peers in each subject followed by discussion 		
	Mode of examination	VIVA		
	Weightage Distribution	CA	MTE	ETE
		40%	00%	60%

SEP202: Internship: Pedagogy of School Subject –I

School: SOE		Batch: 2020--2022
Program: B.Ed.		Current Academic Year: 2021-22
Branch: Education		Semester: III
1	Course Code	SEP202
2	Course Title	Internship: Pedagogy of School Subject –I
3	Credits	7
4	Contact Hours (L-T-P)	---
	Course Type	INTERNSHIP
5	Course Objective	The course will enable the student-teachers to – Acquire necessary skills for teaching
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1- Understand the process of teaching and learning. CO2: Acquire skills for teaching effectively. CO3: Make lesson plan of their respective teaching subjects.
7	Course Description	Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.). Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship. Pedagogy of Physical Science Pedagogy of Commerce Pedagogy of Hindi Pedagogy of English
	Student-teachers shall perform the following during internship:	
	1.	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)

	2.	Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)		
	3.	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)		
	4.	Achievement Test Report (ATR) (In one pedagogy subject only)		
	5.	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II)		
	6.	Peer Group Observation (10 observations)		
	7.	Preparing Portfolios		
	8.	Organising and maintaining the records of school activities.		
	9.	Maintaining a Reflective Diary		
	Mode of examination	VIVA		
	Weightage Distribution	CA	MTE	ETE
		40%	00%	60%

SEP203: Internship: Pedagogy of School Subject –II

School: SOE		Batch: 2020--2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: III
1	Course Code	SEP203
2	Course Title	Internship: Pedagogy of School Subject –II
3	Credits	7
4	Contact Hours (L-T-P)	
	Course Type	INTERNSHIP
5	Course Objective	The course will enable the student-teachers to – Acquire necessary skills for teaching
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1- Understand the process of teaching and learning. CO2: Acquire skills for teaching effectively. CO3: Make lesson plan of their respective teaching subjects.
7	Course Description	Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.). Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship. Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science
	Student-teachers shall perform the following during internship:	
	1.	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)
	2.	Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)
	3.	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)
	4.	Achievement Test Report (ATR) (In one pedagogy subject only)

5.	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II)		
6.	Peer Group Observation (10 observations)		
7.	Preparing Portfolios		
8.	Organising and maintaining the records of school activities.		
9.	Maintaining a Reflective Diary		
Mode of examination	VIVA		
Weightage Distribution	CA	MTE	ETE
	40%	00%	60%

SEP204: Engagement with the Field: Tasks and Assignments related to internship

School: SOE		Batch: 2020--2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: III
1	Course Code	SEP204
2	Course Title	Engagement with the Field: Tasks and Assignments related to internship
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Internship
5	Course Objective	The course will enable the student-teachers to – 1- Understand the various tasks to be performed as a teacher in a school. 2- Acquire necessary skills for performing other activities in a school.
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Develop the understanding of activities organized in school. CO2:Acquire the required skills of conducting various activities in school by engaging in school activities.
7	Course Description	<p>During School Internship period, in addition to teaching pedagogy subjects student-teachers will be required to engage in following activities and maintain a record of same -</p> <ul style="list-style-type: none"> • Organize and Participate in: <ul style="list-style-type: none"> • Morning assembly • Literary and cultural activities • Club activities • Exhibitions • Excursions and fieldtrip • Mock parliament • Quiz • Games and sports • PTA/SMC meetings • Maintaining the respective records • Maintaining a reflective diary

Beyond Boundaries

		<ul style="list-style-type: none">• Case study of a student• Reflective Journal		
	Records to be submitted -			
		<ul style="list-style-type: none">• Lesson plans/ Unit plans• School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities• Record of Participation/organization of school activities• Achievement Test Report• Assessment record(CCE)• School timetable		
	Mode of examination	VIVA		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

FOURTH SEMESTER

SEB201: Gender School and Society

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	SEB201
2	Course Title	Gender, School and Society
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	<p>The course will enable the student-teachers -</p> <ol style="list-style-type: none"> 1. To develop reflective thinking on different theories of Gender and Education and relate it to power relations. 2. To sharpen the perception about the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation 3. To understand the gender issues in school, curriculum, textual materials across disciplines and pedagogical processes. 4. To critically evaluate the legal provisions for women, the issues relating to implementation of legislation and women's access to justice. 5. To enhance the skill of critical analysis of media.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO-1. Analyze different thoughts and theories of Gender and relate it to power relations</p> <p>CO-2. Explain the role of the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.</p> <p>CO-3. To comment upon the gender issues in school, curriculum, textual materials across disciplines and pedagogical processes</p> <p>CO-4. Describe the legal provisions for women.</p> <p>CO-5. Critically analyze the issues relating to implementation of legislation and women's access to justice.</p> <p>CO-6. Debate on role of media in creating and disseminating the concept of gender.</p>
7	Course Description	For a truly egalitarian and democratic society, there is a need to have empowered & informed citizens. This course aims to develop basic

