

# GALGOTIAS UNIVERSITY

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## COURSE BOOK SOE -2020 Volume-I



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for SOE

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(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

# **School of Education**

**Program: Bachelor of Education (B.Ed.)**

Duration- Two Years (Four Semesters)

## **Curriculum and Syllabus**

**Scheme: 2020–2022**

Date of BoS: 16.04.2020

### VISION AND MISSION OF SCHOOL OF EDUCATION

#### Vision Statement of the School of Education

To be known globally as one of the School of Education in nurturing aspiring students in to S.M.A.R.T.\* teachers and teacher educators for teaching generation next with Innovative Pedagogies, Research and Development.

\*S- specific, M- measurable, A- attainable, R- relevant, T- time frame

#### Mission Statements of the School of Education

- 1- Nurture core values of the educators and researchers through enabling environment and Education 4.0.
- 2- Collaborate with the stakeholders to align the curriculum for future need and gaining facilities for internship, field experience, research and development.
- 3- Contributing to society, educators and researchers passionate for modern teaching technology, tools and outreach activities.
- 4- Evolution of innovative pedagogies and assessment strategies.

#### Bachelor of Education (B.Ed.) program

##### Program Educational Objectives (PEOs)

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its graduates/student teachers to achieve in two years subsequent to receiving the degree. The PEOs of the Bachelor of Education (B.Ed.) program are as follows:

- PEO-1:** Graduates of B.Ed. shall take up successful career as school teacher and be leaders in their organisation.
- PEO-2:** Graduates of B.Ed. shall design and practice modern tools for effective teaching-learning process.
- PEO-3:** Graduates of B.Ed. shall enrich their own stature by engaging themselves in higher education and as a researcher in multidisciplinary fields.

##### Program Outcomes (POs)

Program Outcomes are attributes of the graduates/student-teachers from the program that are indicative of the student-teachers' ability and competence to work as a professional teacher upon graduation. Program Outcomes (POs) are statements that describe what prospective teachers are expected to know or be able to do by the time of graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the student teacher is well prepared to achieve the program educational objectives down the road. The following Program Outcomes (POs) have been chosen by the B.Ed. faculty of Galgotias University. The B.Ed. curriculum has been designed to allow student-teachers to achieve the following outcomes prior to graduation:

- PO-1: Education Knowledge:** The student-teacher acquires the central concepts, tools of inquiry, and structure of the discipline and can create learning experiences that make these aspects of subject matter meaningful.
- PO-2: Learning Approaches & Strategies:** The student-teacher develops an understanding of how children grow, develop and learn; how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- PO-3: Pedagogical Knowledge:** The student-teacher develops the skills for using innovative pedagogies and learning experiences that are based on learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.
- PO-4: Assessment Strategies:** The student-teacher uses innovative formal and informal and direct and in-direct assessment strategies to evaluate the learning and ensure the continuous scholastic, intellectual, social and physical development of the learner.
- PO-5: Self Identity as a Teacher:** The student-teacher develops self-identity as a 'teacher' through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- PO-6: Contemporary Issues of Education:** The student-teacher develops an understanding of the nature, purpose and philosophy of secondary and senior secondary education in India in the context of contemporary related issues and problems.
- PO-7: Communication Strategies:** The student-teacher uses modern teaching technology tools, information communication techniques (ICTs), to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the classroom.
- PO-8: National and International Education Systems:** The student-teacher develops the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.
- PO-9: The Teacher and Society:** The student-teacher develops an understanding of the close relationship between the society and the school, factors and forces (within the school and outside) affecting educational system and classroom situation and acts as an agent of modernization and social change.
- PO-10: Teaching Ethics:** The student-teacher develops an understanding of a teacher's professional responsibilities, competencies, commitments and performances in the Indian context.
- PO-11: Teacher Sensitization:** The student-teacher gets sensitized about emerging educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.
- PO-12: Life Long Learning:** The student-teacher develops an understanding of the importance of the life-long learning and need of the professional development for a teacher in the broadest context of rapidly changing educational technology and school environment.

### Program Specific Outcomes (PSOs)

**PSO-1:** B.Ed. Students at the time of graduation shall be able to use Education 4.0 in their pedagogical analysis.

**PSO-2:** B.Ed. Students at the time of graduation shall be able to groom their personality as a S.M.A.R.T. teacher through internship.

## Scheme of Bachelor of Education (B.Ed.)

Semester I									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		Theory Courses							
1	BEDU1001	Basics in Education	3	0	0	3	30	20	50
2	BEDU1002	Childhood and Growing Up	3	0	0	3	30	20	50
3	BEDU1003	Teaching and Pedagogical Analysis	3	0	0	3	30	20	50
4	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	30	20	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	30	20	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	30	20	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	30	20	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	30	20	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	30	20	50
5	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	30	20	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	30	20	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	30	20	50
		Practicum Courses							
6	BEDU1048	Exploring Library as a Learning Resource- Practicum	0	0	4	2	50	--	50
7	BEDU1065	Understanding Disciplines and Subjects – Practicum	0	0	2	1	50	--	50
8	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
9	BEDU1063	Orientation to School Based Activities- Practicum	0	0	2	1	50	--	50
Semester II									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		Theory Courses							
1	BEDU1018	Assessment for Learning	3	0	0	3	30	20	50
2	BEDU1019	Conceptual Foundations of Education	3	0	0	3	30	20	50
3	BEDU1020	Learning and Teaching	3	0	0	3	30	20	50
4	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	30	20	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	30	20	50
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	30	20	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	30	20	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	30	20	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	30	20	50
5	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	30	20	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	30	20	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	30	20	50
		Practicum Courses							
6	BEDU1060	Language Across the Curriculum- Practicum	0	0	2	1	50	--	50
7	BEDU1061	Learning to Function as a Teacher- Practicum	0	0	6	3	50	--	50
8	BEDU1062	Organising School Based Activities- Practicum	0	0	2	1	50	--	50
9	BEDU1064	Reflection on School Experience- Practicum	0	0	2	1	50	--	50

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10	BEDU1075	ICT and its Applications in Education- Practicum	0	0	4	2	50	--	50
11	BEDU1076	Mental Health and Emotional Wellbeing- Practicum	0	0	2	1	50	--	50
12	BEDU1077	Sports and Yoga Education- Practicum	0	0	2	1	50	--	50

## Semester III

Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Theory Courses</b>							
1	BEDU2001	Contemporary Issues and Concerns in Education	3	0	0	3	30	20	50
2	BEDU2002	Creating an Inclusive School	3	0	0	3	30	20	50
3	BEDU2003	Gender, School and Society	3	0	0	3	30	20	50
4	BEDU2004	Knowledge and Curriculum	3	0	0	3	30	20	50
5	BEDU2006	Teacher as a Counsellor	3	0	0	3	30	20	50
6	BEDU2005	School Organisation and Management	3	0	0	3	30	20	50
	BEDU2013	Development of Education in India	3	0	0	3	30	20	50
	BEDU2014	Educational Technology	3	0	0	3	30	20	50
	BEDU2015	Elementary Education	3	0	0	3	30	20	50
		<b>Practicum Courses</b>							
7	BEDU2022	Drama and Art in Education- Practicum	0	0	2	1	50	--	50
8	BEDU2023	Enhancing Professional Capacities- Practicum	0	0	4	2	50	--	50
9	BEDU2025	Life Skills Education- Practicum	0	0	2	1	50	--	50
10	BEDU2026	Reading and Reflecting on Texts- Practicum	0	0	2	1	50	--	50
11	BEDU2027	Reflection on Community Based Works- Practicum	0	0	2	1	50	--	50
12	BEDU2028	Understanding the Self- Practicum	0	0	2	1	50	--	50

## Semester IV

Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Practicum Courses</b>							
1	BEDU2030	School Internship	0	0	24	12	50	--	50

### List of Electives

#### Basket-1 (First Semester)

Sl. No.	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	30	20	50
2	BEDU1067	Pedagogical Basis of English	3	0	0	3	30	20	50
3	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	30	20	50
4	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	30	20	50
5	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	30	20	50
6	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	30	20	50
7	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	30	20	50
8	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	30	20	50
9	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	30	20	50



**Basket-2 (Second Semester)**

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	30	20	50
2	BEDU1052	Professional Development of English Teacher	3	0	0	3	30	20	50
3	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	30	20	50
4	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	30	20	50
5	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	30	20	50
6	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	30	20	50
7	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	30	20	50
8	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	30	20	50
9	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	30	20	50

**Basket-3 (Third Semester)**

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BEDU2005	School Organisation and Management	3	0	0	3	30	20	50
2	BEDU2013	Development of Education in India	3	0	0	3	30	20	50
3	BEDU2014	Educational Technology	3	0	0	3	30	20	50
4	BEDU2015	Elementary Education	3	0	0	3	30	20	50

Summary of Courses and Credits			
Semester	Total Credits	Theory Credits (Courses)	Practicum Credits (Courses)
1 <sup>st</sup> Semester	21 (9)	15 (5)	6 (4)
2 <sup>nd</sup> Semester	25 (12)	15 (5)	10 (7)
3 <sup>rd</sup> Semester	25 (12)	18 (6)	7 (6)
4 <sup>th</sup> Semester	12 (1)	0	12 (1)
<b>Total Credits</b>	<b>83</b>	<b>48</b>	<b>35</b>
<b>Number of Courses</b>	<b>34</b>	<b>16</b>	<b>18</b>
L- Lecture T- Tutorial/Theory P- Practical C- Credit			

## SECTION

SYLLABI FOR  
FIRST SEMESTER  
COURSES

## First Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
		<b>Theory Courses</b>								
1	BEDU1001	Basics in Education	3	0	0	3	42	50	50	100
2	BEDU1002	Childhood and Growing Up	3	0	0	3	42	50	50	100
3	BEDU1003	Teaching and Pedagogical Analysis	3	0	0	3	42	50	50	100
		<b>Elective Theory Courses (Choose any one course from each group)</b>								
4 & 5	BEDU1066	Pedagogical Basis of Hindi								
	BEDU1067	Pedagogical Basis of English								
	BEDU1068	Pedagogical Basis of Sanskrit								
	BEDU1069	Pedagogical Basis of Commerce								
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	42	50	50	100
	BEDU1071	Pedagogical Basis of Home Science								
	BEDU1072	Pedagogical Basis of Social Science								
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	42	50	50	100
	BEDU1074	Pedagogical Basis of Life Science								
		<b>Practicum Courses</b>								
6	BEDU1048	Exploring Library as a Learning Resource- Practicum	0	0	4	2	56	50	50	100
7	BEDU1065	Understanding Disciplines and Subjects – Practicum	0	0	2	1	28	50	50	100
8	BEDU1050	ICT Skill Development- Lab	0	0	4	2	56	50	50	100
9	BEDU1063	Orientation to School Based Activities- Practicum	0	0	2	1	28	50	50	100
		<b>Total</b>	<b>Credits- 21</b>				<b>378</b>	<b>Credits T- 15 P- 6</b>	<b>Courses- 9 T- 5 P- 4</b>	<b>SGPA</b>

BEDU1001	Basics in Education	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To analyze the relevance of Education in relation to individual, social and national development.
2. To identify different facets of knowledge and explain the process of developing curriculum, syllabi, and textbooks in the country.
3. To examine the influence of policy decisions on education.
4. To differentiate between the nature of learner and teacher autonomy and analyze the factors affecting teacher and learner autonomy.
5. To analyze the importance of education, value and society.
6. To elucidate the role of education in transforming values.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the relevance of Education in relation to individual, social and national development. (K4)
2. Identify different facets of knowledge and explain the process of developing curriculum, syllabi, and textbooks in the country. (K4)
3. Examine the influence of policy decisions on education. (K4)
4. Differentiate between the nature of learner and teacher autonomy and analyze the factors affecting teacher and learner autonomy. (K3)
5. Analyze the importance of education, value and society. (K4)
6. Formulate values among school children. (K6)

**TEXT BOOKS**

1. Rao, M.P, et.al (2014). Basics in Education, New Delhi: NCERT.
2. Ravi, S. Samuel (2015). A Comprehensive Study of Education. Delhi: PHI Learning Private Limited.
3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.

**REFERENCE BOOKS**

1. Anand, C.L, et.al (1993). Teacher and Education in Emerging Indian Society, New Delhi: NCERT.
2. Clarke, P. (2001). Teaching and Learning: The Culture of Pedagogy, New Delhi: Sage Publication.
3. Thapan, m. 2006. Life at School: An Ethnographic Study. Oxford University Press, New Delhi.
4. MHRD, GOI. 1986. National Policy on Education, New Delhi.
5. NCERT. 2005. National curriculum framework–report of the focus group on aims of education, New Delhi
6. UNESCO. 1996. Learning The Treasure Within; Report of the UNESCO Commission on Education in the 21st century, Paris.

**COURSE CONTENT****Unit I: Education Nature and Purpose****10 Lecture hours**

Meaning and Nature of Education: Meaning of education, concept and meaning of education according to Indian thinkers; Western views on education; Analytical concept of education; Education: Natural or social process, intentional or unintentional, does education occur only in educational institutions and other sources of education? Aims of Education: Bases, Nature, Functions and aims of education in India, Factors influencing aims of education, Changing aims of Education in the context of globalization; Processes and Modes of Education: Education as an activity, Education as a process, Processes of education, Different modes of Education: Informal Education, Formal Education, Non-Formal Education, and Inclusiveness of school education and need of schooling for all children

### **Unit II: Knowledge and its Organization in Schools**

**8 Lecture hours**

Meaning of knowledge and knowing, ways of knowing and forms of knowledge; Knowledge: Characteristics, facets of knowledge, difference from information, belief and truth; Knowing Process: Ways of knowing; Different facets of knowledge and relationship; The role of culture in knowing; Meaning of knowledge organization; Forms of knowledge included in school education; Agencies for selection and organization of categories of knowledge in schools; Process for developing curricula, syllabi and textbooks; Characteristics of a good syllabus

### **Unit III: Education Policy Imperatives**

**8 Lecture hours**

Education policy as a major concern of public policy: relevance and essentiality; Constitutional Provisions on Education for making education fundamental rights and duties; National Policy on Education, 1986 and its revised version (1992); Implementations of Educational Policy Recommendation: problems and strategies; RTE Act, 2009

### **Unit IV: Autonomy of Teacher and Learner**

**8 Lecture hours**

Autonomy: Meaning, difference between autonomy and freedom; Teacher Autonomy: Characteristics of teacher autonomy, domains of teacher autonomy, factors affecting teacher autonomy, ways to develop teacher autonomy; How does teacher autonomy help in enriching learning situations? Meaning, types and functions of accountability; Autonomy of Learner: Meaning, development of learner autonomy, curriculum, textbooks, instructions and discipline in learner autonomy, school and developing learner autonomy.

### **Unit V: Education and Values**

**4 Lecture hours**

Values: Meaning, concept, types of values, absolute or relative, creation of values, What values should be followed in life? Can humans be free of values? Challenges to education for values, integrated approach to education for values, developing values consensus, role of curriculum developers, role of teachers

### **Unit VI: Values in the Emerging Social Context**

**4 Lecture hours**

Objectives and Perspectives on Values, The Emerging Social Context in India, Some Important Values, Value Conflicts in Schools, Education and Values, Transforming Values through Education, The Curriculum, The School and Classroom Environment, The Teaching-Learning Process, Evaluation/Assessment, Peace for All

### **PRACTICUM**

1. Analysis of the impact of modernization in the transformation of the local community.

2. Analysis of the effect of education in improving weaker sections of the society.
3. Prepare a list of values and classify them.
4. Write a status report of autonomy of any secondary and senior secondary school.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU1002	Childhood and Growing Up	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To interpret the concepts, principles & scope of educational Psychology.
2. To identify the process of growth and development.
3. To develop an understanding of the meaning and concepts of individual differences.
4. To estimate meaning and concepts of gifted and mentally retarded children.
5. To identify the concept and characteristics of creativity & importance of creativity in education.
6. To explain the concept of emotional intelligence and its educational implications.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Interpret the concepts, principles & scope of educational Psychology. (K4)
2. Identify the process of growth and development. (K4)
3. Develop an understanding of the meaning and concepts of individual differences. (K4)
4. Estimate meaning and concepts of gifted and mentally retarded children. (K5)
5. Identify the concept and characteristics of creativity & importance of creativity in education. (K4)
6. Invent need of stable emotional intelligence among students. (K6)

**TEXT BOOKS**

1. Mangal, S.K. (1997). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

**REFERENCE BOOKS**

1. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education.
2. Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
3. Harris, M. and Butterworth, G. (2002) The two concepts of childhood, Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
4. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
5. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter

- 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
6. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage publications.

**COURSE CONTENT****Unit I: Growth and Development****10 Lecture hours**

Growth and Development: Meaning, distinctions between growth and development, stages of growth and development with special emphasis on the development stages of childhood and adolescence; Principles of development, theories of growth and development (with reference to the influence of childhood experiences on later personality); Freud's theory of Psycho-sexual development, Jean Piaget's theory of cognitive development, Erickson's theory of Psycho social development, Kohlberg's theory of Moral development

**Unit II: Childhood and Development****8 Lecture hours**

Physical-Motor Development: Growth and maturation, development of gross and fine motor skills, role of parents and teachers in providing opportunities of physical, motor development (eg.Play), Social and Emotional Development: Basic understanding of emotions; Development of Emotions: Functions of emotions, Development of emotional maturity; Meaning of gender roles, influences of gender roles, gender stereotypes experienced in Home, School, Neighborhood (Including playground)

**Unit III: Socialisation: Agencies and the Child****8 Lecture hours**

The 21 century child and childhood in the context of poverty, Globalisation and adult culture; Childhood: Similarities and diversities within the stage and the factors leading to the construction of multiple childhoods with particular reference to the Indian context; Concept of Socialisation: Family, Parenting, Child Rearing practices and its agencies; Peers: Friendships and gender competition, cooperation and conflict, aggression and bullying from early childhood to adolescence, peer influences; School: Relationship with peers, teachers and staff, teacher expectation and school achievement, overage learners and peer relationships; Social, Economic and Cultural Differences in Socialisation: Implications for inclusion

**Unit IV: Childhood: Issues and Concerns****8 Lecture hours**

Social Issues: Counselling of children for coping with stress in the following conditions- Separation of parents, loss of parents in armed conflict etc., survivors of child abuse; Child Abuse: Issues and problems and awareness about rights of the child; Equity Issues and Inclusion: Inclusion of the differently able, street children and other marginalised groups in the context of India; Programmes of GOI for gender equity and equality in education; Protection of Child Rights: Role and contribution of UNICEF, WHO, National commission for the protection of child rights, National human rights commission, Child help lines and NGOs

**Unit V: Individual Differences and Exceptional Children****6 Lecture hours**

Individual Differences: Meaning, nature, types, areas and causes of individual differences; Determinants of individual differences; Importance of individual differences in education, provisions for the individual differences in school; Exceptional Children: Definition, meaning; Gifted Children: Meaning, characteristics, identification and their education; Creative Children: Meaning, characteristics, identification and their education; Educationally Backward Children: Meaning, characteristics, identification and their education



The Concept of Emotional Intelligence, Salovey and Mayer's conception/model of EI, Educational Implications: Importance of Emotional Intelligence (EQ)

**PRACTICUM**

1. Collect about ten newspaper articles that involve issues of parenting and childhood, analyse these and submit a report of it with best possible solutions of the problems.
2. Prepare a report for the development and educational needs of the marginalized learner, first-generation learners, street children, slum children and children with special needs.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU1003	Teaching and Pedagogical Analysis	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To analyze the concept of teaching and learning and various terms associated with it.
2. To identify the need and steps related to pedagogical analysis.
3. To select from various approach, method and technique at the time of teaching.
4. To assess the need and different types of evaluation.
5. To utilize various skills of micro teaching to modify their behaviour.
6. To adapt student teacher for online teaching.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the concept of teaching and learning and various terms associated with it. (K4)
2. Identify the need and steps related to pedagogical analysis. (K4)
3. Select from various approach, method and technique at the time of teaching. (K5)
4. Assess the need and different types of evaluation. (K5)
5. Utilize various skills of micro teaching to modify their behaviour. (K3)
6. Create skills to adapt to the need of Online Teaching scenario. (K6)

**TEXT BOOKS:**

1. Mangal, S.K. and Mangal, Uma (2013). Essentials of Educational Technology. NewDelhi: PHI Learning Pvt. Ltd.

**REFERENCE BOOKS:**

1. Ahmed, Jasim (2014). Teaching of Biological Sciences. Delhi: PHI Learning Private Limited.
2. Das, R.C. (1993). Educational Technology– A Basic Text. New Delhi: Sterling Publishers.
3. Kumar, K.L. (2012). Educational Technology. New Delhi: New Age International (P) Ltd Publishers.
4. Oberoi, S.C. (2008). Educational Technology. New Delhi: Arya Book Depot.
5. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: [www.uoregon.edu](http://www.uoregon.edu)
6. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
7. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
8. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
9. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

**COURSE CONTENT**

**Unit I: Nature of Teaching and Learning****8 Lecture hours**

Teaching: Concept, meaning and characteristics; Learning: Concept, meaning and characteristics; Relationship of teaching and learning; Levels of teaching and learning; Principles of teaching: General and Psychological; Maxims of teaching; Phases of teaching

**Unit II: Pedagogical Analysis****10 Lecture hours**

Pedagogical Analysis: Meaning, need and steps; Content Analysis: Meaning and need; Unit Planning: Format of a unit plan; Year, week and day planning; Lesson Planning: Importance and basic steps, From Herbart to Constructivist approach; Formulation of Objectives: Meaning, need, distinction from aims; Taxonomy of Instructional Objectives- Blooms' Taxonomy (latest version), RCEM approach; Writing of Instructional Objectives in Behavioural Terms

**Unit III: Teaching Strategies****10 Lecture hours**

Teaching Strategies: Meaning, characteristics, difference between strategy, approach, method and technique (device); Types of Teaching Strategies: Autocratic and democratic; Common Teaching Methods: Inductive, deductive, lecture, demonstration, question-answer, project, heuristic, discovery and problem solving; Concept Mapping: Meaning, need and types; Teaching Aids: Meaning, need, importance, different classifications and Edgar Dale's cone of experience

**Unit IV: Evaluation****8 Lecture hours**

Evaluation: Concept, distinction from measurement; Types of Evaluation: Formative, summative and diagnostic; Concept of Continuous and Comprehensive Evaluation (CCE); Types of Examination: Written, Oral and Practical; Questions: Classification, formation and characteristics of all types of questions

**Unit V: Techniques for Teacher Behaviour Modification for F2F Teaching****4 Lecture hours**

Teacher Behaviour Modification: Meaning, concept and need; Techniques of Teacher Behaviour Modification: Microteaching and Simulated teaching; Microteaching: Meaning, concept, cycle, skills (emphasis on questioning, black board writing, stimulus variation, reinforcement, illustration with examples and explanation)

**Unit VI: Techniques for Teacher Behaviour Modification for Online Teaching****2 Lecture hours**

Exposure of online teaching platform like Goggle meet, ZOOM, Microsoft team, Hangout, Goggle classroom, Various use of software apps to make class more motivating and interesting, like Goggle Jamboard, Goggle drawing, Canva, Wakelet etc.

**PRACTICUM**

1- Prepare a lesson plan based on Constructivist approach

2- Prepare a digital story on Microteaching including videos of different skills

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU1066	Pedagogical Basis of Hindi	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To develop an insight on the meaning, nature and origin of Hindi language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Hindi subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Hindi.
5. To develop the competencies required for professional development as per the demand of Hindi subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of Hindi language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Hindi subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Hindi. (K4)
5. Develop the competencies required for professional development as per the demand of Hindi subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

**TEXT BOOKS**

1. Lal, Raman Bihari (2002). Hindi Shikshan. Meerut: Rastogi Publication.
2. Singh, Savitri (2004). Hindi Shikshan. Meerut: International Publishing House.
3. Pandey, Dr. Ramshakal (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir

**REFERENCE BOOKS**

1. Pandey, Shrutikant (2014). Hindi Bhasha AurEskiShikshanVidhiyan. Delhi: PHI Learning Private Limited.
2. Shukla, Acharya Ramchandra (2006). Hindi Sahitya Ka Itihas. New Delhi: Rajkamal Publication.