		understanding and familiarity with concept of Gender and its intersection with class, caste, religion and region. It also intends to make aware about the process of socialization at home and school. The Course will help in creating awareness and understanding of laws dealing with aspects of gender. It plays a crucial role in identifying structural inequalities and bridging the gap between the formal legal regime and the implementation of progressive laws across the societies
8		
	Unit 1	Gender, School and Society
	A	Gender Patriarchy, power, resources and opportunities, sex .
	B	A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.
	C	Different Schools of feminist thought in the Indian context- National and regional feminist thoughts.
	Unit 2	Gender Socialization
	A	Social Construction of Gender Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature
	B	Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas)
	C	Essentialized male and female identities and the introduction to third gender; discourse of LGBT
	Unit 3	Gender and School
	A	Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture)
	B	Epistemological Issues in mathematics, social sciences and life sciences using

		gender as a lens, subject choice made in Grade XI and its relation with gender		
	C	Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.		
	Unit 4	Legislation and Gender Justice		
	A	Protective legislation for women in the Indian constitution- Anti dowry, SITA, PNDDT, and Prevention Sexual Harassment at Workplace (Visaka case), Domestic violence (Prevention) Act		
	B	Reservation for Women		
	C	Supreme Court Verdict about transgender (Section 377 of the Indian Penal Code (IPC)		
	Unit 5	Practicum		
	A	Analysis of films including songs, advertisements in print and electronic media A critical study of schemes such as KGBV, NPEGEL, Ladli and so on. An analytical study of textbooks published by different states, private publishers and NCERT .		
	B			
	C			
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

Suggested Readings*	<ol style="list-style-type: none"> 1. Unterhalter, E (2006) Measuring Gender Inequality in south Asia, London UNICEF 2. The global gender gap report 2013, World Economic forum, Switzerland 3. Michael G Pelete, Gender, Sexuality and body politics in modern asia, Ann Arbor MI: Association for Asian Studies, 2011 4. Victoria A Velk Off (October, 1998), Women of the world: women's education in india U.S.> Dept. Of Com. Retrieved 25 Dec. 2006 5. H.D. Report for 2012, U. N. Dev Projects Retrieved 31 March 2014. 6. NCERT (2006): Gender Issues in Education, National focus Group, Position paper, NCERT, New Delhi. <hr/> <ol style="list-style-type: none"> 7. Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi 8. Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi 9. Dube, Leela 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press) 10. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi 11. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', <i>Daedalus</i>, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX 12. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', <i>Economic and Political Weekly</i>, Vol. 29, No. 6 (Feb.): 297-300 13. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', <i>Daedalus</i>, Vol.93, No.2, The Woman in America (Spring): 582-606 14. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', <i>Indian Journal of Social Science</i>, 7(3 & 4): 355-62 15. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), <i>Culture, Socialization and Human Development</i> Delhi: Sage Publication India
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		<p>Pvt. Lt</p> <p>16. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', <i>Sociological Inquiry</i> 50: 328-56</p> <p>17. Gilligan, Carol. 1982. <i>In a Different Voice</i> England: Harvard University Press</p> <p>18. Government of India. 1975 a. <i>Towards Equality: Report of the Committee on the Status of Women in India</i> (Delhi: Department of Social Welfare, Government of India)</p> <p>19. Government of India. 1994. <i>The Girl Child and the Family: An Action Research Study</i>. Department of Women and Child Development Delhi: HRD Ministry, Government of India</p> <p>20. Hasan, Zoya and Menon, Ritu.. 2005. <i>Educating Muslim Girls: A Comparison of Five Indian Cities</i> Delhi: Women Unlimited</p> <p>21. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' <i>Economic and Political Weekly</i> Vol. XLV No. 17 April 24</p> <p>22. Kumar, Krishna. 2013 <i>Choodi Bazar Mein Ladki</i>. Rajkamal: New Delhi</p> <p>23. Patel, Tulsi. 2007. 'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), <i>Sex- Selective Abortion in India</i> Delhi: Sage Publications</p> <p>24. Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', <i>Gender and Society</i>, Vol. 18, No. 4 Aug.</p> <p>25. West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', <i>Gender and Society</i>, Vol. 1, No. 2 Jun.: 125-151</p>
	Other References	<p>26. Ramachandran, Vimala (2004), <i>Genders and social equality in Education, Hierarchies of Access</i>, Sage, New Delh</p> <p>UNESCO (2003), <i>EFA Global Monitoring Report, Gender and Education for all, The leap to quality</i>.</p>

SEB202: Creating an Inclusive School

School:		Batch: 2020-22
Program:		BED
Branch:		Current Academic Year: 2021-22
Semester: IV		
1	Course Code	SEB 202
2	Course Title	Creating an Inclusive School
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. Promote reflective thinking about the concept of Inclusive Education. 2. Develop Understanding of the nature, needs and functional assessment of learners with reference to diverse needs. 3. Sharpen their perception of the various Policies and legislative frameworks for promotion of the inclusive education. 4. Enhance their capacity to critically reflect over various practices of the Schools Preparedness for Inclusion 5. Critically evaluate and systematically reflect upon various inclusive practices to promote Inclusion in the classroom.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to:</p> <p>CO1- Explain the critical thinking process in relation to the concept of Inclusive Education.</p> <p>CO2- Analyse the nature, of learners and act to meet their diverse needs.</p> <p>CO3-Describe various Policies and legislative frameworks for promotion of the inclusive education.</p> <p>CO4-Examine various practices of the Schools Preparedness for Inclusion.</p> <p>CO5-Interpret various inclusive practices to promote Inclusion in the classroom.</p>
7	Outline syllabus	
	Unit 1	Inclusive Education
	A	Understanding diversities; Social, Cultural, Cultural, linguistic and Economic.
	B	Understanding disabilities; Visual, Hearing, Mental Retardation, Locomotors, neurological disorders and multiple disabilities
	C	Concept, need and scope of inclusive education, Education of All Movement,

		and Inclusive Education (A Journey from segregation to inclusion)		
	Unit 2	Children with Special Needs		
	A	Range of learning problems across various disabilities		
	B	Assessment of learning problems in children with various disabilities.		
	C	Assistive devices, equipment and technologies for different disabilities.		
	Unit 3	Legislative frameworks and Programmes		
	A	National Policy on education 1986		
	B	Rehabilitation council of India act 1992		
	C	National policy on disabilities 2006 and international instruments like UNCRPD		
	Unit 4	School's Preparedness for Inclusion		
	A	School organization and management: Ideology, infrastructures		
	B	Introducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student – teacher interactions		
	C	Support services available in the school to facilitate inclusion: Role and functions of the following personnel: 1. Special Education Teacher 2. Audiologist cum Speech Therapist 3. Physiotherapist 4. Occupational Therapist, Counsellor		
	Unit 5	Inclusive Practices in the Classroom		
	A	Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.		
	B	Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring, Social Learning, Buddy system, reflective teaching, Multisensory teaching		
	C	Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE), CCE and its implications to facilitate inclusion		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA 30%	MTE 20%	ETE 50%
	Text book/s*	1) Montgomery, D (1990) Special need in ordinary school; children with learning difficulties, Cassel Educational Limited, London. 2) GOI (1986), National policy of Education, Ministry of Education, New Delhi. 3) Bhargva M (1994), Introduction to exceptional children, sterling Publishers, New Delhi. 4) Daniels, Harry (1999), Inclusive Education, Kogan, London. 5) Das. M, Education of exceptional children, Atlantic Publisher, New Delhi. 6) Dessent, T (1987), Making ordinary school special, Kingsley Publication, Jessica. 7) Mangal SK, Education of Exceptional Children, PH 1, New Delhi.		

		Mathew, S (2004) Education of children with hearing impairment, RCI, Kanishka Pub., New Delhi.
	Other References	1) Panda, K C (1997), Education of Exceptional Children: An introduction to special Education, Vikash Publishing House, New Delhi. Uday Shankar, Exceptional children, sterling publishers, New Delhi.

SEB203: ENTERPENURSHIP EDUCATION: ENABLING TEACHERS

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	SEB203
2	Course Title	ENTERPENURSHIP EDUCATION: ENABLING TEACHERS
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Co-Requisite
5	Course Objective	The course will enable the student-teachers to – 1- Develop better understanding about entrepreneurship. 2- Understands the various dimensions of entrepreneurship. 3- Understand the entrepreneurship related skills and attitude for entrepreneurship. 4- Apply knowledge and skills for entrepreneurship development. .
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the meaning and role of Entrepreneurships CO2: Analyze Entrepreneurships in the context of Teacher, school and curriculum CO3: Develop comprehensive awareness about Policies and development of entrepreneurship CO4: Understand Support system for entrepreneurship-National and regional level CO5: Develop insight about Support system for entrepreneurship-School and community level
7		
	Unit 1	Introduction: Meaning and role of Entrepreneurships
	A	Entrepreneurship education meaning, types of entrepreneurship
	B	New role for teachers
	C	New teacher education for new teachers.
	Unit 2	Entrepreneurships in the context of Teacher, school and curriculum
	A	The entrepreneurial teacher
	B	The entrepreneurial School