**COURSE CONTENT**

Definition and nature of language; Role of Language in Life: Intellectual, Emotional, Social, and Cultural Development; Origin and development of Hindi language; Role of Hindi as a link language in India; Status of Hindi language in modern India; Problems of Hindi teaching; Brief history of Hindi literature

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**Unit II: Content Analysis of Some Topics of Hindi****10 Lecture hours**

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Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition from text books of secondary and senior classes' syllabus

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**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Hindi****10 Lecture hours**

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Aims and Objectives of teaching Hindi at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Hindi syllabus of secondary and senior secondary classes

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**Unit IV: Curriculum and Textbooks in Hindi****6 Lecture hours**

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Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Hindi curriculum; Textbooks in Hindi: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use; Recreational aspect of Hindi- Games, Puzzles, Riddles, Magic Squares, and Word search;

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**Unit V: Professional Development of a Hindi Teacher****6 Lecture hours**

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Contribution of teacher in development of Hindi language; Language Errors and Correction Measures in Pronunciation and Writing: Meaning, need, importance to identify errors and correction techniques; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required; Professional Development of a Hindi Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development

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**Unit VI: Preparing Teachers for Modern Technical era****2 Lecture hours**

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Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

1- Solve two question papers of classes 6-8 prepared from NCERT books.

2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1067	Pedagogical Basis of English	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To develop an insight on the meaning, nature and origin of English language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of English subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of English.
5. To develop the competencies required for professional development as per the demand of English subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of English language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of English subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of English. (K4)
5. Develop the competencies required for professional development as per the demand of English subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

## **TEXT BOOKS**

1. Choudhary, N. R. (2002). English Language Teaching. Mumbai: Himalaya Publish House.
2. Kohli, A. L. & Sharma, L. M. (2008). Techniques of Teaching English in the New Millennium. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
3. Singh, Dr. M. K. (2004). Teaching of English. Meerut: International Publishing House.

## **REFERENCE BOOKS**

1. Davis, Paul and Mario, Rinvolutri (1988). Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.
2. HalbeMalati, (2005). Methodology of English Teaching. Himalaya Publishing House,
3. Prabhu, N. S. (1987). Second Language Pedagogy. New York: Oxford University Press.
4. HalbeMalati, (2005): Methodology of English Teaching, Himalaya Publishing House,
5. Parrot, M (1993). Tasks for the Classroom Teacher, London, Pergamon.
6. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
7. SahniGeeta(2006). Suggested Methodology of Teaching English.
8. Sunwani, V.K, (2005). The English Language and Indian Culture.
9. Thomson & Wyatt HG (2000). Teaching of English in India, University of London.



10. Choudhary, N.R, (2002): English Language Teaching, Himalaya Publish House, Mumbai  
11. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publishing House, Mumbai.

**COURSE CONTENT****Unit I: Nature and Importance of English****8 Lecture hours**

Meaning, nature, scope and concept of English language; Role of language in life: Intellectual, Emotional, Social, and Cultural Development; Role of English as a link language in India; Organizing an effective programme of English teaching

**Unit II: Content Analysis of Some Topics of English****10 Lecture hours**

Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition from text books of secondary and senior classes' syllabus

**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in English****10 Lecture hours**

Aims and Objectives in teaching of English at the secondary and senior secondary level, Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher Stating objectives of teaching of English in terms of behavioral outcomes; Pedagogical analysis of any five units/chapters from text book of secondary and senior secondary classes

**Unit IV: Curriculum and Textbooks in English****6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective English curriculum; Textbooks in English: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use

**Unit V: Professional Development of an English Teacher****8 Lecture hours**

English Teacher: Qualifications and competencies required; Need for professional development at Individual level, Organizational level; Need and relevance of participation in Seminars, Workshops, Conferences, Symposia etc. as well as membership of professional organisations in professional development of teachers; Professional competencies of an English teacher; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the English teachers in the classroom; ICT resources suitable for teaching of English

**Unit VI: Preparing Teachers for Modern Technical era****2 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1068	Pedagogical Basis of Sanskrit	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To develop an insight on the meaning, nature and origin of Sanskrit language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Sanskrit subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Sanskrit.
5. To develop the competencies required for professional development as per the demand of Sanskrit subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of Sanskrit language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Sanskrit subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Sanskrit. (K4)
5. Develop the competencies required for professional development as per the demand of Sanskrit subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

## **TEXT BOOKS**

1. Sharma, Bela Rani (2002). Modern Methods of Sanskrit Teaching, New Delhi: Swaroop & Sons.
2. Safaya, Raghunath (1962). Sanskrit Teaching Methods, Jalandhar: Punjab Book House.

## **REFERENCE BOOKS**

1. Sharma, Sitaram (1998). Development of Sanskrit Literature and Sanskrit Teaching. Pearl Publishing House.

## **COURSE CONTENT**

### **Unit I: Nature and Importance of Sanskrit Language**

**10 Lecture hours**

Definition and nature of language; Role of Language in Life: Intellectual, Emotional, Social, and Cultural Development; Origin and development of Sanskrit language; Brief history of Sanskrit literature; Role of Sanskrit as a link language in ancient India; Status of Sanskrit language in modern India; Problems of Sanskrit teaching; Place of Sanskrit language in secondary and senior secondary curriculum

### **Unit II: Content Analysis of Some Topics of Sanskrit**

**10 Lecture hours**

Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition form text books of secondary and senior classes' syllabus

### **Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Sanskrit 10 Lecture hours**

Aims and objectives of teaching Sanskrit at the secondary and senior secondary level; Instructional Objectives and Expected Behavioral Outcomes (EBOs): Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Sanskrit syllabus of secondary and senior secondary classes

### **Unit IV: Curriculum and Textbooks in Sanskrit**

**6 Lecture hours**

Curriculum Organization: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Sanskrit curriculum; Textbooks in Sanskrit: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use

### **Unit V: Professional Development of a Sanskrit Teacher**

**6 Lecture hours**

Sanskrit Teacher: Qualifications and competencies required; Professional Development of a Sanskrit Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organizations; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Sanskrit teachers in the classroom; Contribution of teacher in development of Sanskrit language; Diagnostic testing and Remedial teaching

### **Unit VI: Preparing Teachers for Modern Technical era**

**6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

### **PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1069	Pedagogical Basis of Commerce	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To analyze the importance of correlation of Commerce with other subjects and critical examine the present status of Commerce in secondary school curriculum.
2. To analyze the content of Commerce subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Commerce subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Commerce.
5. To develop the competencies required for professional development as per the demand of Commerce subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Commerce with other subjects and critical examine the present status of Commerce in secondary school curriculum. (K4)
2. Analyze the content of Commerce subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Commerce subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Commerce. (K4)
5. Develop the competencies required for professional development as per the demand of Commerce subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

**TEXT BOOKS**

1. Aggarwal, J.C. (2000). Teaching of Commerce – A practical approach. New Delhi: Vikas Publications.
2. Monga, V. (2010). Teaching of Commerce. Patiala: Twenty First Century Publications.

**REFERENCE BOOKS**

1. Singh, Y.K.(2005). Methods of Teaching Commerce. New Delhi: APH Publication Corporation.
2. Rao, Seema. (2001). Teaching of Commerce. Delhi: Anmol Publications Pvt. Ltd.
3. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: [http://delhi.gov.in/wps/wcm/connect/doit\\_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/](http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/)
4. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

**COURSE CONTENT****Unit I: Nature and Importance of Commerce****8 Lecture hours**

Meaning, nature, scope and concept of Commerce; Relationship of Commerce with other subjects such as Economics, Law, Mathematics, Psychology, Sociology, Statistics, Social Sciences etc.; Need for including these areas in school curriculum; rationale of commerce introduction at senior school level; Place of Commerce in Senior Secondary School curriculum and its critical appraisal; Goals and objectives of teaching commerce at senior secondary stage

**Unit II: Content Analysis of Some Topics of Commerce****10 Lecture hours**

Issues of poverty; Employment: Growth and other issues, Food Security in India; People as resource; Money and credit; Banking; Sectors of Indian economy; liberalization, privatization and globalization

**Unit III: Aims, Objectives, EBOs and Pedagogical Analysis in Commerce****10 Lecture hours**

Aims and Objectives of teaching of commerce at the senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT commerce syllabus of senior secondary classes

**Unit IV: Curriculum and Textbooks in Commerce****6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective commerce curriculum; critical study of present commerce curriculum of senior secondary classes; Textbook: Need, characteristics of a good textbook in commerce, procedure of textbook selection

**Unit V: Professional Development of a Commerce Teacher****8 Lecture hours**

Commerce Teacher: Qualifications and competencies required; Professional Development of a commerce teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical era****6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1070	Pedagogical Basis of Physical Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To analyze the importance of correlation of Physical Science with other subjects and critical examine the present status of Science in secondary school curriculum.
2. To analyze the content of Science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Physical Science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Physical Science.
5. To develop the competencies required for professional development as per the demand of Physical Science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Physical Science with other subjects and critical examine the present status of Science in secondary school curriculum. (K4)
2. Analyze the content of Science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Physical Science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Physical Science. (K4)
5. Develop the competencies required for professional development as per the demand of Physical Science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

**TEXT BOOKS**

1. Mohan, Radha (2013). Teaching of Physical Science. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Sharma, R.C. (2003). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing (P) Company.

**REFERENCE BOOKS**

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.
2. Kalra, R.M. & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT



**COURSE CONTENT****Unit I: Nature and Importance of Physical Science****8 Lecture hours**

Physical Science: Meaning, nature, concept, as a discipline, constituents parts and scope in our life; Relationship of Physical science with other subjects; Relationship of science and society; Process of Scientific method, meaning of scientific attitude and temper; Temporary nature of scientific facts, Place of Physical science in secondary school curriculum and its critical appraisal

**Unit II: Content Analysis of Some Topics of Physical Science****10 Lecture hours**

Sources of Energy, Changes, Force and Laws of Motion, Gravity and Gravitational Force, Work and Energy, Magnetic Effects of Electric Current, Electricity, Sound; Atoms and Molecules, Structure of Atom, Acid, Base and Salts, Chemical Reactions and Equations, Periodic Classification of Elements, Physical and Chemical Properties of the matter

**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Physical Science****10 Lecture hours**

Aims and Objectives of teaching Physical Science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Physical Science syllabus of secondary and senior secondary classes

**Unit IV: Curriculum and Textbooks in Physical Science****8 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Physical science curriculum; A critical study of present Physical Science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in science, procedure of textbook selection

**Unit V: Professional Development of a Physical Science Teacher****6 Lecture hours**

Laboratory: Objectives, organization and types, characteristics, competencies associated with laboratory techniques, maintenance of safety, security and preventive measures; Science Teacher: Qualifications and competencies required; Professional Development of a Science Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical era****6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report.

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1071	Pedagogical Basis of Home Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To analyze the importance of home science as a discipline and critical examine the present status of home science in secondary school curriculum.
2. To analyze the content of home science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of home science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of home science.
5. To develop the competencies required for professional development as per the demand of home science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of home science as a discipline and critical examine the present status of home science in secondary school curriculum. (K4)
2. Analyze the content of home science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of home science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of home science. (K4)
5. Develop the competencies required for professional development as per the demand of home science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

**TEXT BOOKS**

1. Lakshmi, K. (2006). Technology of teaching of Home Science. New Delhi: Sonali Publishers.
2. Seshaih, P.R. (2004). Methods of teaching Home Science. Chennai: Manohar Publishers & Distributors.
3. Nibedita, D (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributors.

**REFERENCE BOOKS**

1. Shalool, S. (2002). Modern methods of teaching of home science. (I Edition). New Delhi: Sarup & Sons.
2. Jha, J.K. (2001). Encyclopedia of teaching of Home Science. (Vol I&II), New Delhi: Anmol Publications Private Limited.
3. Nibedita, D. (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributors.

**COURSE CONTENT****Unit I: Nature and Importance of Home Science** **8 Lecture hours**


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Home science as a discipline; Meaning, nature, concept and scope in our life; Structure/constituents parts of the Home science; Place of Home science in secondary school curriculum and its critical appraisal; Relationship of Home science with other subjects; Relationship of Home science and society and environment

**Unit II: Content Analysis of Some Topics of Home science** **10 Lecture hours**


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Human Development Life Span including (birth to years), infancy, early childhood, child and adolescence; Food nutrition, Health and fitness, Family and community resources, Fabric construction, Nutrition for self and family, Money management and consumer, Home management, Physiology

**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Home science** **10 Lecture hours**


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Aims and Objectives of teaching Home science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes (EBOs): Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from Home science syllabus

**Unit IV: Curriculum and Textbooks in Home science** **6 Lecture hours**


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Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Home science curriculum; A critical study of present Home science curriculum of different classes; Textbook: Need, characteristics of a good textbook in Home science, procedure of textbook selection

**Unit V: Professional Development of a Home Science Teacher** **8 Lecture hours**


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Laboratory: Objectives, organization and types, characteristics, competencies associated with laboratory techniques, Laboratory equipments and their maintenance, maintenance of safety, security and preventive measures; Home Science Teacher: Qualifications and competencies required; Professional Development of a Home Science Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical era** **2 Lecture hours**


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Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and

e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1072	Pedagogical Basis of Social Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum.
2. To analyze the content of Social Science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Social Science.
5. To develop the competencies required for professional development as per the demand of Social Science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum. (K4)
2. Analyze the content of Social Science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Social Science. (K4)
5. Develop the competencies required for professional development as per the demand of Social Science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

**TEXT BOOKS**

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

**REFERENCE BOOKS**

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
3. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publication.
4. Michaels U. John (1992), Social Studies for Children
5. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
6. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

**COURSE CONTENT**

**Unit I: Nature and Importance of Social Science****8 Lecture hours**

Meaning, nature, scope and concept of Social Sciences; Difference between Social Sciences and Social Studies; Course subjects of Social Sciences- History, Civics, Geography and Economics, inter-relationship between them; Rational for including these areas in school curriculum; Place of Social Sciences in Secondary School curriculum and its critical appraisal; Goals and objectives of teaching social science at Secondary stage

**Unit II: Content Analysis of Some Topics of Social Science****10 Lecture hours**

Environment and its components; Salient feature of Indian Constitution; Fundamental Rights; Legislative Assembly and its functions; Power of Prime Minister, Power of President; Function of Parliament; High Court and Supreme Court; Latitudes & longitudes; Rotation & revolution of earth; Issues of poverty; globalization; Unemployment

**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Social Science****10 Lecture hours**

Aims and Objectives of teaching of social science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT social science syllabus of secondary and senior secondary classes

**Unit IV: Curriculum and Textbooks in Social Science****6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective social science curriculum; critical study of present social science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in social science, procedure of textbook selection

**Unit V: Professional Development of a Social Science Teacher****8 Lecture hours**

Social Science Room or Laboratory: Objectives, importance, characteristics, design, competencies associated with laboratory techniques; Social Science Teacher: Qualifications and competencies required; Professional Development of a Social Science Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical era****6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	



BEDU1073	Pedagogical Basis of Mathematics	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To analyze the importance of correlation of Mathematics with other subjects and critical examine the present status of Mathematics in secondary school curriculum.
2. To analyze the content of Mathematics subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Mathematics subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Mathematics.
5. To develop the competencies required for professional development as per the demand of Mathematics subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Mathematics with other subjects and critical examine the present status of Mathematics in secondary school curriculum. (K4)
2. Analyze the content of Mathematics subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Mathematics subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Mathematics. (K4)
5. Develop the competencies required for professional development as per the demand of Mathematics subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

## **TEXT BOOKS**

1. James, Dr. Anice (2010). Methods of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.

## **REFERENCE BOOKS**

1. Ediger Mariow (2004). Teaching Math Successfully, Discovery Publication.
2. James, Anice (2005). Teaching of Mathematics, Neelkamal Publication.
3. Kapur S.K. (2005). Learn and Teach Vedic Mathematics; Lotus Publication.
4. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.
5. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.
6. Tyagi, S.K. (2004). Teaching of Arithmetic; Commonwealth Publications.

**COURSE CONTENT****Unit I: Nature and Importance of Mathematics****8 Lecture hours**

Mathematics: Meaning, nature, concept, as a discipline, and scope in our life; Divisions in Mathematics; Relationship of Mathematics with other subjects; Place of Mathematics in secondary school curriculum and its critical appraisal; Speed and accuracy in Mathematics

**Unit II: Content Analysis of Some Topics of Mathematics****10 Lecture hours**

Number System, Comparing Quantities, Integers, Algebraic Expressions, Practical Geometry, Mensuration, Triangle and its Properties, Polynomials, Linear Equations, Circles, Quadrilaterals

**Unit III: Aims, Objectives, EBOs and Pedagogical Analysis in Mathematics****10 Lecture hours**

Aims and Objectives of teaching Mathematics at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Mathematics syllabus of secondary and senior secondary classes

**Unit IV: Curriculum and Textbooks in Mathematics****6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Mathematics curriculum; A critical study of present Mathematics curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in Mathematics, procedure of textbook selection

**Unit V: Professional Development of a Mathematics Teacher****8 Lecture hours**

Mathematics Laboratory: Objectives, space and organization, competencies associated with laboratory techniques, equipments for setting up a mathematics laboratory; Mathematics Teacher: Qualifications and competencies required; Professional Development of a Mathematics Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical Era****6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1074	Pedagogical Basis of Life Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To analyze the importance of life science as a discipline in Science and critical examine the present status of life science in secondary school curriculum.
2. To analyze the content of life science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of life science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of life science.
5. To develop the competencies required for professional development as per the demand of life science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of life science as a discipline in Science and critical examine the present status of life science in secondary school curriculum. (K4)
2. Analyze the content of life science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of life science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of life science. (K4)
5. Develop the competencies required for professional development as per the demand of life science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

## **TEXT BOOKS**

1. Ahmad Jasim (2014). Teaching of Biological Sciences. New Delhi: PHI Learning Private Limited.
2. Kalra, R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.

## **REFERENCE BOOKS**

1. Davar, Monika (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT
6. Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, NaiSarak, Delhi.
7. Vaidya N (1997), The impact of Science Teaching Oxford & IBH Publication Co, New Delhi.

**COURSE CONTENT****Unit I: Nature and Importance of Life Science****8 Lecture hours**

Biological science as a discipline in Science: Meaning, nature, concept and scope in our life; Structure/constituents parts of the Biological science; Place of Biological science in secondary school curriculum and its critical appraisal; Relationship of Biological science with other subjects; Relationship of science and society and environment; Scientific method, attitude and scientific temper

**Unit II: Content Analysis of Some Topics of Life Science****10 Lecture hours**

Photosynthesis, Fundamental Unit of Life, Diversity in Living Organism, Improvement in Food Resources Human digestive system, Food Chain, Ecological Balance, Respiratory System, Excretory, Circulatory, Hereditary and Environment, Life process, Control and Coordination, The Human Eye, Growth and Development in Living Things

**Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Life Science****10 Lecture hours**

Aims and Objectives of teaching Life Science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Life Science syllabus of secondary and senior secondary classes

**Unit IV: Curriculum and Textbooks in Life Science****6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Life science curriculum; A critical study of present Life Science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in science, procedure of textbook selection

**Unit V: Professional Development of a Life Science Teacher****8 Lecture hours**

Laboratory: Objectives, organization and types, characteristics, competencies associated with laboratory techniques, Laboratory equipments and their maintenance, maintenance of safety, security and preventive measures; Life Science Teacher: Qualifications and competencies required; Professional Development of a Life Science Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

**Unit VI: Preparing Teachers for Modern Technical era****6 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 9-10 and present it in a seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + Practicum- 20	50
<b>Total Marks</b>	100	

BEDU1048	Exploring Library as a Learning Resource- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To analyze the basic principles of library science and develop library ethics.
2. To apply ICT in libraries.
3. To develop student-teachers understanding in the functioning of the library.
4. To develop the skills to establish a library and run it smoothly in the schools.
5. To understand the importance of library for the career development.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze the basic principles of library science and develop library ethics. (K4)
2. Apply ICT in libraries. (K3)
3. Analyze the functioning of the library and its use as an intellectual space for students and teachers. (K4)
4. Analyze the importance of digital library as a source of learning and for career development. (K4)
5. Develop, maintain and run a mini library in their schools as a resource of learning. (K6)

## **TEXT BOOKS**

1. Kumar, Krishna. Library Organisation. New Delhi: Vikas Publications.
2. Seetharam. Guidelines for Planning of Libraries & Information Centers. Calcutta: Iaslic

## **REFERENCE BOOKS**

1. Khanna, J.K. Library and Society. Kurushetra: Research Publication.
2. Singh, S.P. Special Libraries in Electronic Environment. New Delhi: Book Well.

## **COURSE CONTENT**

- a) Knowing your library, Layout of the library; Library policies; Library Management and Procedures: Cataloguing, locating a book/material in the library
- b) Library as a resource of learning, pleasure and concentration; School library as an intellectual space for students and teachers; Types of Library: Public, Academic, Special and National; Latest Trends in Library: Digital, Virtual and Electronic libraries
- c) Types of books and other material used by different readers; Techniques of keeping these books and materials; Dimensions of setting up of a school library
- d) Locating information and using it for one's own career development; Resources helpful in providing information for career development: Newspaper, magazines, websites, learning guides, members of local community

## **PRACTICUM**

Write a Library Profile of any Secondary and Senior Secondary School; Course teacher will assign project work(s) on the basis of the course content to students and they will present their work through seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



BEDU1065	Understanding Disciplines and Subjects- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To understand the basic concepts associated with academic disciplines.
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning.
3. To understand different approaches in interdisciplinary learning.
4. To appreciate the different academic disciplines and their place in the school curriculum.
5. To apply the understanding of academic disciplines in curriculum transaction.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Analyze basic concepts associated with academic disciplines. (K4)
2. Comprehend the meaning of interdisciplinary and multidisciplinary learning. (K3)
3. Examine the different approaches in interdisciplinary learning. (K5)
4. Analyse the different academic disciplines and their place in the school curriculum. (K4)
5. Apply the understanding of academic disciplines in curriculum transaction. (K3)

## **TEXT BOOKS**

1. Krishnan, A. (2009). "What are academic disciplines?" University of Southampton, ESRC National Center for Research Methods.
2. Guy, J. & Small, I. (2010). "The Nature of Disciplinary Knowledge". Cambridge University Press.
3. IGNOU (2016). Understanding Disciplines and Subjects (BES-125). New Delhi: IGNOU

## **REFERENCE BOOKS**

1. Apple, M. W., & Christian, Smith, L. K. (Eds.). (1991). The Politics of the Textbook. New York: Routledge.
2. NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.
3. <http://www.teacherplus.org/things-to-think-about/why-social-sciences-are-important>
4. [http://www.ppu.org.uk/learn/peaceed/pe\\_ednetcurriculum.html](http://www.ppu.org.uk/learn/peaceed/pe_ednetcurriculum.html)
5. <http://portal.unesco.org/culture/en/files/27030/11164964493artisticeducweb.pdf/artisticeducweb.pdf>

## **COURSE CONTENT**

- Understanding Disciplines: What is a Discipline? Characteristics of a Discipline, What Constitutes a Discipline? Forms of Disciplines.
- Evolution and Framing of Disciplines: Discipline of English, Discipline of Science, Discipline of Mathematics, Discipline of Social Sciences.
- Inter-relationships between and among Disciplines: Inter-relationships between the Disciplines of Social Sciences, Inter-relationships of Language with other Disciplines, Inter-relationships between Physics and Mathematics, Inter-relationships between Biology and Chemistry.

- Pedagogical Demands of Disciplinary Knowledge: Pedagogical Concerns of Disciplinary Knowledge, Pedagogical concerns of Disciplinary Knowledge at different Stages of School Education.
- Classifying and Accommodating Specific Areas of Knowledge: Understanding Specific Areas of Knowledge, Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.
- Framing School Subjects: Academic Disciplines and School Subjects, Framing School Subjects – Scholastic and Pedagogical Considerations, Need of Reframing School Subjects.
- Domains of School Subjects: Broad Areas of School Education– Humanities, Social Sciences, Sciences and Mathematics, Issues Concerning Integrated Curriculum.
- Appropriateness of Subjects in Curriculum at Different Stages: Stages of School Education- Primary, Upper Primary, Secondary and Higher Secondary, Addressing the Needs of Students, Teachers, and Evaluators in the Formulation of School Subjects and their Transaction, Teaching and Learning of Subjects – What for? Different Needs of Different Stake-holders – Students, Teachers, and Evaluators.
- Options of Streams and Subject Choices for the Learners: Broad Structure of School Education, Choice of Streams and Subjects by Learners.
- Factors Determining Learners Choices of Streams and Subjects: Learners and School Related Factors, Discipline and Subject Related Factors, Employability and Career, Familial Factors, Social and Cultural Factors, Policy Related Factors

### PRACTICUM

- 1- Course teacher will assign project work(s), assignments on the basis of the course content to students and they will present their work through seminar.

### MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

BEDU1050	ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the concept and uses of ICT in the educational system.
2. To describe the working of a computer.
3. To operate the windows operating system and MS Office package.
4. To acquire the skill of using Internet and searching desired information through Internet.
5. To acquire the skill of trouble-shooting whenever there are problems in the working of computer

**COURSE OUTCOMES**

On completion of this course, the student teachers will be able to-

1. Explain the concept and uses of ICT in the educational system.
2. Describe the working of a computer.
3. Apply the MS Office package in education.
4. Apply the skill of using Internet and searching desired information through Internet.
5. Develop the skill of trouble-shooting whenever there are problems in the working of computer

**REFERENCE BOOKS**

1. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: [www.uoregon.edu](http://www.uoregon.edu)
2. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
3. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
5. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

**COURSE CONTENT****Unit I: Computer Fundamentals & Operating System****8 Lab sessions**

Concept of ICT; Introduction to Computer; Characteristics of Computer– Speed, Storage, Accuracy, Versatile, Automation, Diligence; Classification and Types of Computers; Basic Structure of Computer and Input, Output, Process devices; Memory– ROM, RAM, CD ROM; Configuration of Computer– Selecting a PC

Operating system, Types of Operating system; Computer Networks; Installation of Software, MS Windows- Introduction to Windows, Control Panel, File Manager, Accessories, Paint Brush, Calendar, Calculator, Sticky Notes, MS-Office

**Unit II: MS-Word****12 Lab sessions**

Starting MS-Word: Creating a Document; Opening a Document; Saving a Document; Editing, Formatting Text, Viewing Documents; Formatting Documents– Line spacing, Paragraph spacing, Setting Tab, Indenting Text, Aligning Text; Adding Header and Footers; Numbering Pages; Inserting a Table; Proofing a Document– Spell-check, automatic Spell check, Auto Text, Auto Correct; Printing a Document; Mail Merge; Simple Trouble shooting; Inserting Comments; Conversion of Word document in to PDF, Tiny PDF; Use of MS-WORD in Education

**Unit III: Power Point Presentation****10 Lab sessions**

Introduction to Power Point Presentation (PPT); Creating a PPT document; Inserting new slide; Copy content from MS-Word document; Editing and formatting of a PPT document; Creating Animation in a PPT; Managing a Slide Show, Making a Video

**Unit IV: MS-Excel****12 Lab sessions**

Introduction to MS-Excel; Starting MS-Excel, Opening a Worksheet, Saving a Worksheet; Spreadsheet operations– Entering Numbers, text, Dates & Time, Formulas; Editing the Worksheet– Deleting Cells, Rows, Columns; Inserting Cells, Rows, Columns, Printing a Worksheet; Formulas and Function– Entering Formulas, Absolute and Relative Reference of a Cell, Mixed Referencing, Operating in Formulas, Using Text, Array and Named Ranges; Analysis of Data and Preparation and Inserting of Chart, Mail Merge

**Unit V: Internet & E-mail****14 Lab sessions**

Introduction to Internet; Introduction to www, Introduction to http; Opening a website; Searching B.Ed. books on line; Content downloading from a website; Creating an E-mail address; Sending and receiving of E-mail; CC and BCC of E-mail; Managing an E-mail address; Security of E-mail address

**PROJECT** (Submit hard copy of given Project)

Course teacher may assign below suggested project work(s) or any other project on the basis of the course content to students. Students will send their project via E-mail to assigned faculty member and will also present their work in seminar for evaluation

- 1- Prepare own Bio-Data in MS-Word and write a Job application highlighting your skills
- 2- Prepare a Time-Table in MS-Word/MS-Excel as per given data
- 3- Using mail merge send a letter to your all class mates and teachers
- 4- Prepare a PPT of 8 slides with animation on given content
- 5- Analyse students marks and present through graphs in MS-Excel as per given instruction and data

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

<b>Components</b>	<b>Laboratory</b>	
	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU1063	Orientation to School Based Activities- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: C	Program Core Practical	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To develop the student-teachers understanding about the importance of school-based activities.
2. To orient them to plan various school-based activities to enhance their capacities and built up the confidence.
3. To motivate them to play various roles in the morning assembly.
4. To do the all-round development of the personality and confidence building.
5. To organize and participate in club games and sports activities.

## **COURSE OUTCOMES**

On completion of this course the student-teachers will be able to-

1. Analyze and understand concept of school-based activities and contexts that are unique to teacher education.
2. Appreciate the nature and the purpose of school-based activities, their practical ramifications in the teacher education.
3. Plan various school-based activities.
4. Reflect upon the importance of conducting different scholastic and co-scholastic activities in the schools.
5. Organize and participate in club games and sports activities.

## **COURSE CONTENT**

During the first semester following school-based activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted school-based activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the school-based activities, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the school-based activities, objective, its rules and regulations and requirements, which are going to be conducted, are announced to the students well in advance for the preparation.

## **LIST OF ACTIVITIES**

- i. Observation and Participation in Morning Assembly
- ii. Attending Guest Lecture/Principal's Talk
- iii. Participation in Scholastic Activities
- iv. Participation in Cultural Activities
- v. Participation in Sports Activities
- vi. Participation in Inter Institutional Activities

- vii. Participation in special activities (Independence day, function, special day, club activities etc.)
- viii. Participation in other activities/workshops conducted during the semester

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- a. Internal assessment of the 'Orientation to School Based Activities', evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- b. For the End Term Practical Examination of the 'Orientation to School Based Activities', evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

## SECTION

SYLLABI FOR  
SECOND SEMESTER  
COURSES

## Second Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
		<b>Theory Courses</b>								
1	BEDU1018	Assessment for Learning	3	0	0	3	42	50	50	100
2	BEDU1019	Conceptual Foundations of Education	3	0	0	3	42	50	50	100
3	BEDU1020	Learning and Teaching	3	0	0	3	42	50	50	100
		<b>Elective Theory Courses (Choose any one course from each group)</b>								
4 & 5	BEDU1051	Professional Development of Hindi Teacher								
	BEDU1052	Professional Development of English Teacher								
	BEDU1053	Professional Development of Sanskrit Teacher								
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	42	50	50	100
	BEDU1055	Professional Development of Physical Science Teacher								
	BEDU1056	Professional Development of Home Science Teacher								
	BEDU1057	Professional Development of Social Science Teacher								
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	42	50	50	100
	BEDU1059	Professional Development of Life Science Teacher								
		<b>Practical Courses</b>								
6	BEDU1060	Language Across the Curriculum- Practicum	0	0	2	1	28	50	50	100
7	BEDU1061	Learning to Function as a Teacher- Practicum	0	0	6	3	84	50	50	100
8	BEDU1062	Organising School Based Activities- Practicum	0	0	2	1	28	50	50	100
9	BEDU1064	Reflection on School Experience- Practicum	0	0	2	1	28	50	50	100
10	BEDU1075	ICT and its Applications in Education- Practicum	0	0	4	2	56	50	50	100
11	BEDU1076	Mental Health and Emotional Wellbeing- Practicum	0	0	2	1	28	50	50	100
12	BEDU1077	Sports and Yoga Education- Practicum	0	0	2	1	28	50	50	100
		<b>Total</b>	<b>Credits- 25</b>				<b>490</b>	<b>Credits T- 17 P- 9</b>	<b>Courses- 12 T- 6 P- 6</b>	<b>SGPA</b>

BEDU1018	Assessment for Learning	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation in schools.
2. To apply the different dimensions of learning and the related assessment procedures, tools and techniques.
3. To acquire the capability to apply different statistical tools to analyze the data.
4. To develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data.
5. To compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level.
6. To develop the ability to create quiz by using different E-assessment tool.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation in schools. (K4)
2. Apply the different dimensions of learning and the related assessment procedures, tools and techniques. (K3)
3. Acquire the capability to apply different statistical tools to analyze the data. (K3)
4. Develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data. (K6)
5. Compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level. (K5)
6. Create quizzes using different E-assessment tools. (K6)

## **TEXT BOOKS**

1. Asthana, Bipin (2008). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir.
2. Lal J.P. (2008). Educational Measurement and Evaluation. New Delhi: Anmol Publication Pvt. Ltd.

## **REFERENCE BOOKS**

1. Gureet H.E., (2007). Statistics in psychology and education, New Delhi: Paragam International Publishes.
2. Rani, T. S. Priyadarsaini, J.R. Rao, D.B. (2007). Educational Measurement and Evaluation, New Delhi: Discovery Publishing House.
3. Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
4. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.



**COURSE CONTENT****Unit I: Concept of Evaluation****8 Lecture hours**

Concept of Measurement, Assessment and Evaluation; Need and Scope of Evaluation; Meaning, Definitions and scales of Measurement; Distinction between the following: Measurement, Examination, Assessment and Evaluation; Distinction between Assessment for Learning & Assessment of Learning; Evaluation Approaches: Formative–Summative; Continuous-Comprehensive Evaluation: Need, Relevance, Implementation, Procedure and Problems

**Unit II: Tools and Techniques of Evaluation****8 Lecture hours**

Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses): Checklist, Rating Scale, Rubrics, Characteristics of good measuring instruments and factors affecting them; Reliability and Validity of Tools; Tools of Evaluation: Quantitative– Written, Oral and Practical; Types of Questions: Short, Long, Objective type; Qualitative– Observation, Introspection and Projection; Use of these tools for internal assessment & maintaining cumulative records of learners in school

**Unit III: Statistical Analysis of Score****12 Lecture hours**

Need & Importance of Statistics in Evaluation; Data: meaning and types, Percentage, Frequency distribution; Graphical representation- Histogram, Frequency Polygon, Pi Charts; Measures of Central Tendency: Mean, Median, Mode (Meaning, characteristics, use and computation); Measures of Variability: Range, Quartile deviation, Standard deviation (Meaning, characteristics and uses only); Normal Probability Curve: Properties and uses; Skewness (Meaning & reasons); Correlation: Meaning, Computation (Spearman's Rank Difference method) and Interpretation; Percentile & Percentile Rank: Meaning & uses only

**Unit IV: Feedback and Reporting****8 Lecture hours**

Achievement Test: Construction, administration and item analysis; Standardization of test; Concept & Criteria of Constructive feedback; Use of assessment for feedback; Types of teacher feedback (written comments, oral), Peer feedback, Place of marks, grades and qualitative descriptions, Developing and maintaining a comprehensive learner profile, Purposes of reporting: To communicate, Progress and profile of learner, Basis for further pedagogic decisions, Reporting a consolidated learner profile

**Unit V: Different system of Evaluation****8 Lecture hours**

Grading system, Credit system, Cumulative grade point average (CGPA), Choice based credit system (CBCS); Online examination; Open Book Examination; Exam on Demand: Meaning & uses only. E – assessment-meaning, Importance and challenges, E assessment in Moocs

**Unit VI: Tools of E-assessment****6 Lecture hours**

Types of Testes used in e-Assessment, e Portfolio – Concept and Development, Types of e-Portfolios, online tools for e-assessment- Google forms, slides, docs, Kahoot, Hotpotatoes etc.

**PRACTICUM**

- 1- Prepare a rubric for formative and summative assessment.
- 2- Analyse the CBSE question papers of your subject (previous-3 years).

- 3- Develop a question paper for upper primary and secondary stage using all types of questions, analyse learners answer given for one particular question.
- 4- Create two quiz by using Google form and any other e assessment tool.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1019	Conceptual Foundations of Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To critically examine the contribution of philosophy, psychology and sociology discipline in the development of education.
2. To analyze the concept, meaning, aims and functions of education.
3. To compare and evaluate the thoughts of Indian and western thinkers on education and analyze their implications for practices in schools.
4. To examine the role of education in desirable social change, cultural development and socio-economic development.
5. To examine the issues and concerns of education in the socio-economic context of India and analyze the impact of democracy on various aspects of education.
6. To develop an positive attitude toward the relevance of education for national Integration and International Understanding.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Critically examine the contribution of philosophy, psychology and sociology discipline in the development of education. (K4)
2. Analyze the concept, meaning, aims and functions of education. (K4)
3. Compare and evaluate the thoughts of Indian and western thinkers on education and analyze their implications for practices in schools. (K5)
4. Examine the role of education in desirable social change, cultural development and socio-economic development. (K4)
5. Examine the issues and concerns of education in the socio-economic context of India and analyze the impact of democracy on various aspects of education. (K4)
6. Develop a positive attitude toward the relevance of education for national Integration and International Understanding. (K6)

**TEXT BOOKS**

1. Chaube, S.P. and Chaube, A. (2002). Foundations of Education. Noida: Vikas Publishing house Pvt. Ltd.
2. Ravi, S. Samuel (2015). A Comprehensive Study of Education. Delhi: PHI Learning Private Limited.

**REFERENCE BOOKS**

1. Anand, C L and et al (1993). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
2. Ruhela, S.P. Philosophical and Sociological foundation of Education. Agra: Agarwal publication.
3. Saraswathi, T.S. (1999). Culture, Socialization and Human Development. New Delhi: Sage Publication.

4. Delors, Jacques (1996). Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Kumar, Krishna (2004). What is Worth teaching/ 3rd Edition Orient Longman
6. Govt. of India, MHRD (1992). Programme of Action (Draft) New Delhi: Aravali Printers and Publishers.
7. Mani R S (1964). Educational Ideas and Ideals of Gandhi and Tagore. New Delhi: New Book Society.
8. Saraswathi, T. S. (1999). Culture, Socialization and Human Development, Sage Publication.

### COURSE CONTENT

#### **Unit I: Foundations of Education**

**8 Lecture hours**

Philosophy, Sociology and Psychology: Meaning, definition and nature, Relationship with education, as foundations of education, Utility for teachers understanding them; Agencies of Education: Formal, Non-formal and Informal (types and basic information)

#### **Unit II: Education: Meaning and Function**

**8 Lecture hours**

Concept, meaning, aims, objectives and functions of education; Education as a liberal discipline and its interdisciplinary nature; Education and its related concepts– Training, instruction, teaching and indoctrination; Education as character development and preparation for life (in the light of the ideas of Swami Vivekananda and John Dewey); Education as a tool for propagation of culture

#### **Unit III: Thoughts of Thinkers on Education and its Practice**

**10 Lecture hours**

Relevance of educational thoughts of Indian and western thinkers to the present education system (to deliberate upon aims and functions of education, pedagogy, pedagogical practices in the classroom, Teacher-student relationship and essential values and qualities needed in a teacher to prepare a child for life); Indian Thinkers: M.K Gandhi, Swami Vivekananda, Rabindranath Tagore, Aurobindo Ghose, Jiddu Krishnamurti; Western Thinkers: John Dewey, Plato, Rousseau and Froebel

#### **Unit IV: Education and Socio-Cultural Context**

**8 Lecture hours**

Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education (in the context of Industrialization and Modernisation); Education and Culture: Meaning, characteristics, functions and types of culture, role of education in cultural development; Emerging Social Trends in the Education: Globalization, Internationalization, privatisation and commercialization- Meaning, Positive and negative impact in the Indian context

#### **Unit V: Issues and Concerns in Education**

**6 Lecture hours**

Equalization of Opportunities in the Education Sector: Outreach, access, affordability, quality; Constitutional provisions for ensuring equity and equality (Special emphasis on right to education); Nature and forms of inequality including dominant and marginalised groups, Gender inequalities in schools, Public–Private; Rural–Urban and Tribal; Democracy, Education and Secularism: Concept and practice in schools; Education for National Integration: Concept and need for nurturing diversity and fostering inclusion

**Unit VI: Education National Integration and International Understanding****2 Lecture hours**

Education for National Integration: Concept and need for nurturing diversity and fostering inclusion, Aims of education, methods for national integration and role of teacher; Concept and need of International understanding, role of education in development of international understanding

**PRACTICUM**

1. Appraisal of educational aims and methods proposed by any Educational Thinker in the present socio-cultural context.
2. Brainstorming on key ideas on education and their contemporary relevance.
3. Assignments as given in the class room.
4. Course teacher will assign project work(s) on the basis of the course content to students and they will present their work through seminar.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1020	Learning and Teaching	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To detect the needs and differences among learners and provide adequate guidance and counselling.
2. To identify concept of learning, theories of learning and their implications.
3. To interpret constructivist perspective and Role of the Teachers in creating facilitative learning environment.
4. To illustrate the meaning and theories of Intelligence.
5. To appraise meaning and determinants of personality & theories of Personality.
6. To estimate the intelligence, personality types and adjustment of an individual by administering psychological tools.

**COURSE OUTCOMES**

On completion of this course, the student- teachers will be able to-

1. Detect the needs and differences among learners and provide adequate guidance and counselling. (K4)
2. Identify concept of learning, theories of learning and their implications. (K4)
3. Interpret constructivist perspective and Role of the Teachers in creating facilitative learning environment. (K3)
4. Illustrate the meaning and theories of Intelligence. (K3)
5. Appraise meaning and determinants of personality & theories of Personality. (K5).
6. Estimate the intelligence, personality types and adjustment level of an individual by administering psychological tools. (K6)

**TEXT BOOKS**

1. Mangal, S.K. (2014). Advanced Educational Psychology. Ed. 2, New Delhi: Prentice Hall of India.
2. Chaube S.P. (1983). Adolescent Psychology. Noida: Vikas Publishing House Pvt. Ltd.

**REFERENCE BOOKS**

1. Hurlock, Elizabeth B., (1978). Child Development. New Delhi: McGraw-Hill Book Company International Edition.
2. Mahmad, Jafar (2004). Child Psychology. New Delhi: APH Publishing Co-operation.
3. Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.
4. Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
5. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

**COURSE CONTENT****Unit I: Development and Learning****8 Lecture hours**

Learning and Teaching: Nature, relevance and relationship; Nature and nurture, growth and maturation; Relationship between development and learning; Developmental Influences: Development as a resultant of interactions between individual and the external environment (physical, socio-cultural, economic, ecological and technological); Developmental tasks with focus on processes of growth and development across various stages from infancy to post adolescence and their significance to learning; Factors affecting human development: Heredity factors and Environmental factors; Relative importance of heredity and environment in the development of the child

**Unit II: Cognition and Learning****10 Lecture hours**

Approaches to Learning: Behaviorist, cognitivist, information-processing, humanist, social constructivist; Theories of Learning (Concepts, principles and applicability in different learning situations) -Thorndike, Pavlov, Skinner, Kohler, Guthrie, Piaget; Meaning of 'Cognition' and its role in learning; Key Cognitive Processes: Perception, attention, memory, language, thinking; Problem solving, emotions and motivation; Factors influencing learning and teaching process: Learner related, Teacher related, Content related and process related; Role of a teacher in a teaching-learning context; Transmitter of Knowledge: Model, Facilitator, Negotiator, Learner

**Unit III: Learning in Constructivist Perspective****8 Lecture hours**

Distinction between learning as 'Construction of Knowledge' and learning as 'Transmission and Reception of Knowledge'; Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching; Understanding processes that facilitate 'Construction of Knowledge'; Experiential Learning and Reflection: Social mediation, Negotiability, Situated learning and cognitive apprenticeship, Meta-cognition; Creating facilitative learning environments, teachers' attitudes, expectations– enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning

**Unit IV: Intelligence and Motivation****8 Lecture hours**

Defining Intelligence (definitions given by different psychologists); Nature of intelligence and the role of heredity and environment; Theories of Intelligence: Factor theories-Spearman's two factor theory and Guilford's factor analytical theory, Cognitive theories- Cattell and Horn's theory of intelligence, Sternberg's information processing theory; Assessment of Intelligence: Individual tests– Verbal tests, Group tests- Verbal/Non Verbal; Use, misuse and abuse of intelligence testing; Motivation: Meaning and need, difference between needs and drives, motives and incentives; Role of a teacher in motivating students: Need and strategies

**Unit V: Personality and Adjustment****6 Lecture hours**

Meaning and nature of personality; Theories of personality: Type approach– Hippocrates, Kretschmer, Sheldon, Jung; Trait approach– Allport, Cattell; Type cum trait approach– Eysenck; Psychoanalytic approach– Freud, Adler; Humanistic approach– Maslow, Roger; Learning approach– Bandura and Walters; Meaning and nature of adjustment– In the context of teaching and learning; Adjustment as achievement and process and areas of adjustment; Methods of adjustment– Direct methods/Indirect methods; Characteristics of a well-adjusted person

**Unit VI: Assessment of Intelligence and Personality and adjustment      2 Lecture hours**

Assessment of Intelligence: Individual tests– Verbal tests, Group tests- Verbal/Non-Verbal; Use, misuse and abuse of intelligence testing; Practical administration of Intelligence test, result analysis; Practical administration of a Personality test and analysis

**PRACTICUM**

- 1- To study individual and group behaviour, friendship and social relationships shown by children in their games. (The analysis could include the following aspects: Motor Skills, Language used during play, Group structure and interactions, arriving at rules and following them, Gender behaviour, Patterns of negotiation and resolving conflict)
- 2- Administer Psychological test and analyse the results.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	



BEDU1051	Professional Development of Hindi Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1066	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Hindi.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Hindi.
3. To apply appropriate techniques according to the course content for effective teaching of Hindi.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Hindi subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Hindi subject.
6. To improve lifelong learning attributes through teaching and learning of Hindi subject.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Hindi. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Hindi. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Hindi. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Hindi subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Hindi subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Hindi subject. (K6)

**TEXT BOOKS**

1. Lal, Raman Bihari (2002). Hindi Shikshan. Meerut: Rastogi Publication.
2. Singh, Savitri (2004). Hindi Shikshan. Meerut: International Publishing House.
3. Pandey, Dr. Ramshakal (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir

**REFERENCE BOOKS**

1. Pandey, Shrutikant(2014). Hindi Bhasha Aur Eski Shikshan Vidhiyan. Delhi: PHI Learning Private Limited.
2. Shukla, Acharya Ramchandra (2006). Hindi Sahitya Ka Itihas. New Delhi: Rajkamal Publication

**COURSE CONTENT****Unit I: Instructional Planning in Hindi****10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching Hindi****10 Lecture hours**

Methods of Hindi: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Inductive-Deductive method, Direct method, Indirect method, Dr. West Method, Project method & Structural approach

**Unit III: Techniques of Teaching Hindi****8 Lecture hours**

Prose: Techniques (Explanation, Word meaning, Analysis, Review, Combined); Poetry: Techniques (Song, Dramatization, Word meaning, Explanation, Questioning, Comparison, Review, Vyas); Supervised study, Assignment, Tutorial, Discussion, Team teaching; creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in Hindi****8 Lecture hours**

Use of audio-visual aids in teaching of Hindi; ICT resources suitable for teaching of Hindi; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities. Language laboratory: Organization and conduct in the language laboratory, Competencies associated with laboratory techniques

**Unit V: Evaluation of Learners' Progress in Hindi****6 Lecture hours**

Evaluation of learners' progress in Hindi: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in Hindi****Lecture 4 hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Hindi, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner.

**PRACTICUM**

- 1- Prepare any two unit plans of Hindi from secondary and senior secondary classes
- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1052	Professional Development of English Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1067	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of English.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of English.
3. To apply appropriate techniques according to the course content for effective teaching of English.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of English subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the English subject.
6. To improve lifelong learning attributes through teaching and learning of English subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of English. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of English. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of English. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of English subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the English subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of English subject. (K6)

## **TEXT BOOKS**

1. Choudhary, N. R. (2002). English Language Teaching. Mumbai: Himalaya Publish House.
2. Kohli, A. L. & Sharma, L. M. (2008). Techniques of Teaching English in the New Millennium. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
3. Singh, Dr. M. K. (2004). Teaching of English. Meerut: International Publishing House.

## **REFERENCE BOOKS**

1. Davis, Paul and Mario, Rinvulcri (1988). Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.
2. Halbe Malati, (2005). Methodology of English Teaching. Himalaya Publishing House,
3. Prabhu, N. S. (1987). Second Language Pedagogy. New York: Oxford University Press.

## **COURSE CONTENT**

**Unit I: Instructional Planning in English****10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching English****10 Lecture hours**

Methods of English teaching: Inductive-Deductive method, Direct Method, Indirect Method, Dr. West Method, Grammar-Translation method, Dr. West's method; Project method; Methods of teaching Listening: Extensive listening, Intensive listening; Methods of teaching Speaking: Conversation, Discussion, Imitation, Stories; Methods of teaching Reading: Alphabet, Phonic, Word method, Phrase method, Sentence method; Methods of teaching Writing: Drill and practice, Substitution tables, Spelling and punctuation, & Structural Approach

**Unit III: Techniques of Teaching English****8 Lecture hours**

Techniques of teaching of English: Story writing, Dramatization, Role play, Group work, Language communication Games: supervised study, Assignment, Tutorial, Discussion, Team teaching; creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning(PBL)and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in English****8 Lecture hours**

Use of audio-visual aids in teaching of English with special reference to new technologies; Use of community resources and preparing low cost innovative teaching aids; Language laboratory, Demonstrations and Experiments: Organisation and conduct in the language laboratory, Competencies associated with laboratory techniques, Maintenance of laboratory- Safety, security and preventive measures

**Unit V: Evaluation of Learners' Progress in English****6 Lecture hours**

Evaluation of learners' progress in English: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in English****4 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of English, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

**PRACTICUM**

1- Prepare any two unit plans of English from secondary and senior secondary classes

- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1053	Professional Development of Sanskrit Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1068	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Sanskrit.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Sanskrit.
3. To apply appropriate techniques according to the course content for effective teaching of Sanskrit.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Sanskrit subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject.
6. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Sanskrit. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Sanskrit. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Sanskrit. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Sanskrit subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Sanskrit subject. (K6)

## **TEXT BOOKS**

1. Sharma, Bela Rani (2002). Modern Methods of Sanskrit Teaching. New Delhi: Swaroop & Sons.
2. Safaya, Raghunath (1962). Sanskrit Teaching Methods. Jalandhar: Punjab Book House.

## **REFERENCE BOOKS**

1. Sharma, Sitaram (1998). Development of Sanskrit Literature and Sanskrit Teaching. Pearl Publishing House
2. Pal, H.R. (2000). Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University.
3. Panday, R. S. (2000). Sanskrit Shikshan. Agra: Vinod Pustak Mandir.
4. Sansanwal, D.N. & Singh, P. (1991). Models of Teaching. Society for Educational Research & Development, Baroda.
5. Safaya, R. N. Sanskrit Shikshan Vidhi. Chandigarh: Harayana Sahitya Academy.

**COURSE CONTENT**

**Unit I: Instructional Planning in Sanskrit**

**10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching Sanskrit**

**10 Lecture hours**

Methods of Sanskrit Teaching: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Inductive-Deductive method, Direct method, Indirect method

**Unit III: Techniques of Teaching Sanskrit**

**8 Lecture hours**

Techniques of teaching of Sanskrit Language: Explanation, Word meaning, Song, Dramatization, Question-Answer, Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, and situational/contextual learning; Problem Based Learning(PBL)and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in Sanskrit**

**8Lecture hours**

Use of audio-visual aids in teaching of Sanskrit with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities

**Unit V: Evaluation of Learners' Progress in Sanskrit**

**6Lecture hours**

Evaluation of learners' progress in Sanskrit: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in Sanskrit**

**4 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Sanskrit, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity ) Effective use of ICT for life- long learning. Teacher as a lifelong learner.

**PRACTICUM**

- 1- Prepare any two unit plans of Sanskrit from secondary and senior secondary classes
- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

**MODE OF EVALUATION**

he performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	



BEDU1054	Professional Development of Commerce Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1069	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Commerce.
2. To develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Commerce.
3. To apply appropriate techniques according to the course content for effective teaching of Commerce.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Commerce subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Commerce subject.
6. To improve lifelong learning attributes through teaching and learning of Commerce subject.

## COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Commerce. (K6)
2. Develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Commerce. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Commerce. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Commerce subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Commerce subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Commerce subject. (K6)

## TEXT BOOKS

1. Aggarwal, J.C. (2000). Teaching of Commerce – A practical approach. New Delhi: Vikas Publications.
2. Monga, V. (2010). Teaching of Commerce. Patiala: Twenty First Century Publications.

## REFERENCE BOOKS

1. Singh, Y.K. (2005). Methods of Teaching Commerce. New Delhi: APH Publication Corporation.
2. Rao, Seema (2001). Teaching of Commerce. Delhi: Anmol Publications Pvt. Ltd
3. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from:  
[http://delhi.gov.in/wps/wcm/connect/doit\\_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/](http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/)

4. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

## **COURSE CONTENT**

### **Unit I: Instructional Planning in Commerce**

**10 Lecture hours**

Instructional Planning: Need and importance of planning, criteria and guidance for planning instruction; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

### **Unit II: Approaches and Methods of Teaching of Commerce**

**10 Lecture hours**

Instructional methods: Teacher centered and learner centered, Lecture method, text book method, discussion, project work, problem solving method, supervised study, storytelling method, self-study, role play and dramatization, brain storming, socialised recitation, Inductive-Deductive method, Heuristic method

### **Unit III: Techniques of Teaching of Commerce**

**8 Lecture hours**

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

### **Unit IV: Effective Curriculum Transaction in Commerce**

**8 Lecture hours**

Use of audio-visual aids in teaching of commerce with special reference to new technologies; Resources for learning commerce: Text books, question bank preparation and use of Library, Museum and Community resources and use of newspapers and magazines as secondary sources; Planning and organization of co-curricular activities and execution of extended experiences in commerce: Excursion, Exhibition, Fair, Quizzes, Club

### **Unit V: Evaluation of Learners' Progress in Commerce**

**4 Lecture hours**

Evaluation of learners' progress in commerce: Meaning, purpose, comprehensive & continuous evaluation; Types of questions; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

### **Unit VI: Life Long learning in Commerce**

**2 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Commerce, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for life- long learning. Teacher as a lifelong learner

## **PRACTICUM**

- 1- Prepare any two unit plans of commerce from senior secondary classes

- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session.
- 3- Prepare a blue print and test items of an achievement test in commerce/economics for any secondary class

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1055	Professional Development of Physical Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1070	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Physical Science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Physical Science.
3. To apply appropriate techniques according to the course content for effective teaching of Physical Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Physical Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Physical Science subject.
6. To improve lifelong learning attributes through teaching and learning of Physical science subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Physical Science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Physical Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Physical Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Physical Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Physical Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Physical Science subject. (K6)

## **TEXT BOOKS**

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.
2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Sharma, R.C. (2003). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing (P) Company.

## **REFERENCE BOOKS**

1. Davar, Monika (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
2. Kalra, R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT

## **COURSE CONTENT**

**Unit I: Instructional Planning in Physical Science**

**10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching Physical Science**

**10 Lecture hours**

Methods of Teaching Physical Science: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

**Unit III: Techniques of Teaching Physical Science**

**8 Lecture hours**

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in Physical Science**

**8 Lecture hours**

Use of audio-visual aids in teaching of Physical science with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Physical Science: Excursion, Exhibition, Fair, Quizzes, Club

**Unit V: Evaluation of Learners' Progress in Physical Science**

**4 Lecture hours**

Evaluation of learners' progress in Physical Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in Physical Science**

**2 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Physical Science, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

**PRACTICUM**

- 1- Prepare any two unit plans of science from secondary and senior secondary classes
- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	MTE- 20 + IA- 30	50
Total Marks	100	

BEDU1056	Professional Development of Home Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1071	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Home Science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Home Science.
3. To apply appropriate techniques according to the course content for effective teaching of Home Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Home Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Home Science subject.
6. To improve lifelong learning attributes through teaching and learning of Home science subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Home Science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Home Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Home Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Home Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Home Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Home Science subject. (K6)

## **TEXT BOOKS**

1. Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers.
2. Seshaih, P.R. (2004). Methods of teaching home science. Chennai: Manohar Publishers & Distributors.
3. NiBEDUita, D. (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributors.

## **REFERENCE BOOKS**

1. Shalool, S. (2002). Modern methods of teaching of home science.(I Edition).New Delhi: Sarup&Sons.

2. Jha, J.K. (2001). Encyclopedia of teaching of home science.(Vol I&II), New Delhi: Anmol Publications Private Limited.
3. NiBEDUita, D. (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.

## **COURSE CONTENT**

### **Unit I: Instructional Planning in Home Science** **10 Lecture hours**

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Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

### **Unit II: Approaches and Methods of Teaching Home science** **10 Lecture hours**

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Methods of Teaching Home Science: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

### **Unit III: Techniques of Teaching Home Science** **8 Lecture hours**

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Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Laboratory Demonstrations and Experiments: Organization and conduct in the Home science laboratory; Problem Based Learning (PBL) and Activity Based Learning (ABL)

### **Unit IV: Effective Curriculum Transaction in Home Science** **8 Lecture hours**

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Use of audio-visual aids in teaching of Home science with special reference to new technologies; Use of community resources; Planning and organization of co-curricular activities and execution of extended experiences in Home Science: Excursion, Exhibition, Fair, Quizzes, Club, Real objects

### **Unit V: Evaluation of Learners' Progress in Home Science** **6 Lecture hours**

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Evaluation of learners' progress in Home Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

### **Unit VI: Life Long learning in Home Science** **4 Lecture hours**

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Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Home Science, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places and any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

## **PRACTICUM**

- 1- Prepare any two unit plans of Home science from secondary and senior secondary classes
- 2- Prepare instructions for Home Science Laboratory and organization of the laboratory. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	



BEDU1057	Professional Development of Social Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1072	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Social Science.
2. To develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Social Science.
3. To apply appropriate techniques according to the course content for effective teaching of Social Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Social Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Social Science subject.
6. To improve lifelong learning attributes through teaching and learning of Social science subject.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Social Science. (K6)
2. Develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Social Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Social Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Social Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Social Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Social science subject. (K6)

**TEXT BOOKS**

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

**REFERENCE BOOKS**

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
3. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publication.
4. Michaels U. John (1992), Social Studies for Children
5. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.

6. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

## **COURSE CONTENT**

### **Unit I: Instructional Planning in Social Science**

**10 Lecture hours**

Instructional Planning: Need and importance of planning, criteria and guidance for planning instruction; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

### **Unit II: Approaches and Methods of Teaching of Social Science**

**10 Lecture hours**

Instructional methods: Teacher centered and learner centered, lecture method, text book method, discussion, project work, problem solving method, supervised study, storytelling method, self-study, role play and dramatization, brain storming, socialised recitation, Inductive-Deductive method, Heuristic method

### **Unit III: Techniques of Teaching of Social Science**

**8 Lecture hours**

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

### **Unit IV: Effective Curriculum Transaction in Social Science**

**8 Lecture hours**

Use of audio-visual aids in teaching of social science with special reference to new technologies; Resources for learning social sciences: Text books, question bank preparation and use of Library, Laboratory, Museum and Community resources and use of newspapers and magazines as secondary sources; Planning and organization of co-curricular activities and execution of extended experiences in Social Science: Excursion, Exhibition, Fair, Quizzes, Club

### **Unit V: Evaluation of Learners' Progress in Social Science**

**4 Lecture hours**

Evaluation of learners' progress in social science: Meaning, purpose, comprehensive & continuous evaluation; Types of questions best suited for examining/assessing understanding different social sciences; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

### **Unit VI: Life Long learning in Social Science**

**2 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Physical Science, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

## **PRACTICUM**

- 1- Prepare any two unit plans of social science from secondary and senior secondary classes

- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session.
- 3- Prepare a blue print and test items of an achievement test in geography/history/political science/economics for any secondary class

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1058	Professional Development of Mathematics Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1073	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Mathematics.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Mathematics.
3. To apply appropriate techniques according to the course content for effective teaching of Mathematics.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Mathematics subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Mathematics subject.
6. To improve lifelong learning attributes through teaching and learning of Mathematics subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Mathematics. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Mathematics. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Mathematics. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Mathematics subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Mathematics subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Mathematics subject.

## **TEXT BOOKS**

1. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.

## **REFERENCE BOOKS**

1. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.
2. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.
3. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
4. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
5. Tyagi, S.K.(2004); Teaching of Arithmetic; Commonwealth Publications.
6. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.

**COURSE CONTENT****Unit I: Instructional Planning in Mathematics****10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a Mathematics teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching Mathematics****10 Lecture hours**

Methods of Teaching Mathematics: Teacher centered and Child centered methods; Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Analytic-Synthetic Method, Problem Solving method, Project method, Heuristic method

**Unit III: Techniques of Teaching Mathematics****8 Lecture hours**

Drill work, Self-study, Supervised study, Assignment; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in Mathematics****8 Lecture hours**

Use of audio-visual aids in teaching of Mathematics with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Mathematics: Excursion, Exhibition, Fair, Quizzes, Club

**Unit V: Evaluation of Learners' Progress in Mathematics****4 Lecture hours**

Evaluation of learners' progress in Mathematics: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in Mathematics Subjects****2 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Mathematics, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

**PRACTICUM**

- 1- Prepare any two unit plans of Mathematics from secondary and senior secondary classes
- 2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1059	Professional Development of Life Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1074	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of life science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of life science.
3. To apply appropriate techniques according to the course content for effective teaching of life science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of life science subject. (K3)
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the life science subject.
6. To improve lifelong learning attributes through teaching and learning of Life science subject.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of life science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of life science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of life science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of life science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the life science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Life science subject.

## **TEXT BOOKS**

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.
2. Kalra, R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Ahmad Jasim (2014). Teaching of Biological Sciences. New Delhi: PHI Learning Private Limited.

## **REFERENCE BOOKS**

1. Davar, Monika(2012). Teaching of Science.New Delhi: PHI Learning Private Limited.
2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT

**COURSE CONTENT****Unit I: Instructional Planning in Life Science****10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

**Unit II: Approaches and Methods of Teaching Life Science****10 Lecture hours**

Methods of Teaching Biological Science: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

**Unit III: Techniques of Teaching Life Science****8 Lecture hours**

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Laboratory Demonstrations and Experiments: Organization and conduct in the life laboratory, competencies associated with laboratory techniques, maintenance of life laboratory; Problem Based Learning (PBL) and Activity Based Learning (ABL)

**Unit IV: Effective Curriculum Transaction in Life Science****8 Lecture hours**

Use of audio-visual aids in teaching of Life science with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Life Science: Excursion, Exhibition, Fair, Quizzes, Club, Real objects and specimens; Visits to Botanical and Zoological museums, safety, security and preventive measures during visit; Development of Aquarium, Vivarium etc., development of demonstration experiments

**Unit V: Evaluation of Learners' Progress in Life Science****6 Lecture hours**

Evaluation of learners' progress in Life Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

**Unit VI: Life Long learning in Life Science Subjects****4 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Life Science, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

**PRACTICUM**

- 1- Prepare any two unit plans of Life science from secondary and senior secondary classes.
- 2- Prepare five experiments on laboratory demonstrations and collect and preserve botanical or zoological specimens.



**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1060	Language Across the Curriculum- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

**COURSE OBJECTIVES**

1. To assess the nature and structure of language.
2. To appreciate the relationship between language, mind and society.
3. To practice with the process of language acquisition and learning.
4. To apply different language skills and development of the same.
5. To initiate sensitivity and competency towards catering to a multilingual audience in Schools.
6. To develop critical reading comprehension in the content areas informational reading.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Assess the nature and structure of language. (K5)
2. Appreciate the relationship between language, mind and society. (K4)
3. Practice with the process of language acquisition and learning. (K3)
4. Apply different language skills and development of the same. (K3)
5. Initiate sensitivity and competency towards catering to a multilingual audience in Schools. (K3)
6. Develop writing skills in specific content areas (K6)

**TEXT BOOKS**

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
2. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

**REFERENCE BOOKS**

1. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.
2. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.

**COURSE CONTENT**

**Unit I: Language and Communication**

**7 Lecture hours**

Language as a tool of Communication: Features of language, Structure of language, Language and power; Language Diversity in the Context of India: Multilingualism- Nature, scope, as a resource and a strategy; Socio-cultural Variations in Languages: Accents and linguistic variations

### **Unit II: Acquisition of Language Skills**

**7 Lecture hours**

Acquisition of the Four Language Skills: (a) Listening and Speaking Skills: Developing pronunciation by phonic drills, Developing vocabulary by listening to the usage of new words in different contexts and meaning making, (b) Reading and Writing Skills: Relationship between reading and writing, Oral and silent reading of expository texts- Strategic, Comprehension, Pre-Reading and Post Reading activities; Characteristics of a good handwriting, Developing the skill of writing effective Compositions- Creative writing, Letter writing (Formal and Informal with the emphasis on the letters which the teachers write in schools); Developing effective presentations by integration of the four language skills effectively- Principles and Procedure

### **Unit III: Development of Language**

**7 Lecture hours**

Human and Animal Communication; Perspectives in language development (with reference to how children acquire language at early age): Skinner, Bandura and Walters and Nativist Chomskian perspective; Relationship of Language and Society: Identity, Power and Discrimination

### **Unit IV: Language and Curriculum Transaction**

**7 Lecture hours**

Bilingual or Trilingual Children: Implications for teachers; Multilingual Classroom: Challenges and strategies to cater to diversity; Nature of Multilingualism: Differences in communication, Hierarchical status of Indian languages and its effect on classroom dynamics, Qualities and competences of a teacher to cater to a multilingual classroom

### **PRACTICUM**

- 1- Participation in two extempore presentations, one debate, one paragraph writing and one application writing
- 2- Students to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations formally-informal communication and the challenges they face in communicating
- 3- Workshop(s) on Language proficiency

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU1061	Learning to Function as a Teacher- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	6	3
Area- C	Program Core Practical	Contact Period Hours: 154			

## **COURSE OBJECTIVES**

1. To appraise the nature, purpose and importance of the pre-practice teaching and practice teaching concepts.
2. To practice various micro-teaching skills to strengthen their teaching skills.
3. To design their lesson plans and executes them based on learned pedagogical skills and practice done during the practice teaching in their concerned teaching subject(s).
4. To apply the skills of class room management as experienced during the practice teaching.
5. To prepare various reports based on their school, class rooms and other activities observations.
6. To modify their teaching skills by observing class room teaching of their colleagues.
7. To practice effective communication skills in their teaching profession.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Appraise the nature, purpose and importance of the pre-practice teaching and practice teaching concepts. (K5)
2. Practice various micro-teaching skills to strengthen their teaching skills. (K3)
3. Design their lesson plans and executes them based on learned pedagogical skills and practice done during the practice teaching in their concerned teaching subject(s). (K6)
4. Apply the skills of class room management as experienced during the practice teaching. (K3)
5. Prepare various reports based on their school, class rooms and other activities observations. (K6)
6. Modify their teaching skills by observing class room teaching of their colleagues. (K6)
7. Practice effective communication skills in their teaching profession. (K3)

## **COURSE CONTENT**

In the second semester all student-teachers are required to participate in the practice teaching session which will be conducted in the secondary and senior secondary schools for three weeks as per the activity mentioned in the academic calendar of the semester. Before starting teaching student-teachers will discuss with the school Principal or school mentor or class teacher, as directed, about their practice teaching classes and course content which they will teach in the assigned class(s). Besides teaching 30 lesson plans and peer observation during the practice teaching student-teachers will also observe the regular activities of the school. Students will sit in the class room to observe the teaching of the regular teachers of the school of their teaching subjects to understand the teaching-learning process going on in the school. Students will also write a reflective journal on school and class rooms observations. During the stay in the school students shall have to undertake such duties as are assigned to him/her by the school mentor or Principal of both curricular and co-curricular activities.

It is obligatory to all students to write reports on all conducted activities as per the format during their visit to the school. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation students shall present their file(s) enclosing duly signed reports and supporting documents before the examination panel/board.

### LIST OF ACTIVITIES

- i. Workshop and practice of Microteaching skills in simulated conditions (8 skills)
- ii. Workshop on writing of Lesson Plans
- iii. Workshop on making of Teaching Aids
- iv. Simulated Teaching (5-5 in each Pedagogy)
- v. Preparation of Pre-Practice Teaching Record File
- vi. Teaching of at least 15-15 lesson plans in both pedagogy subjects during 3 weeks Practice Teaching
- vii. Preparation of Lesson Plan Diary & Journal
- viii. Observation of Peer and School Teacher Teaching
- ix. Administer Achievement Test
- x. Writing School Profile
- xi. Preparing Reflective Diary of Practice Teaching

Student-teachers have to follow a process of the training in teaching skills to prepare themselves for the school teaching before going to real school for practice teaching and school internship. Following sessions of the pre-practice teaching will be organised to develop desired teaching skills in the student-teachers.

#### A- Pre-Practice Teaching Session

**Workshop and Practice of Microteaching Skills**– To develop selected teaching skills systematically in the trainee teachers, a Microteaching session under simulated conditions will be conducted under the supervision of teacher educators. Every student will deliver Micro lessons in eight selected Microteaching skills, namely Fluency in questioning, Blackboard writing, Explaining, Illustration with example, Reinforcement, Stimulus variation, Introduction, and Closure in both school teaching subjects.

**Workshop on Writing of Lesson Plan**- Workshop on writing of lesson plans will be conducted for the students. In this workshop student-teachers will learn to write a lesson plan on given topic. To write a lesson plan a uniform format of lesson plan shall be taught to the students by their respective school subject educators. Students shall use a prescribed format of the lesson plan for writing their plans during Simulation Teaching and Practice Teaching. Every student-teacher shall compulsorily prepare at least five (5) draft/rough lesson plans in his/her each school teaching subject/pedagogy as per the prescribed format. These draft/rough lesson plans should be prepared on different teaching pedagogies and students will take written feedback/suggestion one by one on each lesson plan respectively, by his/her respective subject teacher educators to improve his/her skill of designing and writing lesson plans.

**Workshop on Making of Teaching Aids**- Before, the starting of simulation teaching session a workshop on Teaching Aids will be conducted for the student-teachers. In this workshop students will learn about classification of audio-visual aids, significance, advantages of using teaching aids in the classroom, preparation of the relevant teaching aid etc. In this workshop every student will prepare at least two teaching aids, one in each school teaching subject, which he/she may use during simulated teaching.

**Simulated Teaching**- In the next phase of pre-practice teaching session each student-teacher shall prepare lesson plans as per prescribed format and deliver minimum ten (10) simulated lesson plans, 5-5 separately in each school teaching subject/pedagogy using all learned teaching skills and teaching aids.

Sequence of the sessions and number of lessons to be taught in each school teaching subject/pedagogy in each session are described below.

Sl. No.	Pre-practice Teaching Session	Days Required	Duration (Each Lesson)	Number of Lessons		
				Subject 1	Subject 2	Total
i	Practice in Microteaching	9 days	6 minutes	8	8	16
ii	Skills Practice in Simulation Lessons	7 days	30 minutes	5	5	8
	<b>Total</b>	<b>16 days</b>		<b>13</b>	<b>13</b>	<b>26</b>

**Pre-Practice Teaching Record File-** Every student-teacher shall prepare a record file to keep safely all lesson plans, feedback records, draft/rough lesson plans, report of microteaching workshop and teaching aid workshop and detail of prepared aids during the pre-practice teaching session for future reference.

## B- Practice Teaching Session

In this practical course students shall go for full time to practicing schools to take the exposure of the real world of the school. During their training in the school students shall do the following activities.

**Practice Teaching-** In the practice teaching session students are required to prepare and transact at least fifteen-fifteen lessons, minimum thirty, in their both school teaching subjects. Minimum ten lessons in each school teaching subject transacted by the pupil teachers must be observed and evaluated by the supervising teacher educators.

**Peer Observation-** Learning by others act is the objective of this activity. This activity shall enhance the observation power of the students and shall help them in deeper understanding of the teaching skills. Therefore, during practice teaching session students shall observe at least twenty lessons delivered by the other pupil teachers or of school teachers in their respective subjects. Students shall observe at least ten lessons in subject- 1 and ten lessons in subject- 2 and shall record their observations in the Peer Teaching Observation Diary. For observation of the peer lesson students shall remain present full time in the class room.

**Achievement Test-**Students shall administer achievement tests in their respective school teaching subjects at the end of the practice teaching session in the contents taught by them in their classes. Achievement Tests shall be of Objective Type comprising different types of objective questions. Student shall prepare computer typed question paper cum answer sheets in the concerned medium of instruction and it will be distributed in the class room to all students. Detail information about the preparation of the question paper, administration of the test, evaluation process and analysis of the result and other related information will be given by the concerned teacher educator before practice teaching.

**Lesson Plan Diary cum Journal-** Students shall write the lesson plans in the lesson plan diary cum journal of the concerned subject. In this diary observation remarks and feedback shall be recorded by the supervisors and students shall also record their day to day experiences in it.

**Reflective Diary-**Every student shall maintain a separate reflective diary of practice teaching. In the diary every student-teacher shall maintain their daily experience in the school and the detail of the activities in which they participated/observed during practice teaching.

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- a.** Internal assessment of the ‘Learning to Function as a Teacher’ activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- b.** For the End Term Practical Examination of the ‘Learning to Function as a Teacher’ activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one Practicing School students only. In-charge faculty of the Practicing School will perform as convener.