	C	Entrepreneurial thinking aligning with school curriculum, Application of Entrepreneurial thinking for the classroom		
	Unit 3	Polices and development of entrepreneurship		
	A	National strategies for Entrepreneurship		
	B	Delivering entrepreneurship education.		
	C	Teacher education for entrepreneurship education.		
	Unit 4	Support system for entrepreneurship-National and regional level		
	A	Teachers as facilitators of learning for entrepreneurial learning: what is entailed?		
	B	National (or regional) support systems.		
	C	Continuing Professional Development		
	Unit 5	Support system for entrepreneurship-School and community level		
	A	School level support: Developing entrepreneurial school strategies		
	B	Entrepreneurial school leadership		
	C	Community networks and partnerships		
	Mode of Transaction	The course will be transacted in workshop mode through individual and group experiential activities.		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> Pittaway, L. and Cope, J. (2003). Entrepreneurship education: a systematic review of evidence. International Small Business Journal, 25, 479-510. Dana, L. P. (2001). "The education and training of entrepreneurs in Asia." Education+ Training 43(8/9): 405-416 Palatsingh, T. Entrepreneurship education in India : Need for Policy Interventions 		
	REFERENC ES	<ul style="list-style-type: none"> Aditya Roy and Kaushal Mukherjee, "Entrepreneurial Education in India," International Journal of Advanced Engineering and Management, Vol. 2, No. 1, pp. 15-20, 2017. D. F. Kuratko, "The Emergence of Entrepreneurship Education: Development, Trends, and Challenges," Entrepreneurship Theory and Practices, vol. 29, no. 5, pp. 577-598, 15 August 2005. 		

SEB 204 EPC 4: Yoga and Health Education

School: SOE		Batch: 2020--2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	SEB204
2	Course Title	EPC 4: Yoga and Health Education
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Co-Requisite
5	Course Objective	The course will enable the student-teachers to – 1- Understand the importance of Health. 2- Develop awareness about various measures of health being. 3- Apply the skill of yoga in their practical life.
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the meaning and process of yoga. CO2: Develop understanding about the historical development of yoga. CO3: Explain the need of for better health CO4: Understand the general guidelines for practicing yoga. CO5: Apply the yoga skills in their life for better health,
7		
	Unit 1	Yoga: meaning and initiation
	A	Definitions of Yoga, misconceptions about Yoga. Basis of Yoga
	B	Origin and history of development of Yoga; Psychological aspects leading to origin of Yoga, Yoga in medieval times, Yoga in modern times.
	C	The two schools of Yoga: Raja Yoga and Hatha Yoga ,Yogic practices for healthy living.
	Unit 2	Historicity of Yoga as a discipline
	A	Classification of Yoga and Yogic texts;Yogasūtra of Patañjali ;Haṭha Yoga texts, Relationship between Pātañjala Yoga and Haṭha Yoga
	B	Meditational processes in Pātañjala Yoga Sūtra,Understanding Aṣṭāṅga Yoga of Patañjali
	C	Haṭha Yogic practices Āsanas,Pranayama, eight kumbhakas,Dhāraṇā on five elements,Mudras and bandhas,Śaṭkarma, the set of six cleansing techniques

	Unit 3	Need of Yoga for positive health		
	A	Role of mind in positive health as per ancient Yogic literature, Concept of health, healing and disease: Yogic perspectives,		
	B	Concept of health and diseases, Concepts of triṣṇa and pañcakoṣa vis-à-vis holistic health, Potential causes of ill health, Yogic principles of healthy living (āhāra, vihāra, ācāra, vicāra), Integrated approach of Yoga for management of health. Stress management through Yoga and Yogic dietary considerations, How stress is alleviated through Yoga?, Prāṇa-saṁyamana (canalization of energy dynamics) through dietary considerations, Rationale of Yogic diet.		
		Stress management through Yoga and Yogic dietary considerations, How stress is alleviated through Yoga?, Prāṇa-saṁyamana (canalization of energy dynamics) through dietary considerations, Rationale of Yogic diet.		
	Unit 4	Practicum General guidelines for performance of the practice of Yoga for the beginner.		
	A	Guidelines for the practice of ṣaṭ kriyās, Guidelines for the practice of āsanas.		
	B	Guidelines for the practice of prāṇāyāma, Guidelines for the practice of kriyā Yoga.		
	C	Guidelines for the practice of meditation		
	Unit 5	Practicum Select Yoga practices for persons of average health for practical Yoga sessions		
	A	Standing position, Sitting position, Prone position, Supine position		
	B	Kriyās, Mudrās		
	C	Prāṇāyāmas		
	Weightage Distribution	CA 30%	MTE 20%	ETE 50%
	Text book/s*	<ul style="list-style-type: none"> 1. Aruna Goel, (2007). Yoga education: Philosophy and practice, New Delhi: Deep & Deep Publications. 2. Ashwani Kumar (2015). Yoga: A way of life. New Delhi: Khel Sahitya Kendra. 3. Aggarwal J. C. (1996), teacher and education in a developing society. New Delhi: Vikas Publishing House. 4. Dash, B.N. (2004) Trends and issues in Indian education. New Delhi: Dominant Publishers. 		