BEDU1062	Organising School Based Activities- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area- C	Program Core Practical	Contact Period Hours: 70			

**COURSE OBJECTIVES**

1. To practice to organize various scholastic and co-scholastic activities to develop their personality and confidence building.
2. To analyze the concept of organizing various scholastic and co-scholastic activities those are unique to teacher education.
3. To organize various scholastic and co-scholastic activities to enhance school students' capacities and to build up their confidence.
4. To analyze the nature and purpose of conducting various scholastic and co-scholastic activities in the school and their outcome.
5. To organise the morning assembly, field trips, excursions, visits and other co-curricular activities at the school.
6. To test their collaborative and social skills during participation in various group, interdepartmental or inter college activity.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Practice to organize various scholastic and co-scholastic activities to develop their personality and confidence building. (K3)
2. Analyze the concept of organizing various scholastic and co-scholastic activities that are unique to teacher education. (K4)
3. Organize various scholastic and co-scholastic activities to enhance school students' capacities and to build up their confidence. (K6)
4. Analyze the nature and purpose of conducting various scholastic and co-scholastic activities in the school and their outcome. (K4)
5. Organise the morning assembly, field trips, excursions, visits and other co-curricular activities at the school. (K6)
6. Predict their collaborative and social skills during participation in various group, interdepartmental or inter college activity.

**COURSE CONTENT**

During the second semester following School Based Activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write reports on all conducted activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Organising School Based Activities, students shall present File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the Organising School Based Activities, objective, its rules and regulations and requirements, which are going to be conducted, are announced to the students well in advance for the preparation.

**LIST OF ACTIVITIES**



- i. Organizing Morning Assembly
- ii. Organizing Guest Lecture
- iii. Organizing Scholastic Activities
- iv. Organizing Cultural Activities
- v. Participation in Sports Activities
- vi. Participation in Inter Institutional Activities
- vii. Organizing special activities (Saraswati Puja, Republic Day Celebration, function, special day, club activities etc.)

### **MODE OF EVALUATION**

The performance of students is evaluated through Internal and End Term Examinations.

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

#### **Note-**

- a. Internal assessment of the 'Organising School Based Activities', evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- b. For the End Term Practical Examination of the 'Organising School Based Activities', evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU1064	Reflection on School Experience- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area-C	Program Core Practical	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To develop the student-teachers understanding about the school system.
2. To observe the school functioning, resources, infrastructure, etc. and preparing a school profile.
3. To learn about school time-table preparation and its implementation.
4. To understand the role of the co-curricular activities in the school functioning and their impact on students.
5. To develop the skill of observation and communication.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Appraise various roles and functions of the school personnel. (K5)
2. Prepare a school profile based on their observation. (K6)
3. Analyze the procedure of preparing and implementing of time table. (K4)
4. Organize various co-curricular activities in school. (K6)
5. Develop the skills of observation and report writing of various school activities. (K6)

## **LIST OF ACTIVITIES**

- i. Prepare a School Profile (observe the school infrastructure, website, facilities, examination system, school functioning, teaching and non-teaching staff)
- ii. Report on the provisions of school safety & security, arrangement for disaster management & crowd management, and programs for students' personality development
- iii. Report on the interaction with the Principal
- iv. Report on the interaction with the subject teacher
- v. Conduct the cultural and sport activity and write a reflective report
- vi. Reflective report on the students' behaviour in the class room and outside the class room

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

### **Note-**

- a. Internal assessment of the 'Reflection on School Experience', evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- b. For the End Term Practical Examination of the 'Reflection on School Experience' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty of the School will perform as convener.

BEDU1075	ICT and its Applications in Education- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To appraise the concepts of ICT related to school education.
2. To prepare various ICT supporting teaching–learning materials including inclusive setup.
3. To interpret ICT based social, ethical and legal aspects related to education.
4. To identify the scope of ICT in school for evaluation, documentation, administration, communication, and management.
5. To create different online communities and actively participate in them.
6. To prepare e content by using latest digital tools and technology.

**COURSE OUTCOMES**

On completion of this course the student teachers will be able to-

1. Appraise the concepts of ICT related to school education. (K5)
2. Prepare various ICT supporting teaching–learning materials including inclusive setup. (K6)
3. Interpret ICT based social, ethical and legal aspects related to education. (K3)
4. Identify the scope of ICT in school for evaluation, documentation, administration, communication, and management. (K4)
5. Create different online communities and actively participate in them. (K6).
6. Prepare digital e content by using latest digital tools and technology. (K6)

**TEXT BOOKS**

1. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.
2. Mrunalini, T. & Ramakrishna, A. (2014): ICT in Education. Hyderabad: Neelkamal Publications.

**REFERENCE BOOKS**

1. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
2. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University. New Delhi. URL <http://www.ignou.ac.in>
3. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
4. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

**COURSE CONTENT****Unit I: ICT: Connecting with World****5 Lecture hours**

National Policy on ICT in School Education; Accessing the Web: Introduction to the Browser, Browsing and Web; Search and Retrieval: Strategies and Techniques; Internet as a Learning Resource: Using Websites, Moodle, Google Class room, Flipped class, Web based Learning objects, Simulations, Tutorials; Using ICT to Create-Text, Data, Media, Combining text, Graphics and Audio visuals to create a Communication; Web as a space for continuous learning

**Unit II: ICT for Supporting Teaching-Learning and Inclusive Education****7 Lecture hours**

Exploration of ICT resources for Teaching–Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic, inclusion of various educational apps and Open educational resources (OER) like MOOCS in teaching-learning process; Smart Class room (BYJU's, Extramarks etc.); Movie making; Educational Applications of ICT using appropriate hardware and software: Hardware- (CD/DVD, Projectors, Interactive boards etc.) Software- (Single and multiple media, animations and simulations); Role of ICT in fostering the creation of an inclusive school and classroom environment,

**Unit III: Social, Ethical and Legal Aspects****4 Lecture hours**

Impact of ICT on Work, Socializing and Other Areas; Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies, Plagiarism and Fair Use Proprietary and Open Source Software; Licensing of Software and Content; Intellectual Property and Copyright and related issues of Plagiarism and Fair Use

**Unit IV: ICT for Evaluation, Documentation and Communication****7 Lecture hours**

(a) ICT for Evaluation:

ICT: Scope and Techniques for Evaluation, Software tools for Evaluation; Constructing and Implementing ICT based Tests/Quizzes using ICT Resources; Managing Data, Analysis of results and tracking student achievement using ICT Software tools

(b) Documentation and Communication:

Learning Management System (LMS) – Concept, Features and Applications; Documenting and Communicating events and processes using ICT: Tools and Techniques; Digital story telling; Combining media to tell a story– scripting; Creating photo essays and video documentation as a source of information and a learning process; Publishing on the Web: Possibilities and Scope

**Unit V: ICT: Various Uses****5 Lecture hours**

(a) Building Communities and Collectives:

Online Communities and Collectivising: Participating, Analysing, Interaction and Evaluating Social Networking Forums; Sharing thoughts and Ideas: Blogs, Social networking websites, Discussion forums and Mailing lists; Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

Role of information management, process and tools in Educational, Administration and Management; Tools and Techniques for Automation of Data Sources in Schools: Collection, Analysis and Interpretation; UDISE: State and National Level Databases in Education

**PRACTICUM**

1- Prepare a digital story combining text, graphics, audio-visuals and own voice on a given topic of at least 2 minutes.

- 2- Prepare a list of the open educational resources in concerned teaching subjects.
- 3- Preparing and transacting a lesson infusing ICT resources.
- 4- Creating a Peer Network using social networking platforms
- 5- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	MTE- 20 + IA- 30	50
<b>Total Marks</b>	100	

BEDU1076	Mental Health and Emotional Wellbeing- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

**COURSE OBJECTIVES**

1. To utilize the knowledge of mental Health, Hygiene and Wellness for their personal health benefits as well as for their students, relatives, friends, and society at large.
2. To discuss about communicable diseases and their prevention,
3. To analyze the need of balance diet, good posture and remedial exercises, recreational activities, wellness and sex education programs in the schools.
4. To apply the knowledge of Emotional Wellbeing for their personal health benefits as well as for their students, relatives, friends, and society at large.
5. To practice different types of techniques for maintaining mental health.
6. To demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools.

**COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Utilize the knowledge of Health, Hygiene and Wellness for their personal health benefits as well as for their students, relatives, friends, and society at large. (K3)
2. Discuss about communicable diseases and their prevention,
3. Analyze the need of balance diet, good posture and remedial exercises, recreational activities, wellness and sex education programs in the schools. (K2)
4. Apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large; and organise athletic meet and sports and games at school level. (K3)
5. Practice different types of yoga asanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices. (K3)
6. Demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools. (K2)

**TEXT BOOKS**

1. Kaur, Manjeet. (2003). Health and Physical Education. Ludhiana: Tendon Publications.
2. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
3. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar: A. P. Publisher.

**REFERENCE BOOKS**

1. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
2. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
3. Tantam, D. Emotional Well-Being and Mental Health: A Guide for Counsellors & Psychotherapists, SAGE Publication

**COURSE CONTENT**

**Health, Hygiene and Wellness**

Concept of mind and healthy mind, Relation of healthy mind and healthy body; Health: Concept, definition, dimensions and determinants; Health Education: Definition, aims and objectives; School Health Program: Health Services, Health Supervision and Health Instruction; Hygiene Education: Definition, aims and objectives; Role of teacher in development of health and good hygienic habits; Health and Wellness

**Areas of Concern for Health, Hygiene and Wellness**

Communicable Diseases: Mode of Transmission, Methods of prevention and control; Nutrition: Elements of balanced diet, Food habits, Functions of food and malnutrition; Postures: Importance of good posture, Common postural defects and remedial exercises; Recreation: Meaning, significance and recreational programs in schools;

Wellness: Common health problems and preventions, accidents, environmental pollution, over population, alcoholism, smoking, drug abuse; Sex Education and concerns for HIV/AIDS

**Mental Health and Emotional Well being**

Mental health: emotional, psychological, and social well-being. Its effects (how we think, feel, and act.) characteristics, understanding stress, coping strategies.

**Mental Health and Emotional Wellbeing in COVID-19 and Lockdown Period like situations****PRACTICUM**

1. Prepare a report on Government projects for Health, Hygiene and Wellness
2. Participate in workshop related to mental health prepare their report.
3. Prepare a report on skit or role play activity done on Mental health.
4. Participate in discussion or seminar on emotional well being.
5. Organize and participate in Participate in workshop related to emotional well being prepare their report.
6. Analyze the importance of mental wellbeing in a healthy life.
7. Create a online survey after Kovid pandemic effects on mental well being of the individual.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU1077	Sports and Yoga Education- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large;
2. To plan for organising athletic meet and sports or games at school level.
3. To practice different types of yoga asanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices.
4. To demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools.
5. To modify the personality by active participation in sports and Yoga activities.
6. To organize different yoga related activities to showcase their learning of yoga.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large
2. Plan and organise athletic meet and sports and games at school level. (K3)
3. Practice different types of yoga asanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices. (K3)
4. Demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools. (K2)
5. Modify their personality by active participation in sports and Yoga activities.
6. Organize and participate different yoga related activities to showcase their learning of yoga.

## **TEXT BOOKS**

1. Kaur, Manjeet. (2003). Health and Physical Education. Ludhiana: Tendon Publications.
2. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
3. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar: A. P. Publisher.

## **REFERENCE BOOKS**

1. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
2. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.



**COURSE CONTENT****Physical Education and Integrated Personality**

Physical Education: Concept, definition, aims and objectives; Need, scope and importance of physical education programs at different school levels; Organization and Administration: Planning, budgeting, fixture (Knock out and league); Athletic Meet– Meaning, need and importance; Process to organize athletic meet at school level; Concept of integrated personality and its realization through physical education program; Tournaments- Types, inter-house competitions, drawing of fixture and sports meet; Rules and Regulations and Skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events

**Yoga and Physical Fitness**

Yoga: Introduction, meaning, history, objectives, general guidelines for yoga practice, importance and mis-concepts about yoga, Types of yoga, Ashtang yoga of Patanjali (Eight stages of yoga); Effects of asana on our body and relation of psychology with yoga; Importance of yoga asanas, Pranayama and Shudhikriya; Different types of yoga asanas & their techniques of practicing (Tadasana, Padmasana, Dhanurasana, Makarasana, Chakrasana, Shavasana, Yogmudrasana); Physical Fitness: Meaning, importance, motor component of physical fitness (strength, flexibility, endurance, speed, agility and neuro-muscular coordination); Training methods of physical fitness

**Meditation, Pranayam and Stress Management**

Pranayam: meaning, nature and relationship with mind; Different types of Pranayam; Kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulom-vilom Pranayam; Meditation: Nature, procedure and importance; Importance of Meditation in school; Stress: meaning, reasons, role of Yoga in stress management

**PRACTICUM**

- 1- Prepare a report on Government projects for Health, Hygiene and Wellness
- 2- Prepare a project report on three types of sports ground
- 3- Participate in yoga camp and sports activities and prepare their reports
- 4- Prepare a report on International Yoga day celebration

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

## SECTION

SYLLABI FOR  
THIRD SEMESTER  
COURSES

## Third Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
		<b>Theory Courses</b>								
1	BEDU2001	Contemporary Issues and Concerns in Education	3	0	0	3	42	50	50	100
2	BEDU2002	Creating an Inclusive School	3	0	0	3	42	50	50	100
3	BEDU2003	Gender, School and Society	3	0	0	3	42	50	50	100
4	BEDU2004	Knowledge and Curriculum	3	0	0	3	42	50	50	100
5	BEDU2006	Teacher as a Counsellor	3	0	0	3	42	50	50	100
		<b>Elective Theory Courses (Choose any one)</b>								
6	BEDU2005	School Organisation and Management	3	0	0	3	42	50	50	100
	BEDU2013	Development of Education in India								
	BEDU2014	Educational Technology								
	BEDU2015	Elementary Education								
		<b>Practical Courses</b>								
7	BEDU2022	Drama and Art in Education- Practicum	0	0	2	1	28	50	50	100
8	BEDU2025	Life Skills Education- Practicum	0	0	2	1	28	50	50	100
9	BEDU2023	Enhancing Professional Capacities- Practicum	0	0	4	2	56	50	50	100
10	BEDU2026	Reading and Reflecting on Texts- Practicum	0	0	2	1	28	50	50	100
11	BEDU2027	Reflection on Community Based Works- Practicum	0	0	2	1	28	50	50	100
12	BEDU2028	Understanding the Self- Practicum	0	0	2	1	28	50	50	100
		<b>Total</b>	Credits- 25				448	Credits T- 18P- 7	Courses- 12 T- 6P- 6	SGPA

BEDU2001	Contemporary Issues and Concerns in Education	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
2. To impart the knowledge of importance of Right to Education and constitutional interventions for universalization of education.
3. To provide knowledge of various Initiatives of the Government of India for eradication of inequality from society.
4. To enhance the knowledge about importance of indicators, standards and strategies for enhancement of quality in school education.
5. To develop understanding of the issues, and challenges faced by Indian contemporary society.
6. To discuss and criticize the latest trends and changes in education during Covid-19.

**COURSE OUTCOMES**

After completion of the course student-teachers will be able to-

1. Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. (K4)
2. Appraise various Initiatives of the Government of India for eradication of inequality from society. (K5)
3. Familiarize with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities. (K4)
4. Assess the importance of indicators, standards and strategies for enhancement of quality in school education. (K5)
5. Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.(K3)
6. To construct ideology to work for new Paradigms in education. (K6)

**TEXT BOOKS**

1. Agrawal, J. C. Land Marks in the History of Modern Indian Education. New Delhi.
2. Govinda, R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.

**REFERENCE BOOKS**

1. Malhotra, P. L. (1986). School Education in India, Present Status and Future Needs. New Delhi: NCERT.
3. Mukerji, S. N. History of Education in India- Modern period. Baroda: Acharya Book Depot.
4. Anand, C.L. et al (1993) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
5. GOI (1986), National Policy on Education. MHRD, New Delhi.
6. GOI (1992), Programme of Action (NPE), MHRD.
7. Syed, Nurullah & Naik, J. P. (1943). History of education in India- during British period. Bombay: McMillan & Co. Ltd.

### COURSE CONTENT

#### **Unit I: Contemporary India**

**8 Lecture hours**

Social Stratification-forms and function; caste and class; region and religion; Types of Society-tribal, Agrarian; industrial, post-industrial society; Educational scenario of India: diversity in terms of educational opportunities religion, caste, class, gender, language, region and tribes; Challenges in achieving universal elementary education; Demands of diverse social groups towards education; Role of education in creating positive attitude towards diversity; Impact of Urbanisation, Industrialisation, Globalization, Modernization, economic liberalization and digitalization etc. Right to Education and Universal Access: Issues of Universal enrolment, Universal retention and Universal success

#### **Unit II: Constitutional Provisions and Education**

**10 Lecture hours**

Equality of Educational Opportunity: Meaning of equality, Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems; Causes of Inequality and Educational Provisions; Inclusive Education for addressing inequality; Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others wellbeing, secularism, respect for human dignity and rights; Fundamental Rights & Duties of Citizens; Constitutional interventions for universalization of education and RTE Act 2009; Rights to Education: Universal access, enrolment, retention, participation and achievement; Decentralization of Education and Panchayati Raj (specifically through 73rd and 74th amendment); Role of Central and State governments in the development of education

#### **Unit III: Initiatives of the Government of India**

**8 Lecture hours**

Initiatives of government: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal, Schemes for girls, SC, ST and Marginalised Group, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT); ICT In School Education- National Repository of Open Educational Resources (NROER)

#### **Unit IV: Quality in Education**

**8 Lecture hours**

Concept of quality in education; Indicators of quality education: Academic and organisational, student outcomes; Quality improvement in Education: Setting up standards for performance, supporting inputs to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and monitoring performance; Organisational strategies for enhancement of quality in school education; Resource support

institutions for quality enhancement: NCTE, NCERT, SCERT, DIET, NUEPA, NIOS – Structure, functions and on-going programmes; Role of teacher for enhancing quality in education

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**Unit V: Contemporary Indian Education: Concerns and Issues**
**6 Lecture hours**


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Privatisation of education, Commercialization of education; Education of Marginalized Groups: Women, Scheduled caste, Tribes, Minorities; Challenges in Implementation of RTE Act; School Safety; Population Education; Education for Peace: Issues of National and International conflicts, social injustice, communal conflict etc.

**Unit VI: Emergence of issues and concerns India faced during Covid-19**
**2 Lecture hours**


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Various policies, decisions, taken during and after this covid-19 era in 2020, Reading of at least five articles and five research paper and reflect upon the decisions made

**PRACTICUM**

- 1- Write a report on fulfilment of RTE provisions, various forms of inequality and assessment of quality education as per the organisational/academic indicators of any government or private school.
- 2- Presentation on the reports and policies on Universalisation Secondary Education (USE).
- 3- Observation and reporting on violation of child rights in any locality.
- 4- Review of Mid-day meal programme.
- 5- Survey of the education of the marginalized groups– Women, dalit, tribal, slum areas etc.
- 6- Conduct of survey of government and private schools to identify various forms of inequality.

**MODE OF EVALUATION**

The performance of students is evaluated through Internal and End Term Examinations.

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU2002	Creating an Inclusive School	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To familiarise student-teachers with the concept of Inclusive Education and appreciate its philosophy in the context of education for all.
2. To learn about the special needs of the special children.
3. To identify and address the diverse needs of all learners
4. To acquaint with the trends and issues in Inclusive Education.
5. To learn about the inclusive classroom.
6. To acquaint with pedagogy needs of Inclusive setup.

## **COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Analyze the concept, meaning, nature importance of Inclusive Education. (K4)
2. Critically examine the characters of different disability and the assistive devices needed in their classroom. (K4)
3. Choose different adaptation and accommodation according to various disabilities. (K5)
4. Prepare any school for following Inclusive education as a approach. (K6)
5. Design and develop a normal classroom to inclusive classroom. (K6)
6. Construct teaching learning material for pedagogy subject in inclusive setup. (K6)

## **TEXT BOOKS**

1. Mangal, S.K. (2015). Education of Exceptional Children. New Delhi: PHI.
2. Virk, J.; Arora A. and Sood (2010). Fundamentals of Inclusive Education. Patiala: Twenty First Century Publications.

## **REFERENCE BOOKS**

1. Bhargava, M. (1994). Introduction to Exceptional Children. New Delhi: Sterling Publishers.
2. Dash, M. ( ). Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
3. Jha, M. M. (2002). School without walls: Inclusive education for all. Oxford: Heinemann edu.

**COURSE CONTENT****Unit I: Inclusive Education****8 Lecture hours**

Inclusive Education: Meaning, historical development, philosophical and social basis; Benefits of Inclusive Education to children without special needs; Addressing Inequality and Diversity in the India Classroom: Pedagogical and curriculum concerns; Forms of Inclusion and Exclusion in Indian education- Marginalised Sections of Society on account of: Gender, Caste, Socio-Economic status and Language Disability

**Unit II: Disabilities in Children****10 Lecture hours**

Disability: Meaning, characteristics and definitions; Types of Disabilities: Physical dimensions and Mental dimensions; Relationship between Impairment, Disability and Handicap; Assistive devices, equipments and technologies for different disabilities

**Unit III: Children with Special Needs****8 Lecture hours**

Historical and contemporary perspectives to disability and inclusion: Range of learning problems across various disabilities; Characteristics and Identification of the educational needs of these special focus groups; Assessment of learning problems in children with various disabilities; Adaptation and accommodation according to various disabilities; Educational provision in laws on disability, policies and international instruments like UNCRPD

**Unit IV: School's Preparedness for Inclusion****8 Lecture hours**

School Organization and Management: Ideology, infrastructures; Reproducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student–teacher interactions; Provision of assistive devices, equipments and technological support to cater to different disabilities, Support services available in the school to facilitate inclusion; Role and functions of the following personnel: Special education teacher, audiologist cum speech therapist, physiotherapist, occupational therapist and counsellor

**Unit V: Inclusive Practices in the Classroom****6 Lecture hours**

Making Learning more meaningful- Responding to Special Needs: Developing strategies for differentiating content, curricular adaptations, lesson planning and TLM; Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching; Provisions pertaining to appearing in examination for facilitating differently able students (As available in CBSE and ICSE), CCE and its implications to facilitate inclusion

**Unit VI: Pedagogy development in schools for Inclusive setup****2 Lecture hours**

Preparing digital teaching learning material for Inclusive classrooms each in two pedagogy subjects chosen by students to develop and find out new ways of dealing with pedagogy subjects in classrooms.

**PRACTICUM**

- 1- Students shall undertake field work for understanding how environment in school create barriers for inclusionary practices.
- 2- Make a report on the infrastructure of a school to support inclusion.
- 3- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents and community.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	



BEDU2003	Gender, School and Society	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.
2. To reflect on different theories of Gender and Education and relate it to power relations.
3. To make them sensitize about the legal provisions related to gender identities.
4. To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
5. To develop knowledge about contemporary issues related to women's rights and impact of mass media in propagation of gender issues.
6. To develop an attitude to discuss trending issues related to gender education.

## **COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Critically examine the key concepts and terms, related to Gender and different types of societies in India. (K4)
2. Compare various theories on Gender and their application in the Indian context. (K5)
3. Analyze the role of gender identities in socialization practices and sensitize about the legal provisions related to it. (K4)
4. Generalize the gender issues associated with social structures and identities. (K3)
5. Develop knowledge about contemporary issues related to women's rights and impact of mass media in propagation of gender issues. (K4)
6. Discuss and interact confidently on gender related trending issues without any hesitation. (K6)

## **TEXT BOOKS**

1. Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K.
2. Ambasht, et al (1971). Developmental Needs of Tribal People. New Delhi: NCERT.
3. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human.

## **REFERENCE BOOKS**

1. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.

**COURSE CONTENT****Unit I: Gender Issues: Key Concepts****10 Lecture hours**

Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism Gender bias, Gender Stereotyping and Empowerment; Equity and Equality in Education with respect to relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects Polyandrous, Matrilineal and Matriarchal Societies in India: Relevance and Status of Education

**Unit II: Gender Studies: Paradigm Shift****8 Lecture hours**

Paradigm shift from Women's studies to Gender studies Historical backdrop: Some landmarks from social reform movements Theories on Gender and Education and their application in the Indian context: Socialisation theory, Gender difference, Structural theory, Deconstructive theory; Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls

**Unit III: Gender, Power and Education****8 Lecture hours**

Gender Identities and Socialization Practices in: Family, other formal and informal organization Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion); Collection of folklores reflecting socialization processes; Changing Perspectives with Legal Provisions: Right to Inheritance etc

**Unit IV: Gender Issues in Curriculum****8 Lecture hours**

Social Construction of Masculinity and Femininity, Patriarchies in interaction with other social structures and identities, Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions; Overcoming Gender Stereotypes Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues.

**Unit V: Gender: Laws and Mass Media****6 Lecture hours**

Laws related to: Women, Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking and Third Gender; Women's Reservation Bill- History and current status; Human Rights and Women's Right, Role of the Media in propagation of popular beliefs, Portrayal of women on various mass media resources, Impact of mass media on Women; Reinforcing gender roles in the popular culture and by implication at school, BetiBachao- BetiPadoao government initiative

**Unit VI: Latest Development in Gender Education****2 Lecture hours**

Mainstreaming of gender equality education in post primary education in India, Teaching boys to examine gender in patriarchal societies, empowering girls through education; Use Video or any other digital medium to express views on gender related trending issues.

**PRACTICUM**

- 1- Discussion on theories of gender and education with its application in the Indian context.
- 2- Project on analysing the institution of the family, marriage, reproduction, sexual division of labour and resources
- 3- Debates and discussions on violation of rights of girls and women
- 4- Analysis of textual materials from the perspective of gender bias and stereotype
- 5- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region
- 6- Prepare an analytical report on portrayal of women in print and electronic media
- 7- Field visit to schools to observe the schooling processes from a gender perspectives

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU2004	Knowledge and Curriculum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To enable student teachers to understand the meaning of the term Curriculum.
2. To enable student teacher, appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Western thinkers.
3. To sensitise them towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
4. To familiarize student-teachers with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling.
5. To impart the knowledge of various approaches for curriculum.
6. To develop the knowledge of Various Models of teaching.

**COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Analyze the concept, meaning, nature importance and foundations of curriculum and examine the different sources of knowledge. (K4)
2. Compare the syllabus of CBSE and State Board and apply principles and theories of curriculum development. (K5)
3. Evaluate the present school curriculum critically and analyze the recommendations of the different education commissions on school curriculum. (K5)
4. Develop the skills on curriculum transaction and analyze the concept, importance and factors influencing Curriculum Change. (K6)
5. Critically evaluate the models of teaching and apply different strategies of curriculum implementation. (K5)
6. Formulate appropriate Model of Teaching for their classrooms. (K6)

**TEXT BOOKS**

1. Moore, Kenneth D. (2005). Effective Instructional Strategies: From Theory to Practice. New Delhi: Sage Publications India Pvt. Ltd.
2. Connelly, F. Michael (Editor) (2008). The Sage Handbook of Curriculum and Instruction. New Delhi: Sage Publications India Pvt. Ltd.

**REFERENCE BOOKS**

1. Muijs, Daniel and Reynolds, David (2005). Effective Teaching: Evidence and practice- Second Edition. London: Sage Publication.
2. Kelly, A.V. (2006). The Curriculum: Theory and Practice- Fifth Edition. London: Sage Publications.

### COURSE CONTENT

#### **Unit I: Knowledge Curriculum and Perspectives**

**10 Lecture hours**

Genesis of knowledge, Types of Knowledge: Personal, Procedural, Propositional; Structure and forms of knowledge, Ways to acquiring knowledge, Meaning of information; Teaching in multicultural settings; Curriculum: Meaning, nature, scope, need and importance; Curriculum and Syllabus: Meaning and difference; Foundations of Curriculum: Philosophical foundation, Psychological foundation and Sociological foundation

#### **Unit II: Curriculum Development**

**8 Lecture hours**

Curriculum Development: Meaning, concept, need and importance; Basic principles of curriculum; Types of Curriculum: Subject-centred, Learner-centred, Problem-centred, Core curriculum, Hidden/Latent curriculum, Null curriculum; Organisation of Curriculum; Theories of Curriculum; Curriculum Framework: Common elements and principles; Different Stages of Specific Curriculum: Primary stage, Secondary stage, Higher secondary stage; Stage specific objectives of Central and State Boards of Secondary Education; Role of Textbooks in curriculum; Curriculum reforms in India

#### **Unit III: Principles of Curriculum Construction**

**8 Lecture hours**

Principles of curriculum construction; History of curriculum reconstruction; Secondary Education Commission; Kothari Education Commission; National Education Policy; National Knowledge Commission; Curricular Issues: Issues related to language, science and humanities

#### **Unit IV: Curriculum Change Planning and Transaction**

**8 Lecture hours**

Changing paradigm in education; Curriculum Change: Meaning and need; Curriculum Planning; Agencies of curriculum change; Concept of curriculum transaction; Role of media in curriculum development and implementation; National Curriculum Framework (NCF): Objectives, guidelines for curriculum transaction

#### **Unit V: Curriculum Approaches, Methods Models**

**8 Lecture hours**

Curriculum Approaches; Maxims of Teaching; Curriculum Transaction and Modes; Role of Technology in curriculum transaction; Challenges in Education, Four steps in Technology/Media integration, NCERT proposal for action; Curriculum Approaches and Media: Categories of media, impact of media on curriculum;

#### **Unit VI: Models of Teaching**

Models of Teaching: Inquiry Training Model, Concept Attainment Model, Advance Organizer Model

### PRACTICUM

- 1- Study of important documents such as Kothari Commission, NCF 2005 and NCFTE2009.
- 2- Visits to apex organisations in education to examine their role in curriculum planning development, implementation and evaluation.
- 3- Analysis of the state initiative for teachers' professional development

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU2006	Teacher as a Counsellor	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To sensitise the student-teachers with the need and relevance of guidance and counselling.
2. To analyse the role of the teacher in the provision of guidance and counselling.
3. To provide the knowledge of career guidance and counseling in schools.
4. To impart the knowledge of different techniques of assessment in Guidance and Counseling.
5. To know how to cope up with stress and manage skills.
6. To prepare the student teacher to discuss the latest concepts of Counseling.

**COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Sensitize the student-teacher with the need and relevance of Guidance and Counseling and differentiate between them. (K4)
2. Construct the counseling services for students with appropriate approach and process. (K6)
3. Arrange the career guidance and counseling in schools. (K6)
4. Experiment different techniques of assessment in Guidance and Counseling. (K4)
5. Assess the ways to cope up with stress and manage skills. (K5)
6. Discuss about the latest concepts of Counseling. (K6)

**TEXT BOOKS**

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.

**REFERENCE BOOKS**

1. Bhatia, K. K., (2002). Principles of Guidance and counselling. Ludhiana: Vinod Publications.
2. Bhatnagar, R.P. and Rani, S. (2001). Guidance and counselling in education and psychology. Meerut: R. Lall Book Depot.
3. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools. New Delhi: NCERT.
4. Kinra, Asha K. (2008). Guidance and Counselling. New Delhi: Pearson Education India.

**COURSE CONTENT**

**Unit I: Concept and Need of Guidance and Counselling**

**8 Lecture hours**

Guidance and counselling: Meaning, need, aims & objectives, functions and principles; Difference between guidance & counselling; Guidance for human development and adjustment; Role of the teacher in guidance and counselling

**Unit II: Counselling: Concept and Types**

**8 Lecture hours**

Counselling Services: Meaning, principles, types, purpose and approaches (directive, non-directive and eclectic counselling); Counselling: Process and strategies; Counselling services for students; Options in face to face and online mode, Professional ethics and code of conduct

**Unit III: Need, Issues and Concerns in Guidance and Counselling**

**6 Lecture hours**

Need and procedure of guidance in educational, psychological and social difficulties; Career Information in Guidance and Counselling: Broad outline with respect to the career guidance and counselling options available in India; Special concerns in counselling: Ethics and other related psychological concerns

**Unit IV: Techniques of Assessment in Guidance and Counselling**

**10 Lecture hours**

Assessment in Guidance: Standardized technique- Aptitude, attitude, interest, achievement, personality; Non-standardized technique- Questionnaire, observation, rating scale, anecdotal record, case study, interviews

**Unit V: Coping with Stress, Emotions and Skills**

**8 Lecture hours**

Coping Skills: Overview of details of different types of coping skills and integration of the same; Emotions: Managing emotions, interpersonal skills, feeling good, emotional intelligence; Skills and Values: Listening attentively to the concerns of the counselee, negotiating self-discovery, decision making, problem solving etc. and values such as patience, empathy etc.

**Unit VI: Latest Development in Counselling**

**2 Lecture hours**

School Counseling, Multicultural counseling, online/e-counseling, family counselling, Counselling for special need children and their parents.

**PRACTICUM**

- 1- Preparation of the list of problem behaviours based on student's educational, psychological and social problem.
- 2- Design a questioner to collect information on any problem used to face by students in schools.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	



BEDU2005	School Organisation and Management	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To enable the student-teachers to understand the meaning, nature, scope, functions and principles of educational administration of a school.
2. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
3. To provide them knowledge of the concept of supervision and decision making.
4. To acquaint the students with specific problems of school management.
5. To provide the knowledge of various Factors affecting classroom management.
6. To define the role of different personnel in school.

## **COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Develop an understanding about various components of school administration. (K3)
2. Construct an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc. (K5)
3. Interpret the concept of supervision and decision making. (K3)
4. Reconstruct specific problems of school management. (K5)
5. Analyze Factors affecting classroom management. (K4)
6. Construct the requirement of different personnel required in school. (K6)

## **TEXT BOOKS**

1. Gupta, S. and Aggarwal, J.C. (2013). School Management. Shipra Publications.
2. Safaya, R. N. and Shaida, B. D. (2000). School Administration and Organization. Delhi: Dhanpat Rai and Sons
3. Sidhu Singh Kulbir (2006). School Organization and Administration. Sterling Publishers Private Limited

## **REFERENCE BOOKS**

1. Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Meerut: Loyal Book Depot.
2. Chaube S.P and Chaube A (2010): School Organisation: Vikas Publishing House.

**COURSE CONTENT****Unit I: Administration of School****10 Lecture hours**

Educational Administration: Meaning, concept, scope, functions and principles; Advantages and Disadvantages of educational administration; Role of a Head in a School as a Transformative Leader: Analysis of need and relevance of any change before institutionalizing the same, taking the team on-board; Organisational culture in a school to foster a stress-free work environment for the head, teachers, staff and students

**Unit II: School as an Organisation****8 Lecture hours**

The School: Functions and relationship with the society; School building: Design and components (including hostels); Safety features in the school building; School Personnel: Roles and responsibilities- Headmaster, teachers, non-teaching staff; School Finance: Sources of income and items of expenditure, School Budget

**Unit III: Dynamics of Supervision****8 Lecture hours**

Supervision: Concept, need, functions and scope; Difference between administration and supervision; Role of the head and teachers of the institution in supervision: Role of school management committees (SMC), Mother teacher associations (MTA), Parent Teacher Association (PTA) in school development; Democratic Decision Making: Concept and procedure with respect to functioning of a school

**Unit IV: Elements of School Management****8 Lecture hours**

School Climate: Meaning and types; Time-Table: Principles and techniques of time-table preparation; Preparation of School Calendar: Academic calendar, Co-curricular Activities: Meaning, importance, types, list of activities and need of calendar; School Discipline: Concept and approaches; Self Discipline: Concept and relevance in a school; Problems Faced in School Management: Issues of security and disaster management; Juvenile Delinquency: Concept and steps to deal effectively in a school

**Unit V: Classroom Management****8 Lecture hours**

Classroom Management: Significance, meaning and concept, goals, difference between management and teaching; Factors affecting classroom management; Need for socialization; Plan for effective classroom management and class discipline

**Unit VI: Role of different personnel appointed in school****2 Lecture hours**

Counsellors, Career counsellor, Special educators, teachers, mentors, fitness expert, Dance and music teachers, Yoga Trainer, Self-defence trainer, Role of all of them in nourish well being of students

**PRACTICUM**

- 1- Study of different types of registers/records a teacher maintains in a school i.e. Attendance, Marks registers, Cumulative records, CCE activities record (explore the role of ICT as an assistive technology in the same).
- 2- Construction of the Time-Table using ICT of a school keeping in mind all principles of Time-Table preparation.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU2013	Development of Education in India	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

**COURSE OBJECTIVES**

1. To develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
2. To provide the knowledge of educational process in Ancient, Buddhist, Medieval and British period of India.
3. To understand the importance of educational policies and programs during the pre and post-independence period.
4. To develop vision for futuristic programs in education.
5. To acquaint with various issues related to education and accordingly take necessary remedial measures.
6. To introduce the changes required globally in education after lockdown in 2020.

**COURSE OUTCOMES**

1. Identify the development of educational system in India. (K4)
2. Compare the educational process in Ancient, Buddhist, Medieval and British period of India. (K4)
3. Appraise the importance of educational policies and programs during the pre and post-independence period. (K4)
4. Analyze the forces affecting the educational system. (K4)
5. Estimate various issues related to education and accordingly take necessary remedial measures. (K4)
6. Formulate changes required in our education system after Lockdown in 2020

**TEXT BOOKS**

1. Mukerji, S. N. History of Education in India- Modern period. Baroda: Acharya Book Depot.
2. Agrawal, J. C. Land Marks in the History of Modern Indian Education. New Delhi.

**REFERENCE BOOKS**

1. Syed, Nurullah & Naik, J. P. (1943). History of education in India- during British period. Bombay: McMillan & Co. Ltd.
2. Malhotra, P. L. (1986). School Education in India, Present Status and Future Needs. New Delhi: NCERT.

**COURSE CONTENT**

**Unit I: Education in Vedic Period**

**10 Lecture hours**

Concept and ideas of Vedic system of education; Agencies of education; Organisation of education; Teacher pupil relationship and their duties; Curriculum, Methods of teaching; Women education; Relevance to the present-day education

**Unit II: Education in Buddhist Period**

**8 Lecture hours**

Aims and objectives of Buddhist system of education; Organisation of education; Educational ordination (Prabbajja, Upsampda); Teacher pupil relationship and their duties; Curriculum; Methods of teaching; Women education, Teaching Institutions

**Unit III: Education in the Medieval Period**

**8 Lecture hours**

Importance of Education in Islam; Special features of Islamic education system; Objectives of education; Organisation and system of education; Curriculum and methods of teaching in Maktab and Madarsa; Teacher Pupil relationship and discipline; Women Education; Merits and Demerits of Islamic system of Education

**Unit IV: Education in British Period**

**8 Lecture hours**

Growth and development of education under East India Company; Charter Act– 1813; Macaulay's Minute; Woods Despatch 1853-54; Indian Education commission 1882-83; Sadler Commission 1917-19; Sargent Report 1943-44

**Unit V: Education in Independent India**

**6 Lecture hours**

The major recommendations of– The University Education Commission (1948-49); The Secondary Education Commission (1952-53); The Education Commission or Kothari Commission (1964-66); The National Policy on Education (1986, 1992); The National Knowledge Commission (Special Reference To School Education); Right to Education (RTE) 2010

**Unit VI: Latest Development in the Education system**

**2 Lecture hours**

Comparison of Draft New Education Policy 2019 to older version and find out pre requisite changes need to be made after lockdown due to Covid-19 in 2020

**PRACTICUM**

1. Preparation of the Comparative chart of educational process in Ancient, Buddhist, Medieval and British period of India.
2. Submit educational report of any Educational Commission of Independent India.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	CAT I & II- 30 + IA- 20	50
Total Marks	100	

BEDU2014	Educational Technology	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

## **COURSE OBJECTIVES**

1. To understand the need, nature, concept and scope of Educational Technology.
2. To develop the understanding of the concept of system approach, designate implications for teaching learning activities.
3. To understand the concept of individualized instruction and multimedia packages.
4. To impart the knowledge of the concept of system approach, designate implications for teaching learning activities.
5. To develop the awareness of recent innovations in the field of Educational Technology.
6. To choose Goggle classroom as personal Learning management.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Appraise the need, nature, concept and scope of Educational Technology. (K4)
2. Analyse the basic components, principles of communication and factors influencing communication. (K4)
3. Critically examine the recent innovations in the field of Educational Technology. (K4)
4. Develop the understanding of the concept of system approach, designate implications for teaching learning activities. (K3)
5. Choose different models of teaching. (K5)
6. Orgnize content in form of OER and create a goggle classroom. (K6)

## **TEXT BOOKS**

1. Agrawal, J. C. (2003). Educational Technology and Management. Agra: Vinod Pustak Mandir.
2. Agrawal, Rashmi (2001). Educational Technology and Conceptual Understanding. New Delhi: Prabhat Prakashan.

## **REFERENCE BOOKS**

1. Kumar, K.L. (2001). Educational Technology and Conceptual Understanding. New Delhi: New Age Publication.
2. Mangal, S. K. (1988). Fundamentals of Educational Technology. Ludhiana: Prakash Brothers.
3. Oberoi, S.C. (2008). Educational Technology. New Delhi: Arya Book Depot.

**COURSE CONTENT****Unit I: Conceptual Framework of Educational Technology****10 Lecture hours**

Meaning, Nature, Scope and Functions of Educational Technology; Need of Educational Technology in the Schools; Components of Educational Technology (Hardware and Software); Systems Approach: Concept and Characteristics, System Analysis, System Design and its' Implications for the Teaching-Learning Activities, Programmed Learning- Basic concept

**Unit II: Communication and Teaching Technology****8 Lecture hours**

Communication: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication; Concept of classroom communication, Classroom interaction (Verbal and Non- Verbal Interaction), Interaction pattern; Criteria for effective classroom communication; Techniques of enhancing teaching effectiveness through Micro-teaching, Simulation & Interaction Analysis (Glaser's and Flander's Interaction Analysis)

**Unit III: Innovations in Educational Technology****8 Lecture hours**

Audio-Visual Aids: Concept, significance and process to use of different aids; Innovations in Educational Technology: Video Lesson, Talk Back Experiment, Computer Assisted Instructions, Interactive Video, CAL and Language Laboratory, E-Learning, E-Readers, I-Learning, M-Learning, Teleconferencing; CCTV, ECTV; Selection and Integration of Media; Smart board, Interactive white board

**Unit IV: Computers Assisted Instructions (CAI)****8 Lecture hours**

Programme Instruction: Meaning, Types and Importance; Definition and need for Computer Assisted Instruction (CAI), historical background of Computer Assisted Instruction in India and abroad; Types, stages of development and equipment required for Computer Assisted Instruction; Advantages and limitations of CAI; Comparison of Computer Assisted Instruction with Conventional Teaching; Computer Assisted Instruction, as a supplementary teaching strategy

**Unit V: Models of Teaching****6 Lecture hours**

Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching; Concept Attainment Model (Bruner), Inquiry Training Model (Richard Suchman), Advance Organiser Model (Ausbel) and Basic Teaching Model (Glaser)

**Unit VI: 21st century Goggle classroom****2 Lecture hours**

OER: Meaning, need and use in education; various sources of OER, developing OER for students; using personal LMS in Google classroom

**PRACTICUM**

Prepare a questionnaire to develop the awareness of any of the recent innovations in the field of Educational Technology.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	CAT I & II- 30 + IA- 20	50
Total Marks	100	

BEDU2015	Elementary Education	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

## COURSE OBJECTIVES

1. To develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
2. To understand the importance of educational policies and programs.
3. To solve problems and issues associated with the elementary education.
4. To develop vision for futuristic programs in elementary education.
5. To acquaint the government policies and programs for the development of elementary education.
6. To prepare the pupil teachers for dealing after Covid-19 pandemic like situations in elementary situation.

## COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze the concept, meaning, nature and importance of Elementary Education. (K4)
2. Critically examine the Conceptual Framework of Elementary Education. (K5)
3. Identify the problems and issues associated with the elementary education. (K4)
4. Develop vision for futuristic programs in elementary education. (K3)
5. Appraise the government policies and programs for the development of elementary education. (K5)
6. Plan some strategies for implementing in after Covid-19 type situation during teaching and learning.

## TEXT BOOKS

1. Aggarwal, J. C. & Aggarwal, S. P. (1992). Educational Planning in India, Vol. I. New Delhi: Concept Publishing Co.
2. Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & Deep Publication Pvt. Ltd.

## REFERENCE BOOKS



1. Sadler, J. E. (1985). Concept in Primary Education. New York: Oxford University Press.
2. Chopra, R. K. (1993). State of Teachers in India. New Delhi: N.C.E.R.T

### COURSE CONTENT

#### **Unit I: Elementary Education: Meaning and History** **10 Lecture hours**

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Elementary Education: Meaning and Objectives; Historical Period of Elementary Education: From Vedic Period to Present; Elementary Education and Gandhi's Basic Education

#### **Unit II: Elementary Education: Conceptual Framework** **8 Lecture hours**

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Elementary Education in India- Scope, Issues and its present status; Constitutional provisions for Universalisation of Elementary Education (UEE); Expansion of Elementary Education under various Five-Year Plans; National Policy on Education-1986, 1992; The Right of Children to Free and Compulsory Education Act, 2009

#### **Unit III: Organization & Management of Elementary Education** **8 Lecture hours**

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Micro Planning and School Mapping; Education Planning at District level and Panchayati Raj Institutions; Curriculum at Elementary level– its transaction

#### **Unit IV: Programs for achieving Universalisation of Elementary Education** **8 Lecture hours**

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Meaning and significance of Minimum Level of Learning; Multi Grade and Multi Level Teaching Learning Process; Operation Black Board; Education For All; Sarva Shiksha Abhiyan; Alternative Schooling; Mid-day-Meal; Role of NGOs towards Universalisation of Elementary Education; Strategies for Universal Access, Enrolment, Retention & Quality of Elementary Education

#### **Unit V: Role of SCERT in promotion of UEE** **8 Lecture hours**

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District Institute of Education and Training (DIET) – Concept, functions and role as a pace setter for UEE; Pre-Service Teacher Education in DIET for adult and non- formal education; District Primary Education Program (DPEP) – Meaning, Objectives and its evaluation

#### **Unit VI: Issues and Challenges in Elementary Education** **4 Lecture hours**

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Critical analysis and review of related paper for deducting the challenges and issues faced by the teachers, students, management, parents during pandemic lockdown- 2020 situations; For suggestion and solution discussion, seminar and debate will be conducted

### PRACTICUM

Critically evaluate any of the recent government policies and programs for the development of elementary education.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	CAT I & II- 30 + IA- 20	50
<b>Total Marks</b>	100	

BEDU2022	Drama and Art in Education- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To develop basic understanding of different Art forms and impact of Art forms on the human mind.
2. To enhance artistic and aesthetic sensibility to respond to the beauty in different Art forms.
3. To develop skills for integrating different Art forms across school curriculum at secondary level.
4. To create awareness of the rich cultural heritage, artists and artisans.
5. To develop an understanding of the meaning and concept of various dramas and dramatic forms.
6. To develop skills to use waste or low-cost things to create aesthetic articles.

## **COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Develop basic understanding of different Art forms and impact of Art forms on the human mind. (K6)
2. Enhance artistic and aesthetic sensibility to respond to the beauty in different Art forms. (K4)
3. Develop skills for integrating different Art forms across school curriculum at secondary level. (K6)
4. Create awareness of the rich cultural heritage, artists and artisans. (K4)
5. Develop an understanding of the meaning and concept of various dramas and dramatic forms. (K4)
6. Create aesthetic articles by using low cost or waste things. (K6)

## **COURSE CONTENT**

### **Visual Arts and Crafts:**

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.; Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.; Paper framing and display of Art works

### **Performing Arts: Dance, Music, Theatre and Puppetry:**

Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry; Viewing/listening to live and recorded performances of Classical and Regional Art forms; Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach; Planning a stage-setting for a performance/presentation by the student-teacher

**Appreciation of Arts:**

Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education; Difference between Education in Arts and Arts in Education; Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose); Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose); Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose; Indian festivals and its Artistic significance

**PRACTICUM**

- 1- The student-teachers are required to prepare at least 5-items of following different categories with their educational values-  
Paper Meshing, Pot Decoration, Wall Hanging, Paper Cutting, Flower making, Stitching, Knitting, Embroidery, Soft Toys making, Paper framing, Weaving or Printing of Textiles, Poster making, Rangoli making, Puppets making etc.
- 2- Students are required to participate in some dramatic activities i.e. Skit, One act play, Drama, Mime etc.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU2025	Life Skills Education- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

**COURSE OBJECTIVES**

1. To understand concept, process and practice of core life skills.
2. To familiarize students with theories on life skills approach.
3. To identify role of life skills for positive change and well being.
4. To encourage them to develop the models of Conflict Resolutions.
5. To estimate the issues and concerns related to Life-Skill Education.
6. To utilize the skills of disaster management training in their life.

**COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Understand concept, process and practice of core life skills. (K2)
2. Familiarize them with theories on Life Skills Approach. (K4)
3. Identify role of life skills for positive change and well-being. (K3)
4. Apply the models of Conflict Resolutions. (K3)
5. Estimate the issues and concerns related to Life-Skill Education. (K4)
6. Choose and use correctly skills of disaster management according to the situation. (K6)

**TEXT BOOKS**

1. Baron. A. Robert, (2007). Psychology. New Delhi: Prentice-Hall of India Private Ltd.
2. Baumgardner. R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
3. Carr Alan, (2004). Positive Psychology. New York: Routledge.
4. Ciccarelli Sandra. K., Meyer Glen, (2007). Psychology. New Delhi: Pearson Education Inc.

**REFERENCE BOOKS**

1. Santrock, W.J., (2006). Adolescence (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.
2. Nair V. Rajasenan (2010). Life Skills, Personality and Leadership. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
3. Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

4. UNESCO (2005). Quality Education and Life Skills: Darkar Goals. Paris: UNESCO.
5. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting. Geneva: WHO.

## **COURSE CONTENT**

- Life-skill education: Meaning, concept and importance.
- Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking & coping skills; Cognitive problem-solving theory.
- Ten core life-skills recommended by WHO.
- Strategies for developing individual life-skills at different levels (elementary and secondary).
- Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk. Resilience: Concept, need and importance.
- The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
- Life skills to deal with peer pressure, suicide, substance abuse and emergency situation. Life skills and wellbeing: Educational implications.
- Role of the teacher and community for facilitating and promoting learners' life skills.

## **PRACTICUM**

- Participation in Scouts and Guides Camp and learning of life skills in it
- Life skills training activities pertaining to any of the ten core life skills.
- Course teacher will assign project/assignment work(s) on the basis of the course content and students will present their work through class presentation/seminar.
- Work shop on Disaster management.

## **MODE OF EVALUATION**

The performance of the students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU2023	Enhancing Professional Capacities- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: C	Program Core Practical	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To develop the student-teachers understanding in the importance of professional activities.
2. To encourage them to take participation in various professional activities to enhance their professional capacities and built up the confidence.
3. To motivate them to play various roles in the morning assembly.
4. To do the all-round development of the personality and enhancing their professional capacities.
5. To enhance meta-cognitive awareness among students.
6. To prepare the pupil teacher in online mode of learning.

## **COURSE OUTCOMES**

On completion of this course student-teachers will be able to-

1. Analyze and understand concept of enhancing professional capacities and contexts that are unique to teacher education. (K4)
2. Appreciate the nature and the purpose of enhancing professional capacities, their practical ramifications in the teacher education. (K4)
3. Enhance their understanding in conducting various professional capacities. (K3)
4. Conduct different scholastic and co-scholastic activities in the schools. (K5)
5. Enhance meta-cognitive awareness. (K3)
6. Create digital teaching aids and use digital platform to teach through online mode. (K6)

## **COURSE CONTENT**

During the third semester following activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write reports on all conducted activities as per the format. Students are required to prepare files of any five activities in detail in which they participate. These files and reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the works, students shall present the file(s) of the course 'Enhancing Professional Capacities' enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the conducting activity, its objective, rules & regulations and requirements are announced to the students well in advance for preparing them for the activity and writing its report.

**LIST OF ACTIVITIES OF ENHANCING PROFESSIONAL CAPACITIES**

- i. Paper Presentation in Class Seminars
- ii. Conduct of Scholastic and Cultural Activities
- iii. Organise Field Trip/Excursion/Tour/Visit to Educational Institute(s) of national repute
- iv. Conduct of Morning Assembly, Independence Day program and special day(s)
- v. Organising Guest Lecture/Principals' Talk
- vi. Use of ICT in preparation of slides for various activities i.e. Assembly, Quiz, Seminar, Classroom presentation, Assignments, Portfolio, etc.
- vii. Prepare a questionnaire/rating scale to conduct a survey on a social issue
- viii. Participation in Inter Institutional Activities
- ix. Organising workshops on school related various issues i.e. school safety and security, disaster management, crowd management etc.
- x. Participation in personality development sessions i.e. Bio-Data preparation and skills to face interviews etc.
- xi. Showcase of the Portfolio
- xii. Prepare digital teaching aid and create online class to take session.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- a. Internal assessment of the 'Enhancing Professional Capacities' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during B.Ed. program.
- b. For the End Term Practical Examination of the 'Enhancing Professional Capacities' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. One panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.



BEDU2026	Reading and Reflecting on Texts- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.
2. To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
3. To enhance their capacities as readers and writers by becoming participants in the process of reading.
4. To develop the capability of making a critical analysis of any text or content.
5. To develop meta-cognitive awareness in students.
6. To plan draft, edit and present piece of writing related to their understanding of the text.

## **COURSE OUTCOMES**

1. Develop an interest for reading and writing. (K3)
2. Improve his proficiency in reading, writing, thinking and communicating in the language of instruction. (K4)
3. Read and respond to a variety of texts in different ways. (K5)
4. Learn to think together, depending on the text and the purpose of reading. (K4)
5. Enhance meta-cognitive awareness in students. (K3)
6. plan draft, edit and present pieces of writing related to their understanding of the text. (K6)

## **COURSE CONTENT**

Student-teachers are expected to sit in the library regularly and to review at least 10-books and Audio-Visual material of different categories as announced in the class room by the subject teacher. These may be as follows. After reading of the books students are expected to discuss, analyse and reflect upon the content of them in the class room. Audio-visual content may be screened in the class room for student-teachers and discussion to be followed.

- Review of Policy Documents, Autobiography, Commission Reports etc.
- Review of studies about school, historical books and other educational miscellaneous books.
- Review of Text and Reference Books related to Core courses.
- Review of Text and Reference Books related to Pedagogy courses.
- Review of Audio-visual contents.

**PRACTICUM**

- 1- Based on the discussions held on the reading of the above texts and audio-visual material the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary

**MODE OF EVALUATION**

The performance of the students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

BEDU2027	Reflection on Community Based Works- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: C	Program Core Practical	Contact Period Hours: 28			

## COURSE OBJECTIVES

1. To develop the student-teachers understanding in the community-based works and their sensitisation about it.
2. To encourage them to take participation in various community-based works to enhance their capacities and built up the confidence.
3. To motivate them to play a role of social worker in their neighbourhood.
4. To do the all-round development of the personality and confidence building of the student-teacher.
5. To reflect upon the various community issues.
6. To develop the awareness about environmental issues

## COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze and understand concept of community-based works and contemporary issues of the society. (K4)
2. Appreciate the nature and the purpose of community-based works, their practical ramifications in the teacher education and relation between the teacher and the society. (K3)
3. Plan for conducting various community-based works. (K5)
4. Conduct different community-based works in the University, schools and in their neighbourhood and sensitize their self about various social issues. (K5)
5. Strength their communication skills by interaction with various personalities and writing their reflections on the community-based works. (K3)
6. Plan activities to spread environmental awareness among society. (K6)

## COURSE CONTENT

During the summer vacations and third semester following community basedworks are proposed to be conducted. All student-teachers are required to participate in all conducted community works. It is obligatory to all students to write their reflections on all conducted activities as per the format. Students are required to prepare reflective journal of any five activities in detail in which they participate. These reflections and reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the reflective journal, students shall present 'Reflection on Community Based Works-Practicum' enclosing photographs, videos, testimonials, duly signed reports and other supporting documents before the examination panel/board.

Detailed description of the conducting community-based work, their objective, rules & regulations and requirements are announced to the students well in advance for preparing them for the activity and writing their reflections on it.

**LIST OF SUGGESTED ACTIVITIES**

**A) During the Third Semester**

1. Work in an Old age home
2. Work in an Inclusive/Special school
3. Work in an Orphanage
4. Work in an NGO working for education
5. Visit to a village for survey

**B) Summer Vacations**

Student-teachers are advised to carry out at least two activities from each suggested group during their summer vacations before the third semester.

**1- Charitable Donations**

- i. Donate or raise money for your local Red Cross/NGO
- ii. Organize a community blood drive
- iii. Send cards to soldiers serving on boarder
- iv. On your birthday, collect charitable donations instead of gifts
- v. Read books or letters to a person who is visually impaired
- vi. Participate in a charity race
- vii. Organize an event or parade for Memorial Day

**2- Helping Children and Schools**

- i. Collect baby clothes and supplies/donate to poor parents
- ii. Coach a youth sports team
- iii. Organize a summer reading program to encourage kids to read
- iv. Organize a reading hour for children at a local school or library
- v. Donate used children's books to a school library

**3- Helping Senior Citizens**

- i. Teach computer skills to a elderly person
- ii. Drive seniors to doctor appointments
- iii. Make birthday cards for the elderly persons/old age home persons
- iv. Organize a family day for residents of a old age home and relatives to play games together
- v. Ask residents of a old age home to tell you about their lives

- vi. Pick up medicine for an elderly neighbour

**4- Environmental Awareness**

- i. Run save water drive especially save waste water from RO
- ii. Clean up a local park
- iii. Sponsor a recycling contest
- iv. Organize a carpool to reduce car emissions
- v. Volunteer at a nature camp and teach kids about the environment
- vi. Plant native flowers or plants along highways

**5- Helping the Hungry and/or Homeless**

- i. Donate your old clothes
- ii. Donate blankets to a homeless shelter
- iii. Host a Thanksgiving dinner for people who may not be able to afford their own
- iv. Make ‘Care kits’ with shampoo, toothbrushes, combs, etc. to donate to homeless shelters
- v. Help repair or paint a local homeless shelter
- vi. Help organize and sort donations at a homeless shelter
- vii. Organize a winter clothes drive to collect coats, hats, scarves, and gloves to be donated
- viii. Make first aid kits for homeless shelters

**6- Reducing Crime and Promoting Safety**

- i. Organize a self-defence workshop
- ii. Organize a drug-free campaign
- iii. Sponsor a drug-free post-prom event
- iv. Teach a home-alone safety class for children

**7- Promoting Community Enhancement**

- i. Paint park benches
- ii. Donate used books to your local library
- iii. Become a tour guide at your local museum
- iv. Repaint community fences
- v. Plant flowers in bare public areas
- vi. Organize a campaign to raise money to buy and install new playground equipment for a park

**MODE OF EVALUATION**

The performance of the students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- a. Internal assessment of the 'Reflection on Community Based Works- Practicum' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during B.Ed. program.
- b. For the End Term Practical Examination of the 'Reflection on Community Based Works- Practicum' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. One panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU2028	Understanding the Self- Practical	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of self-realisation and dialog within themselves to know what they 'really want to be' in their life and profession.
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life.
6. To create the attitude of belongingness among the pupil teacher.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Build an understanding about themselves and students i.e. the development of self as a person as well as a teacher. (K4)
2. Reflect on one's experiences, aspirations and efforts towards becoming a humane individual, teacher and on the factors that shape the understanding of 'self'.(K3)
3. Appreciate the critical role of teachers in promoting 'self' and students' well-being. (K4)
4. Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.(K5)
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work. (K3)
6. Reflect their attitude of belongingness in the college and society at large. (K6)

## **COURSE DESCRIPTION**

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



### TEXT BOOKS

1. R. R. Gaur, R.Sangal, G. P. Bagaria, A Foundation Course in Human Values and Professional Ethics, Excel Books, 2009. ISBN: 978-9-350-62091-5
2. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Noida: Rainbow Publishers.

### REFERENCE BOOKS

1. Bajpai, B.L. (2008). Indian Ethos and Modern Management. Lucknow: New Royal Book Co. Reprinted
2. Govindrajran, M & V.S. Senthil Kumar. Engineering Ethics (including Human Values), Eastern Economy Edition. Prentice Hall of India Ltd.
3. Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi.
4. Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins.
7. Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi.
8. Tripathy, A. N. (2003). Human Values. New Age International Publishers.

### COURSE CONTENT

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

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

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

### PRACTICUM

- 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).
- Write a Self-Reflective Journal (approx.600-800 words) and include in portfolio.
- Elaborate your own values towards self and society.

### **MODE OF TRANSACTION**

The course will be transacted in workshop mode through individual and group experiential activities such as:

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one’s self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

## SECTION 8

SYLLABI FOR  
FOURTH SEMESTER  
COURSES

## Fourth Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
C		Practical Course								
1	BEDU2030	School Internship	0	0	24	12	336	150	150	300
		Total	Credits- 12				336	Credits T- 0 P- 16	Courses- 1 T- 0 P- 1	SGPA

**Fourth Semester Practical Course**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Contact Period Hours</b>	<b>Max Marks</b>
<b>1</b>	<b>BEDU2030</b>	<p><b>School Internship</b></p> <p><b>Activities List- A</b></p> <ul style="list-style-type: none"> <li><b>i. Teaching of at least 10-10 topics through lessons plans in both school subjects</b></li> <li><b>ii. Teaching of at least 10-10 lesson plans through Interactive Board/Digital lesson by ICT/Online teaching</b></li> <li><b>iii. Writing observations of class room teaching of peer(s) and school subject teachers</b></li> <li><b>iv. Writing a daily diary of school internship</b></li> <li><b>v. Writing a reflective journal on school and class rooms observations</b></li> <li><b>vi. Writing School Profile including exploration of all learning resources available in the school</b></li> </ul> <p><b>Activities List- B</b></p> <ul style="list-style-type: none"> <li><b>i. Report card preparation</b></li> <li><b>ii. Achievement tests</b></li> <li><b>iii. Text book reviews</b></li> <li><b>iv. Case study</b></li> <li><b>v. Action research</b></li> <li><b>vi. Psychology tests administered in the school</b></li> <li><b>vii. Analysis of school examination question papers</b></li> <li><b>viii. Report of participation in the school activities</b></li> <li><b>ix. Preparation of album of Black-board sketches, collected pictures and composite scenes</b></li> </ul> <p><b>Activities List- C</b></p> <ul style="list-style-type: none"> <li><b>i. Portfolio preparation</b></li> </ul>	<b>16</b>	<b>448 (16 Weeks)</b>	<b>300</b>

BEDU2030	School Internship	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: BEDU1034, BEDU1046 & BEDU1047	0	0	24	12
Area: C	Program Core Practical	Contact Period Hours: 336			

## COURSE OBJECTIVES

1. To analyse the concept and context of school internship and its outcome in reference to B.Ed. program.
2. To appraise various functions of the school; their principal, teachers, students and other persons; various school activities; various roles of a teacher in the school and community.
3. To develop pedagogical skills required in the concerned teaching subject(s) and appraise the difference of teaching at various levels of classes.
4. To enhance the skill to organise various curricular and co-curricular activities; handle & maintain various school records and will plan, execute and evaluate socially useful campaigns in the school.
5. To use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development.

## COURSE OUTCOMES

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

1. Analyse the concept and context of school internship and its outcome in reference to B.Ed. program. (K4)
2. Appraise various functions of the school; their principal, teachers, students and other persons; various school activities; various roles of a teacher in the school and community. (K5)
3. Develop pedagogical skills required in the concerned teaching subject(s) and appraise the difference of teaching at various levels of classes. (K4)
4. Organise various curricular and co-curricular activities; handle & maintain various school records and will plan, execute and evaluate socially useful campaigns in the school. (K6)
5. Use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development. (K3)

## COURSE CONTENT

**School Internship-** This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. Sixteen (16) weeks long duration school internship program will be conducted from January to May mid every year in fourth semester of B.Ed. During School Internship, student-teachers will be provided opportunities to teach in government and private school(s) with systematic support and feedback from the faculty. During this period student-teachers role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organisation and management, the life of a teacher, the needs of the physical, mental and emotional development of children. It is important that the student-teachers will consolidate and reflect on their teaching experience

during the school-internship. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events i.e. cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.
- School-Internship shall be designed to lead to the development of teaching competence of a professional, teacher dispositions and sensitivity.

During the School Internship student-teachers will teach in the school, observe and participate in the day-to-day functioning of the school, prepare a Journal containing day-to-day report about all activities including evaluation tools, and conduct an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

### ACTIVITIES LIST- A

**Lesson Plans-** During 16 weeks long duration of the school internship student-teachers are required to prepare and transact at least forty (20+20) lesson plans in their both school teaching subjects/pedagogies through traditional way and using interactive board/digital lesson by ICT/online teaching. All lesson plans will be signed and remarked by the school supervisor/mentor/subject teacher after delivery of the lesson.

**Observation of Classroom Teaching of Peers and School Teachers-** Learning by others act is the objective of this activity. This activity shall enhance the observation power of the students and shall help them in deeper understanding of the teaching skills. Therefore, during internship students shall observe at least twenty-twenty (20-20) lessons delivered by the other pupil teachers and school teachers in their respective pedagogies and shall record their observations in the Peer Teaching Observation Diary. For observation of the peer lesson students shall remain present full time in the class room.

**Writing a Daily Diary-** Every student shall maintain a separate daily diary of school internship. In the diary every student-teacher shall maintain their daily allotted classes/duties experience in the school and the detail of the activities in which they participated/observed during internship.

**Writing a Reflective Journal on School and Classrooms observations-** Every student shall maintain a separate journal writing their reflections on selected school and classrooms activities.

**School Profile and Exploration of all Learning Resources-** Students shall study about their allotted internship school and its system to understand the working environment of the school, management and administration etc. Students shall collect the following information for School Profile. Location of school, establishment of the school, management, rules, school records, time table, result preparation, co-curricular activities for student, staff of the school, infrastructure, laboratories, library and academic calendar of the school, organisation if any associated with the school, etc. Students are required to explore and use all learning recourses available in the school for their teaching work. Above information collected by the student about the school shall be written in the prescribed format of the school profile.

### ACTIVITIES LIST- B

- i. Report card preparation

- ii. Achievement tests
- iii. Text book reviews
- iv. Case study
- v. Action research
- vi. Psychology tests administered in the school
- vii. Analysis of school examination question papers
- viii. Report of participation in the school activities
- ix. Preparation of album of Black-board sketches, collected pictures and composite scenes

**Report Card Preparation-** Students shall help the school teachers in preparation of the annual report card of the school students and will write their reflections about the process and its effect.

**Achievement Test-** Students shall conduct achievement tests in their respective school teaching subjects at the end of the Internship session in the contents taught by them in their classes. Achievement Tests shall be of Objective Type comprising different types of objective questions. Student shall prepare computer typed question paper cum answer sheets in the concerned medium of instruction and it will be distributed in the class room to all students. Detail information about the preparation of the question paper, administration of the test, evaluation process and analysis of the result and other related information will be given by the concerned teacher educator before practice teaching.

**Book Review-** Students are required to conduct & maintain written record of Book Review of school level text books related to their school teaching subject courses for which they shall practice.

**Case Study-** An in-depth and comprehensive study of a single or few cases shall be taken up by the students during practice teaching or internship as per the guidelines provided to them. After doing the study students shall submit a study report in the prescribed format to the concerned teacher educator.

**Action Research-** To analyse some school and class room related situations and to find their solution action research could help the students. To understand the nature and process of the action research students shall be taught about it and it is expected that students shall conduct an action research and shall prepare a report about it.

**Psychology Tests-** Students shall learn about psychology tests and their uses to explore the hidden trait in the human being. Psychology tests shall be used by the pupil teacher on the school students during internship. Psychology test file shall be prepared by the students including test conducted, interpretation and result, its theory and their experience about it.

**Critical Analysis of School Examination Question Papers-** Students shall be given training in preparing school examination question papers. Every student shall do a critical analysis of the school examination question papers related to their school subject. This analysis shall provide them an understanding about blue print, variety in the questions, framing of the questions and how to increase the objectivity in the questions. This activity shall be conducted by the student during Internship and a file be prepared by the student of it.

**Writing Report of Participation in the School Activities-** During Internship the students shall have to undertake such duties as are assigned to him/her by the school Principal in both curricular and co-curricular activities and shall also teach. Students shall also perform other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home-work, conducting prayer, proxy periods and Teaching work, observations of school record etc. A file shall be prepared by the

students mentioning detailed report of the conducted/participated activities and their experience and suggestions.

**Preparation of Album of Black-board Sketches, Collected Pictures and Composite Scene-** Under this category students are required to prepare a portfolio of collection of pictures of all activities and materials used to facilitate students' understanding during preparing their lesson plans.

## **ACTIVITIES LIST- C**

**Portfolio Presentation-** Each student-teacher will prepare a portfolio about his/her journey in completion of B.Ed. program. This portfolio shall include details from student-teachers' first day in the Galgotias University, including all four semesters, till their last day in the University. In their portfolios student-teachers may include a write up about semester wise self-improvement, evidences of their strengths in the form of creative art, pictures of their achievements, videos, testimonials, appreciation received, documents, reports of various activities, etc. Reflect how these achievements have helped you to evolve as a person by helping you build positive self-image. Students are advised to prepare their portfolio semester wise.

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

<b>Types of Evaluation</b>	<b>Max. marks for which the exam is conducted</b>	<b>Marks in previous column are converted to</b>
<b>Mid Term Viva-Voce- I</b>	<b>25 marks</b>	<b>25 marks</b>
<b>Mid Term Viva-Voce- II</b>	<b>25 marks</b>	<b>25 marks</b>
<b>End Term Internal Viva-Voce</b>	<b>100 marks</b>	<b>100 marks</b>
<b>End Term External Viva-Voce</b>	<b>150 marks</b>	<b>150 marks</b>
<b>Total</b>	<b>150 IA + 150 EA</b>	<b>300 marks</b>

### **Note-**

- Internal assessments of the 'School Internship' activities, evaluation of its record, files and Viva-Voce (Mid Term Viva-Voce- I & II + End Term Internal Viva-Voce) shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- For the End Term Viva-Voce of the 'School Internship' activities, evaluation of its records and files an external examiner will be appointed by the Controller of Examinations (COE). One examiner will take End Term Viva-Voce of one 'Batch' only. In-charge faculty of the batch will perform as convener.





(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

# **School of Education**

**Program: Master of Education (M.Ed.)**

Duration- Two Years (Four Semesters)

## **Curriculum and Syllabus**

**Scheme: 2020–2022**

Date of BoS: 16.04.2020

### VISION AND MISSION OF SCHOOL OF EDUCATION

#### Vision Statement of the School of Education

To be known globally as one of the School of Education in nurturing aspiring students in to S.M.A.R.T.\* teachers and teacher educators for teaching generation next with Innovative Pedagogies, Research and Development.

\*S- specific, M- measurable, A- attainable, R- relevant, T- time frame

#### Mission Statements of the School of Education

- 5- Nurture core values of the educators and researchers through enabling environment and Education 4.0.
- 6- Collaborate with the stakeholders to align the curriculum for future need and gaining facilities for internship, field experience, research and development.
- 7- Contributing to society, educators and researchers passionate for modern teaching technology, tools and outreach activities.
- 8- Evolution of innovative pedagogies and assessment strategies.

#### Master of Education (M.Ed.) program

##### Program Educational Objectives (PEOs)

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its post graduates to achieve in two years subsequent to receiving the degree. The PEOs of the Master of Education (M.Ed.) program are as follows:

- PEO-1: Graduates of M.Ed. shall take up successful career as teacher educators, reflective practitioners and be dynamic leaders in their organisation.
- PEO-2: Graduates of M.Ed. shall develop global outlook and modern tools to bring innovative reforms in the education.
- PEO-3: Graduates of M.Ed. shall enrich their own stature by engaging themselves in higher education, researcher in multidisciplinary fields.

##### Program Outcomes (POs)

Program Outcomes are attributes of the graduates from the program that are indicative of the students' ability and competence to work as a professional educator upon graduation. Program Outcomes (POs) are statements that describe what prospective educators are expected to know or be able to do by the time of post-graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the M.Ed. student is well prepared to achieve the program educational objectives down the road. The following Program Outcomes (POs) have been chosen by the M.Ed. faculty of Galgotias University. The M.Ed. curriculum has been designed to allow students to achieve the following outcomes prior to post graduation:

- PO-1: Educational Knowledge: The student acquires the central concepts, tools of inquiry, and structure of the discipline and could create learning experiences that make these aspects of subject matter meaningful.
- PO-2: Research Knowledge: The student develops the skills for using innovative research tools and techniques that are based on learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.
- PO-3: Curriculum Development: The student uses various innovative strategies to develop curriculum and evaluation strategies of the courses in his/her subject areas, and ensure the continuous scholastic, intellectual, social and physical development of the learner.
- PO-4: Learning Approaches & Strategies: The student develops an understanding about various educational approaches and strategies.
- PO-5: Self Identity as an Educator and Researcher: The student develops self-identity as an 'educator' and 'researcher' through field-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- PO-6: Contemporary Issues of Education: The student develops an understanding of the nature, purpose and philosophy of the school and higher education in India and world in the context of contemporary related issues and problems.
- PO-7: Communication Strategies: The student uses modern research tools, teaching technology and information communication technologies (ICTs) to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the field.
- PO-8: National and International Education Systems: The student develops the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.
- PO-9: Self and Society: The student develops an understanding of the close relationship between the society and the factors and forces affecting educational system and classroom situation and acts as an agent of modernization and social change.
- PO-10: Professional Ethics: The student develops an understanding of an educator's professional responsibilities, competencies, commitments and performances in the Indian world context.
- PO-11: Professional Sensitization: The student gets sensitized about emerging research, educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.
- PO-12: Life Long Learning: The student develops an understanding of the importance of the life-long learning and need of the professional development for an educator and researcher in the broadest context of rapidly changing research tools, educational technologies and educational environment.