		<ul style="list-style-type: none">• 5. Getchell Bud (1992), Physical fitness a way of life, New York: Macmillan publishing company.
	REFERENC ES	<ul style="list-style-type: none">• NCTE, (2015). Yoga Education: Bachelor of Education Programme. New Delhi: NCTE.• NCTE (2015). Yoga education: Diploma in elementary education, New Delhi: NCTE.

SEP205: EPC 3: Understanding the Self

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	SEP205
2	Course Title	EPC 3: Understanding the Self
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co-Requisite
5	Course Objective	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Gain an understanding of the central concepts in defining self and identity 2. Reflect critically on factors that shape the understanding of self 3. Build an understanding about themselves, i.e. the development of self as a person as well as a teacher. 4. Reflect on one 's experiences, aspirations and efforts towards becoming a humane individual and teacher 5. Develop effective communication skills including the ability to listen, observe etc. 6. Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings 7. Appreciate the critical role of teachers in promoting self and students' well-being.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO1- understand central concepts in defining self and identity</p> <p>CO2- Analyze the factors that shape the understanding of self</p> <p>CO3- Develop better understanding about themselves, i.e. the development of self as a person as well as a teacher.</p>

		<p>CO4- Acquaint with effective communication skills including the ability to listen, observe etc.</p> <p>CO5-Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings</p> <p>CO6- Evaluate the critical role of teachers in promoting self and students' well-being.</p>
7	Course Description	<p>What is self? Is self the experience of internal talk? What characterizes —self-ness? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?</p> <p>The above questions and many more similar questions trigger the exploration and need to understand the self '. This course provides opportunity to the student-teachers to gain an understanding about their own self both as an individual and as a student-teacher.</p> <p>Developing an understanding of the self is essential for an individual to utilize her/his optimal potential for the benefit of one 's own self as well for the society. As individuals in the society student-teachers are integral part of it. As an integral member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one 's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.</p>
8		
	Unit 1	Understanding of Self
	A	<ul style="list-style-type: none"> • Reflections and critical analysis of one's own self and identity • Identifying factors in the development of self and in shaping identity
	B	Building an understanding about philosophical and cultural perspectives of Self and
	C	Developing an understanding of one's own philosophical and cultural

		perspectives as a teacher
	Unit 2	Development of Professional Self and Ethics
	A	<ul style="list-style-type: none"> Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
	B	<ul style="list-style-type: none"> Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher Reflections on experiences, efforts, aspirations, dreams etc. of peers
	C	<ul style="list-style-type: none"> Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings Understanding the role of teacher as facilitator and partner in well-being among learners
	Unit 3	Role of Teacher in Developing Understanding of Self among Learners
	A	Reflecting on one's own childhood and adolescent years of growing-up
	B	Facilitating development of awareness about identity among learners
	C	Developing skills of effective listening, accepting, positive regard etc. as a facilitator
	Unit 4	Practicum (Any two) <ul style="list-style-type: none"> Developing self-awareness as a teacher (individual/group activity) Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity) Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations) Reflections on critical moments in the lives of peers (small group activity) Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity) Group activities involving community participation

		<ul style="list-style-type: none"> Practising selected <i>asanas, pranayam, meditation and yogic kriyas</i> as prescribed in class VI to X syllabus of Health and Physical Education, NCERT. 		
	Mode of Transaction	<p>The course will be transacted in workshop mode through individual and group experiential activities such as</p> <ul style="list-style-type: none"> Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one 's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc. Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation. Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential Development of reflective journals/diaries by the student-teachers. Introduction of Yoga, meditation as one of the important components to enhance student-teachers understanding of body and mind. 		
	Mode of examination	VIVA		
	Weightage Distribution	CA	MTE	ETE
		40%	00%	60%
	Text book/s*	<ol style="list-style-type: none"> Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher- eng.pdf □ Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, NewDelhi □ Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. 		

		<p>Puducherry, Sri Aurobindo Ashram</p> <ol style="list-style-type: none"> 4. □ Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report. 5. □ Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda 6. □ Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi 7. □ Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India. 8. □ Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India. 9. □ Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, HarperCollins
	REFERENCES	<ol style="list-style-type: none"> 1. □ Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp.9-27), Blackwell 2. □ Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi □ Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore.

SEP206:Project

School: SOE		Batch: 2020—2022	
Program: B.ED		Current Academic Year: 2021-22	
Branch: Education		Semester: 4	
1	Course Code	SEP 206	
2	Course Title	Project	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-3	
	Course Type	Project (compulsory)	
5	Course Objectives	The course has the following specific aims: 1-To provide first-hand experience. 2- To develop problem solving attitude.	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Develop insight about practical aspects of education. CO2: Apply theoretical knowledge into practice.	
7	Course Description	It is a practical work based on the educational issues and problems. It will develop understanding about the educational issues and challenges.	
8			
		Make a survey in a neighboring area about social, economic and educational status of that area.	
	Mode of examination	Viva	
	Weightage Distribution	Project	Viva
		40%	60%
	Text book/s*	➤ Robert S. Day, <u>How to Write and Publish a Scientific Paper</u> , 4th edition, Oryx Press, Phoenix, 1994. ➤ William Strunk, Jr. and E. B. White, <u>The Elements of Style</u> , 3rd ed. Macmillan, New York, 1987.	

CCU 801: COMMUNITY CONNECT

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2021-22
Branch: EDU		Semester : IV
1	Course Code	CCU 801
2	Course Title	Community connect
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co-requisite
5	Course Objective	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> 1. <i>Contribute to the holistic development of students</i> by making them more aware of socially and economically disadvantaged communities and their specific issues 2. <i>Provide more richer context to classrooms</i>, so as to make them more effective laboratories of learning by aligning them to social realities beyond textbooks 3. <i>Provide scope to faculty members to align their teaching and research goals</i> by giving them ample opportunity to carry out community oriented projects 4. <i>Ensure that the community connect programs provides benefits to communities</i> in tangible ways so that they may feel perceptibly better off post the interaction and involvement of the Sharda academic community 5. <i>Provide ample opportunity for Sharda University academic community to contribute</i> effectively to society and nation building
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Students learn to be sensitive to the living challenges of disadvantaged communities.</p> <p>CO2: Students learn to appreciate societal realities beyond textbooks and classrooms</p>

Beyond Boundaries

		CO3: Students learn to apply their knowledge via research, and training for community benefit CO4: Students learn to work on socio-economic projects with teamwork and timely delivery CO5: Students learn to engage with communities for meaningful contribution to society		
7	Course Description	This course provides an opportunity to associate with the real life experience of community. This course will enable the pupil teachers to feel the problems at community level. This course enables a pupil teacher to have better understanding various types of thinking and attitudes of community members..		
8	Outline syllabus			
	Unit 1	<ul style="list-style-type: none"> Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between: Preparation and finalization of Questionnaire: 		
	A			
	B			
	C			
	Unit 2	<ul style="list-style-type: none"> Data Collection /Field Survey Data analysis and report writing 		
	A			
	B			
	C			
	D			
	Unit 3	<ul style="list-style-type: none"> Presentation of Report Submission of final Report Viva 		
	A			
	B			
	C			
	Mode of examination	Viva		
	Weightage Distribution	CA	MTE	ETE
		40%	0%	60%
	Text book/s*	<ul style="list-style-type: none"> <u>Friedman</u>, Avi. 2019. Neighbourhood Designing a Liveable Community 		
	Other References	<ul style="list-style-type: none"> https://www.springernature.com/gp/researchers/the-source/blog/blogposts-getting-published/looking-for-ways-to-stay-connected-with-your-research-community/17922798 		

Optional Courses

***(Student will select any
one of the subjects given)***

SEB205: Peace Education

School: SOE		Batch: 2020—2022
Program: B.Ed.		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	SEB205
2	Course Title	Peace Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objective	<p>The course will enable the student-teachers to -</p> <ul style="list-style-type: none"> 1-Demonstrate knowledge and understanding broader than that generally provided within a single department or discipline; 2-Demonstrate extended, deepened, and refined skills in critical thinking, research, and writing; 3- Demonstrate knowledge among different contexts to underscore the interdependence of thought; violence, social justice); 4- Demonstrate strong engagement as human beings and global citizens responsible for the world around them, present and future; Demonstrate initial understanding of a vast topic that can be a locus for lifelong learning.
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <ul style="list-style-type: none"> CO1-Describe the conceptual basis of peace education, CO2-Understand the process of preparation for peace. CO3-Acquire knowledge about the important thinkers of peace. CO4-Develop awareness about issues and challenges of peace. CO5-develop empirical knowledge about peace through various experiences.
7	Course Description	<p>Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. This paper will enable the pupil teacher to correct their attitude in favor of spreading the</p>

		peace as a necessity for harmonious development of society and world.
8		
	Unit 1	Conceptual Introduction
	A	Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
	B	Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche. Individual and collective self; duality and conflict: interpersonal, communal, national.
	C	Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media; Analyzing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.
	Unit 2	Preparation for Peace
	A	Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;
	B	Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
	C	Dialogue: The concept and its applications in life in the family, school, and among peers.
	Unit 3	Philosophical Resources Thinkers of Harmony: Study of relevant extracts from the writings of
	A	Montessori ('Peace and Education')
	B	Iqbal ('Is Religion Possible')
	C	Dalai Lama ('Universal Responsibility')

	Unit 4	Issues and Challenges		
	A	Justice and Peace: The Constitution as a means of conflict-resolution.		
	B	Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications		
	C	Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.		
	Unit 5	Practicum		
	A	Excursion to sites or monuments symbolizing introspection;		
	B	Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.		
	C	End of term project: Each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.		
	Mode of examination	THOERY		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> Golding, D. (2017). "Border Cosmopolitanism in Critical Peace Education," Journal of Peace Education 14(2): 155-75 Bajaj, M. (2008). Encyclopedia of Peace Education. Charlotte: Information Age Publishing Bajaj, M. (2015). 'Pedagogies of Resistance' and critical peace education praxis. Journal of Peace Education 12(2): 154-166. Bajaj, M. & Hantzopoulos, M. (Eds) (2016). Introduction: Theory, Research, and Praxis of Peace Education in Peace Education: International Perspectives. New York: Bloomsbury (1-16). Trifonas, P. P. & Wright, B. (2013). "Introduction," in Critical Peace Education: Difficult Dialogues. New York: Springer, (xiii-xx). Standish, K. & Joyce, J (2017). (Forthcoming) Yogic Peace Education: Theory and Practice. Jefferson: McFarland and 		

		Company.
	Other References	<ul style="list-style-type: none"> • Salomon, G. (2002). "The Nature of Peace Education: Not All Programs Are Created Equal" in G. Salomon and B. Nevo (eds.) Peace education: The concept, principles and practices in the world. Mahwah, NJ: Lawrence Erlbaum. Quoted in Nelson, Linden L. (2000). "Peace Education from a Psychological Perspective: Contributions of the Peace and Education Working Group of the American Psychological Association Div. 48." • Clarke-Habibi, Sara. (2005) "Transforming Worldviews: The Case of Education for Peace in Bosnia and Herzegovina". Journal of Transformative Education, Vol. 3 No. 1, pp. 33-56.

SEB206: Life Skills Education

	School:	Education	Batch : 2020-22
	Program:B. Ed.	Current Academic Year: 2021-22	
	Branch: Education	Semester:4	
1	Course Code	SEB206	
2	Course Title	Life Skills Education	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Elective	
5	Course Objective	The course will enable the student-teachers to – 1-Promote reflective thinking about concept of life Skills Development and its relevance to understanding community. 2- Develop Understanding of the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children. 3-Enhance their capacity to critically assess the importance of self-esteem and assertiveness indentifying behavioural health issues. 4-Systematically reflect upon about child vulnerability, Child Rights and Protection of rights. 5- To develop empirical thinking about the life skills	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to: CO1: Understand the concept of life Skills Development and its relevance to understanding community. CO2: Understand the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children. CO3: Assess the importance of self-esteem and assertiveness indentifyingbehavioural health issues. CO4: Identify need of knowledge about child vulnerability, Child Rights and Protection of rights. CO5: Apply the practical experiences in the teaching learning environment.	
7	Course Description	In this Course, we examine the concept of Life skills and its application. We focus on the childhood and youth development issues. The Course takes into account the intervention and rehabilitation perspective of life skills.	
8	Outline syllabus		
	Unit 1	Concept and need	
	A	Life Skills: Concept, need and importance of Life Skills for human beings. Difference between Livelihood Skills and Life Skill, Core Life Skills	

		prescribed by World Health Organization
	B	Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
	C	Key Issues and Concerns of Adolescent students in emerging Indian context.
	Unit 2	Process and Methods Enhancing the Life Skills
	A	Classroom Discussions, Brainstorming and Role plays Small Groups discussions followed by a presentation of group reports, Decision making and mapping of using problem trees.
	B	Audio and Visual activities, e.g. Arts, Music, Theatre, Dance , Educational Games and Simulation
	C	Case Studies, Storytelling, Debates
	Unit 3	Core Life Skills (I)
	A	Skills of Self-awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process,
	B	Learning to live together with other living beings. Acceptance of diversity in perspectives of different societies and cultures.
	C	Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process, Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.
	Unit 4	Core Life Skills (II)
	A	Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
	B	Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
	C	Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.
	Unit 5	Practicum
	A	The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same. Human animal interface: Case of study of a domestic/institutional animal/with human being.

	B	The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.			
	C	The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.			
	Mode of examination	Theory			
	Weightage Distribution	Weightage Distribution	CA	MTE	ETE
			30%	20%	50%
	Text book/s* Other References	<ul style="list-style-type: none"> Life Skills Education Paperback – 2016, by Dr. K. RavikanthRao, Dr. P. Dinakar. Life Skill Education by Dr.Rajeshkumar I. Bhatt 			

SEB207: Guidance and Counseling

School: SOE		Batch: 2020—2022
Program: B.ED		Current Academic Year: 2021-22
Branch: Education		Semester: 4
1	Course Code	SEB 207
2	Course Title	Guidance and Counseling
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objectives	<p>The course has the following specific aims:</p> <p>1-To sensitize the student-teachers with the need and relevance of Guidance and Counseling.</p> <p>2-To develop an understanding of the process of Guidance and Counseling</p> <p>3-To analyze the role of the teacher in the provision of Guidance and Counseling</p> <p>4- To Provide reflective session to the pupil teachers for hand on experience of the pupil teachers.</p>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO-1. Understand the Concept and Need of Guidance and Counselling.</p> <p>CO2: Explain the process of Counseling.</p> <p>CO3: Make differentiation among various Types of counselling.</p> <p>CO4: Describe various emotional measures, skills and strategies for Coping with Stress</p> <p>CO5: Identify the Issues and Concerns in Schools related with counselling and guidance.</p> <p>CO6: Develop reflective thoughts through first hand experiences.</p>
7		
	Unit 1	Concept and Need of Guidance and Counselling
	A	Introduction to Guidance and Counselling- Meaning, Need, Aims & Objectives,
	B	Principles, Difference between Guidance & Counselling Guidance for Human Development and Adjustment
	C	Role of the teacher in Guidance and Counselling

	Unit 2	Counselling: Concept and Types		
	A	Counselling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counselling).		
	B	Counselling: Process and Strategies		
	C	Counselling Services for Students: Options in Face to Face and Online Mode		
	Unit 3	Coping with Stress: Emotions and Skills		
	A	Coping Skills: Overview of details of different types of coping skills and integration of the same when need be		
	B	Emotions: Managing emotions interpersonal skills, feeling good, emotions intelligence		
	C	Skills and Values ñ Listening Attentively to the concerns of the counselee, Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc.		
	Unit 4	<i>Issues and Concerns in Schools</i>		
	A	Career Information in Guidance and Counselling: Broad outline with respect to the Career Guidance and Counselling options available in India		
	B	Special Concerns in Counselling: Ethics and other related psychological concerns.		
	C	Issues of mental wellbeing in schools		
	Unit 5	Practicum		
	A	Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arrange to provide student-teachers with the first- hand experience of the working of guidance institutions and professionals in schools such as Counsellors, Career Counsellors etc •		
	B	Student teachers to prepare a list of the online Guidance and Counselling Services available of students and Teachers in India.		
	C	Detailed study of the Guidance and Counselling Services available in a given School		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	<ol style="list-style-type: none"> 1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counselling, Jalandhar :Doaba House. · 2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons. · 3. Bhatia, K. K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications. · Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counselling in Education and Psychology. · Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd. · 4. Joneja G. K. (1997); Occupational information in Guidance, NCERT publication · Kochhar S.K. (1999) Guidance and counseling in colleges and universities 5. Nayak A.K. (2004); Guidance and Counseling · Oberoi S.C (2000); Educational, Vocational Guidance and Counseling · 6. Rao S. N. (1991) Counseling and Guidance. · 7. Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications. · 8. Sharma R A Fundamentals of Guidance and Counseling Bachelor of Education 38 Guru Gobind Singh Indraprastha University Sector-16 C, Dwarka, New Delhi · 9. Sharma, R. N. (2004); Guidance and Counseling · Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi 10. Sarup and Sons. · Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli. · 11. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT. · Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala. · Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.
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VACSOE07: Non-Violent Gandhian Movements in India

School: SOE		Batch: 2020—2022		
Program: B.Ed		Current Academic Year: 2021-22		
Branch: Education		Semester: IV		
1	Course Code	VACSOE07		
2	Course Title	Non-Violent Gandhian Movements in India		
3	Credits	0		
4	Contact Hours (L-T-P)	2-0-0		
	Course Type	Value Added Courses		
5	Course Objectives	The course has the following specific aims: 1-To provide value addition to the profession of teaching. 2- To let pupil teachers understand the process and types of non-violent movements in India.		
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: explain the origin and progress of social movements in India after Gandhi CO2: identify and analyse the strategies of Gandhian non-violent CO3: explain different parameters and its relevance of non-violent movements CO4: analyse the reasons for the success of some of the Gandhian approaches		
7	Course Description	It is a value-added course which discusses the importance of non violent movements in India after Gandhi. This paper will be very helpful in deciding a much needed desirable direction of change in social and economic systems, policies, programmes and actions at the national, community or individual levels for achieving sustainable lifestyles.		
	1	Democracy and Social Revolution		
	2	Peace Movements and Gandhi		
	3-	Features and Strategies of Non-violent Movements after Gandhi		
	4-	Ecological Movements and Gandhi		
	5-	Project		
	Mode of examination	-----		
	Weightage Distribution	Project	Viva	
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	Text book/s*	<ol style="list-style-type: none">1. Ramachandra Guha. (2010). India after Gandhi: The History of the World's Largest Democracy. Picador: London.2. David, Hardiman. (2003). Gandhi in His Times and Ours. Permanent Black: Delhi.
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