### **Program Specific Outcomes (PSOs)**

- PSO-1: M.Ed. Students at the time of graduation shall be able to develop and use research skills.

PSO-2: M.Ed. Students at the time of graduation shall be able to develop problem solving skills like data analysis, numerical computation and interpretation by using modern software.

## Scheme of Master of Education (M.Ed.)

Semester I									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Theory Courses</b>							
1	MEDU1003	Educational Studies	4	0	0	4	30	20	50
2	MEDU1004	Historical and Political Development of Education	4	0	0	4	30	20	50
3	MEDU1005	Introduction to Research Methods	4	0	0	4	30	20	50
4	MEDU1006	Psychology of Learning and Development	4	0	0	4	30	20	50
		<b>Practicum Courses</b>							
5	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
6	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	50	--	50
7	MEDU1007	Self Development- Practicum	0	0	2	1	50	--	50
Semester II									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Theory Courses</b>							
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	30	20	50
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	30	20	50
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	30	20	50
4	MEDU1056	Educational Administration	4	0	0	4	30	20	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	30	20	50
	MEDU1058	Inclusive Education	4	0	0	4	30	20	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	30	20	50
		<b>Practicum Courses</b>							
5	MEDU1052	Dissertation- Preparation of Synopsis/Research Proposal	0	0	4	2	50	--	50
6	MEDU1053	Internship in Schools	0	0	4	2	50	--	50
Semester III									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Theory Courses</b>							
1	MEDU2002	Curriculum Studies	4	0	0	4	30	20	50
2	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	30	20	50
3	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	30	20	50
4	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	30	20	50

## SCHOOL OF EDUCATION

3	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	30	20	50
4	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	30	20	50
		Practicum Courses							
5	MEDU2001	Academic Writing- Practicum	0	0	4	2	50	--	50
6	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	50	--	50
<b>Semester IV</b>									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
		<b>Theory Courses</b>							
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	30	20	50
2	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	30	20	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	30	20	50
3	MEDU2056	Language Education	4	0	0	4	30	20	50
	MEDU2057	Mathematics Education	4	0	0	4	30	20	50
	MEDU2058	Science Education	4	0	0	4	30	20	50
	MEDU2059	Social Science Education	4	0	0	4	30	20	50
		Practicum Courses							
4	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	50	--	50
5	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	50	--	50

### List of Electives

#### Basket-1 (Second Semester)

Sl. No.	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MEDU1056	Educational Administration	4	0	0	4	30	20	50
2	MEDU1057	Human Rights and Peace Education	4	0	0	4	30	20	50
3	MEDU1058	Inclusive Education	4	0	0	4	30	20	50
4	MEDU1059	Information and Communication Technology in Education	4	0	0	4	30	20	50

#### Basket-2 (Third Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	30	20	50
2	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	30	20	50

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<b>1</b>	<b>MEDU2006</b>	<b>Aspects, Planning &amp; Management at Secondary &amp; Senior Secondary Level</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
<b>2</b>	<b>MEDU2007</b>	<b>Issues &amp; Curricular Concerns at Secondary &amp; Senior Secondary Level</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>

### Basket-3 (Fourth Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
<b>1</b>	<b>MEDU2054</b>	<b>Education Policy, Planning and Financing at Secondary and Senior Secondary Level</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
	<b>MEDU2055</b>	<b>Issues, Planning and Policies of Elementary Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
<b>2</b>	<b>MEDU2056</b>	<b>Language Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
	<b>MEDU2057</b>	<b>Mathematics Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
	<b>MEDU2058</b>	<b>Science Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>
	<b>MEDU2059</b>	<b>Social Science Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>30</b>	<b>20</b>	<b>50</b>

Summary of Courses and Credits			
Semester	Total Credits	Theory Credits (Courses)	Practicum Credits (Courses)
<b>1<sup>st</sup> Semester</b>	20 (7)	16 (4)	4 (3)
<b>2<sup>nd</sup> Semester</b>	20 (6)	16 (4)	4 (2)
<b>3<sup>rd</sup> Semester</b>	20 (6)	16 (4)	4 (2)
<b>4<sup>th</sup> Semester</b>	20 (5)	12 (3)	8 (2)
<b>Total Credits</b>	<b>80</b>	60	20
<b>Number of Courses</b>	<b>24</b>	15	9
<b>L- Lecture T- Tutorial/Theory P- Practical C- Credit</b>			

# SECTION

# SYLLABI FOR FIRST SEMESTER COURSES

## INTRODUCTION

The sections inform the M.Ed. students about the first, second, third and fourth semester's curriculum and syllabi of courses that they will be taking on their way to earn their M.Ed. (2 Years) degree. Students are urged to read these sections to have a complete understanding how their curriculum is put together and how every course is related to achieving the educational objectives that prepare them for a long professional career in teaching that may span over four to five decades. Galgotias University emphasizes a wholesome development of all its M.Ed. students as part of their education that focuses on the following skills and attributes:

- a. The ability to effectively communicate
- b. Emphasis on lifelong learning skills
- c. ICT- skill development course to give adequate technical knowledge to efficiently use the computer, internet and other educational technology and resources to enhance learning in technology enabled digital classrooms
- d. Courses in foundations of education develop the insight of the students in education and issues related to it
- e. Courses in Stage Specific Knowledge develop understanding about its system and development
- f. Courses in Pedagogical Content Knowledge develop skills in pedagogical analysis and its procedure, aims and objectives of teaching school subjects, designing behavioural objective based instructional objectives and teaching methodology
- g. Students develop self identity as a teacher educator through Internship courses
- h. Students learn and develop research related skills by research methodology courses and Dissertation
- i. Students develop their personality and learn skills through various activities conducted in the Sessional Work courses

This section contains the syllabi of all the courses of first semester. The description provide details of the topics covered in the courses, the course outcomes, in other words, what the students are expected to know after completing the courses. All syllabi also list how the each course outcomes relate to the Programme Outcomes making it a very integrated course.



**First Semester**

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
A-1		<b>Program Foundation Practicum</b>								
1	MEDU1001	<b>Advance ICT Skill Development- Lab</b>	0	0	4	2	56	50	50	100
2	MEDU1002	<b>Communication Skills and Expository Writing- Practicum</b>	0	0	2	1	28	50	50	100
3	MEDU1007	<b>Self Development- Practicum</b>	0	0	2	1	28	50	50	100
B-1		<b>Program Core Theory</b>								
3	MEDU1003	<b>Educational Studies</b>	4	0	0	4	56	50	50	100
4	MEDU1004	<b>Historical and Political Development of Education</b>	4	0	0	4	56	50	50	100
5	MEDU1005	<b>Introduction to Research Methods</b>	4	0	0	4	56	50	50	100
6	MEDU1006	<b>Psychology of Learning and Development</b>	4	0	0	4	56	50	50	100
		<b>Total</b>	<b>Credits- 20</b>				<b>336</b>	<b>Credits T- 16 P- 4</b>	<b>Courses – 7 T- 4 P- 3</b>	<b>SGPA</b>

MEDU1003	Educational Studies	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To present a comprehensive introduction about educational studies.
2. To provide opportunities to build one's perspective of education.
3. To understand the nature of education as a discipline/an area of study.
4. To appreciate the disciplinary and the interdisciplinary nature of education.
5. To develop a critical understanding of radical educationists and their works.
6. To analyze the contemporary concerns of education policy and practice.

**COURSE OUTCOMES**

After completing the course, the students will be able to:

1. Explain conceptual understanding to interpret changing meaning, purpose, nature and aims of education. (K2)
2. Analyze the theoretical background to appreciate the disciplinary nature of education. (K4)
3. Define the structure of school education in India. (K4)
4. Analyze the critical perspectives viz-a-viz reading from educational theories. (K4)
5. Reflect on the educational ideas and systems of various. (K5)
6. Analyze the contemporary concerns of education policy and practice. (K4)

**TEXT BOOKS**

1. Chaudhary, V. M., & Chaudhary, B. (2015). Educational Studies. Meerut: R. Lall Book Depot.
2. Vashistha, R. K. (2015). Educational Studies. Laxmi Book Depot.

**REFERENCE BOOKS**

1. Education and Holistic Development: Works of Sri Aurobindo
2. Democracy and Education: Works of John Dewey
3. NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
4. NCERT (2005). National curriculum framework. New Delhi.
5. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

**COURSE CONTENT****Unit I: Education: Changing Meaning, Nature and Aims****10 Lecture hours**

Semantics of Education: Indian concept of Education, Western concept of Education including broad and narrow meaning of education; Education as a phenomenon, practice and as a field of study; Dualities in Educational Practices; Aims of Education as recommended by NPE (1968, 1986), NCF (2005) and NCFTE (2009); Aims of Education in the context of emerging aspirations and political ideology

**Unit II: Education as Disciplinary Knowledge****10 Lecture hours**

Education: Distinct nature and its multi- facetedness; Disciplinary nature of Education; Interdisciplinary and multi-disciplinary nature of Education; Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, and Anthropology

**Unit III: Structure of School Education in India****10 Lecture hours**

Indian Constitution and School Education; Central Provisions for School Education; State Provisions for School Education; Regional Level Organizations; District Level Organizations; Role of Local Level Organizations; Teachers' Union

**Unit IV: Alternative Educational Theories****10 Lecture hours**

Idealistic Theory of Education: Plato's The Republic; Realistic theory of Education: Aristotle's Politics; Bertrand Russel's on Education; Naturalistic Theory of Education: Rousseau's Emile; Pragmatic Theory of Education: Dewey's My pedagogic Creed/ Democracy and Education

**Unit V: Radical Educationists and Their Works: A Critical Understanding****10 Lecture hours**

Paulo Freire: Pedagogy of the oppressed; Ivan Illich: De-Schooling Society; J Krishna Murthy: Freedom from known; Aurobindo Ghosh: The Integral Yoga

**Unit VI: Emerging Issues in Education****6 Lecture hours**

Globalization of Education, Community participation in education, Private-Public Partnership in education; Educational Programmes, their objectives and implementation: Saakshar Bharat Mission, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA); Review of latest research papers on the course

**PRACTICUM**

1. Analysis of different perspectives on the concept and purpose of education (Plato, Aristotle, John Dewey, Rousseau, Bertrand Russel and presentations)
2. Critical appraisal of radical educationists and their works: Paulo Freire, Ivan Illich, J Krishna Murthy, Shri Aurobindo Ghosh, Gijubhai and presentations

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1004	Historical and Political Development of Education	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To present a comprehensive background of Historical Perspective of Education
2. To develop an appreciation about the Political Perspective of Education
3. To outline the level of resources required for the Economical Perspective of Education
4. To develop an appreciation about the Global Perspective of Education
5. To present the ultimate goal of Political Economy and Resources and its impact on Education.
6. To examine study reports on Govt. sponsored schemes.

**COURSE OUTCOMES (COs)**

After completion of this course students will be able to-

1. Critically examine the Historical perspective of education. (K4)
2. Analyze the Political perspective of education. (K4)
3. Develop the Economical Perspective of education. (K6)
4. Examine the role of Global perspective of education in desirable social change, cultural development and socio-economic development. (K4)
5. Evaluate the Political Economy and Resources and its impact on education. (K5)
6. Analysis and examine study reports on Govt. sponsored schemes.

**TEXT BOOKS**

1. M. S. Sachdeva et.al. (2013). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Centuries Publications.
2. Chanchal Kumar et.al. (2018). Philosophical and Sociological Foundation of Education. Patiala: Twenty First Centuries Publications.
3. Bhatnagar & Lenka (2018). Philosophical and Sociological Foundation of Education. Meerut: R. Lall Book Depot.

**REFERENCE BOOKS**

1. Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
2. Chau, TaNgoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
3. Livack, Jennie, Ahmed, Junaaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
4. Nanjundappa, D.M. (1995). Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
5. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
6. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
7. NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
8. NCERT (2005). National curriculum framework, New Delhi.
9. MHRD, Gov. of India (1992). National policy on education (revised) New Delhi.
10. MHRD (1992). Programme of action. Govt. of India, New Delhi.

## **COURSE CONTENT**

### **Unit I: Historical Perspective**

**10 Lecture hours**

Brief overview of education in ancient, medieval, pre independence and post independence period; Education Commission 1964-66, Planning Commission, World Bank, NPE (1986) objective and main recommendations; Education as a development indicator, and enhancer of development indicators; A review of the initiatives for educational development in India

### **Unit II: Political Perspective**

**10 Lecture hours**

Educational provision in Indian constitution; Education and human rights; Child rights; Rights and duties; Role of State in education under panchayati raj, state govt and central govt

### **Unit III: Economical Perspective**

**10 Lecture hours**

Education and Human Development Index; Positions of India in Human Development Index (with focus on gender) Status of girl'/women in Indian society, Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages; Human capital theory; Dynamic relationship of education with the political process; Education and employment; Education as an investment; Privatization, private initiative, and liberalization in education

### **Unit IV: Global Perspective**

**10 Lecture hours**

Role international bodies in educational development: (UNDP, WHO, UNICEF, UNESCO, World Bank, COL) with reference to India; Role of education in ensuring sustainable development, Aims of education for SD, Areas of SD; Contribution of science and technology to education and challenges ahead.

### **Unit V: Political Economy and Resources in Education**

**10 Lecture hours**

Teacher Appointment, Management and Promotion Decisions; Economic Growth, Social Development and Poverty Reduction; Inequality and the Political Economy of Education; Politics of the Economic Resources for Policy Reforms in Education Sector; Educational Legislations: Impacts of Neo Liberal Policies, Teacher Autonomy and Institutional Autonomy, Equality of Educational Opportunities

### **Unit VI: Current Trends in Education**

**6 Lecture hours**

Allocation of Budget for education in India; Rate of return on education; Technological change and supply of education; Millennium Development Goals and education; Latest Govt. sponsored schemes; Review of latest research papers on the course

## **PRACTICUM**

1. Write a survey report on recent development on new educational policy. (Soft copy)
2. Presentations on the development of the local educational history.
3. Take the national/ state budget for education and evaluate its appropriateness with reference to our policies and programmes.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1005	Introduction to Research Methods	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To get familiarized with the basic terms of research methodology.
2. To appreciate the utility of literature search and identifying research problem.
3. Identify issues related to sampling techniques and formulate hypothesis.
4. Compute the different measures of descriptive statistics.
5. Develop an appreciation about the role and use of statistics in educational research.
6. To prepare research proposal.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Critically examine the meaning, purpose, scope and types of research in education.
2. Identify research problem.
3. Select appropriate sampling techniques.
4. Apply various types of statistics and analyze the data.
5. Explain and apply the concept of Normal Probability Curve and Correlation.
6. Prepare research proposal.

**TEXT BOOKS**

1. Best J.W. & Kahn (1999). Research in Education, New Delhi: Prentice Hall of India Pvt.Ltd.
2. Gupta, S. (2005). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publication.
3. Koul, L. (2002). Methodology of Educational Research (3rd Ed.). New Delhi: Vikas Publishing House.
4. Mangal, S. K. (2013). Research Methodology in Behavioural Sciences. New Delhi: Prentice Hall of India.

**REFERENCES**

1. Banerjee, N. P. (1993). Strategies of Educational Research. Ambala Cantt: The Associated Publication.
2. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
3. Correy, S. M. (1953). Action Research to Improve school Practices. Columbia University. New Delhi: Vohra Publishers & Distributors.
4. Garrett, H.E & Woodworth, R.S. (1998). Statistics in Psychology and Education. New York: Longman Greens & Co.
5. Guilford, J.P. and Fruchter, B. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student sixth edition).

**COURSE CONTENT****Unit I: Research in Education****12 Lecture hours**

Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research: Types of Research: Fundamental, Applied and Action Research; Methods of Research: Historical Method of Research, Scientific enquiry, Experimental and Quasi Experimental Methods of research, Ex-post facto Research

**Unit II: Identification and Conceptualization of Research Problem****10 Lecture hours**

Identification and Selection a Research Problem, Sources of research problems, Criteria for Selection of a Problem, Defining and stating the research problem, Research questions in qualitative and quantitative research; Review of the Literature: Purpose and objective, Types of Resources- primary and secondary, literature search- manual, using databases and internet reference; Concept of Variables: Different types of variables

**Unit III: Hypothesis and Sampling Techniques****10 Lecture hours**

Formulation of Hypotheses: Need, sources and functions, different ways of stating hypotheses, criteria for a good hypothesis; Concept of population and sampling, Characteristics of a good sampling; Basis for selecting Sampling and its application; Types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive snow ball; Sampling Error: Reason, types and its prevention

**Unit IV: Descriptive Analysis of Data****10 Lecture hours**

Introduction and Application of Statistics in Educational Research; Descriptive and Inferential Statistics; Data Types: Nominal, Ordinal, Interval and Ratio scales; Organizing Data: Frequency distribution from raw scores; Graphical and Diagrammatical Representation of Data: Histogram, frequency curve, cumulative frequency curve, pie diagram, application of computer software in diagrammatical representation; Measures of Central Tendency: Mean, median and mode, computation and uses, merits and demerits; Measures of Dispersion: Computation of range, quartile deviation, standard deviation, uses of each measure, merits and demerits; Percentiles and percentile ranks; Derived scores: Z- score & T- score

**Unit V: Normal Distribution & Correlation****8 Lecture hours**

Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and Its Application in Educational Research; Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation.

**Unit VI: Designing a Research Proposal****6 Lecture hours**

Components of a Research Proposal; Format of Research Proposal; Format of Research Report; Expected Outcome of the Study (if any); Educational Implications of research, financial requirement and time frame of the activities; Funding agencies of educational project; Review of latest research papers on the course



**PRACTICUM**

1. Formulation of research questions, objectives, hypothesis, delimitations for the selected topic.
2. Prepare a flow chart based on selection of sample from a population.
3. Select a set of data and draw appropriate graph/diagram to represent the data using any software.  
(Soft copy)
4. Prepare a brief report on application of correlation in educational research. (Soft copy)
5. Evaluation of various research proposals

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1006	Psychology of Learning and Development	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To outline the concept and process of educational psychology as an applied subject.
2. To present a comprehensive introduction of changing concept of intelligence, creativity, motivation and Personality
3. To develop an appreciation different theory of Learning
4. To make the learner acquaint with means of developing life skills & mental health.
5. To analyze various strategies and approaches to motivation.
6. To acquire the strategies to develop emotional wellbeing and mental health.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Develop an understanding of the concept and process of educational psychology as an applied subject.
2. Familiar with the changing concept of intelligence, creativity, motivation and Personality
3. Critically examine the different theories of Learning
4. Acquainted with the means of developing life skills & mental health.
5. Analyze various strategies and approaches to motivation.
6. Acquire the strategies to develop emotional wellbeing and mental health.

**TEXT BOOKS**

1. Chaube, S. P. (1983). Educational Psychology: An Analysis of Fundamentals for Graduate and Post-Graduate Classes. Laksmi Narain Agarwal Publication.
2. Chaube, S. P. (2003). Educational Psychology and Child Development. New Delhi: Kanishka Publication.
3. Dandapani, S. (2004). A Textbook of Advanced Educational Psychology. 3rd Ed. New Delhi: Anmol Publication.

**REFERENCE BOOKS**

1. Crow (2008). Educational Psychology. Surjeet Publication.
2. Crow, Lester D. (2008). Human Development and Learning. Surjeet Publication.
3. James M. Royer (1978). Psychology of Learning. John Wiley Publication.
4. Jim Gould, (2009). Learning Theory and Classroom Practice in the Lifelong Learning

**COURSE CONTENT****Unit I: Nature and Methods of Educational Psychology****10 Lecture hours**


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Nature, Scope, Meaning and Branches of Psychology; Educational Psychology: Meaning, Nature, Scope; Relevance of Educational Psychology in teaching and learning; School of thoughts in Psychology and their contribution to Education

**Unit II: Developmental Psychology**

**10 Lecture hours**

General Nature of development, Physical Growth and motor development, Mental growth and development, Development of Languages (Chomsky, Labov) Development of concepts, Growth in Problem Solving behavior, Emotional Development (Harry Harlow & John Bowlby): Emotions, Anxiety, Anger and Maturity; Social Development: Social Maturation, Normal and abnormal Social function, Social Attitude, Juvenile Delinquency and Social Adjustment

**Unit III: Understanding the Process of Learning**

**10 Lecture hours**

Learning: Meaning, types, transfer of Learning and learning curves; Cognition in Learning; Cognitive processes: sensation, perception, attention, memory, logical reasoning, critical thinking and problem solving; Various theoretical perspectives on human learning: Behaviourist (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky); Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India

**Unit IV: Relevance of Psychological Principles to Pedagogical Interventions** **10 Lecture hours**

Creativity: Meaning, characteristics, role of teacher in developing creativity and critical thinking, Brain storming method; Theories of Creativity: Taylor's psychoanalytic and Ariet's theory; Creativity assessment methods; Intelligence: Meaning, factors affecting intelligence; Guilford's SOI model and Gardener's Theory of intelligence; Assessment of intelligence; Personality: Concept and nature; Role of heredity and environment in the development of Personality; Theories of Personality with special references to developmental and factor-analytical approaches; Assessment of Personality: Subjective, objective, and projective methods; Personality Inventories

**Unit V: Motivation in Teaching and Learning**

**10 Lecture hours**

Motivation: Meaning, need, definition, function and as a complex phenomena; Theories of Motivation: Maslow, Murray; Role of motivation in learning; various approaches to motivation: Humanistic approach, cognitive approach, attribution theory; Strategies for motivating learner: Intrinsic and extrinsic

**Unit VI: Emotional wellbeing and Mental Health**

**6 Lecture hours**

Emotional wellbeing and Mental Health; Concept, criteria for good mental health, issues and problems related to mental health; Strategies of promoting mental health of students and teachers; Emotional Wellbeing: Concept, need and importance, Steps to develop emotional wellbeing; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a review of recent research studies related to adolescent education. (Soft copy)
2. Prepare a summary of various tools used to measure types of motivation. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1001	Advance ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A-1	Program Foundation Practicum	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

- To apply the knowledge of advanced features of MS word in educational research.
- To acquire the skills to use MS Excel features in educational research.
- To acquire the skills to uses Google form as an online survey tool.
- To acquire the skill to create the quiz through online software.
- To understand the process of using the SPSS application software for analyzing the data.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

- Apply the knowledge of the MS Word in educational research. (K)
- Apply the knowledge of the MS Excel in educational research. (K)
- Conduct an online survey by using Google Form. (K)
- Create different variety of quiz by using online software. (K)
- Apply the knowledge of SPSS in data analysis. (K)

## **COURSE CONTENT**

Lab Activities shall be organized in the following given areas and students are required to prepare and complete assignments for the same.

- Advance features of word processing tools required for writing a research article: Mail merge etc.
- Advance features of MS Excel for data tabulation, analysis and graphical representation purpose.
- Use of Google Form for creating questionnaire, PPTs, Excel Sheet, etc.
- Create Quiz using software like Hot potatoes, QBMS,
- Use of SPSS software for data analysis.

## **PRACTICUM**

- Prepare M.Ed. Time-Table in MS-Word and MS-Excel
- Prepare graphs using MS Excel
- Write a research article using MS word and Excel
- Conduct a quiz on Hot Potatoes software
- Conduct an online survey using Google form

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>
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Components	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1002	Communication Skills and Expository Writing-Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 28			

## COURSE OBJECTIVES

1. To develop the capacity to use ICT in effective communication.
2. To present a comprehensive introduction of expository writing skills.
3. To sharpen the communication skills of class room & daily life.
4. To be aware of use virtual spaces for e-learning/blended learning.

## COURSE OUTCOMES

On completion of this course, the students will be able to-

1. Use ICT in effective communication.
2. Enhance their expository writing skills.
3. Implement their knowledge of communication in classroom discussion and in daily life.
4. Review virtual spaces for e-learning/blended learning.

## TEXT BOOKS

1. Krishna Kumar (2011). The Child's Language and the Teacher: A Handbook. New Delhi: National Book Trust India.

## REFERENCES

1. www.education.nic.in
2. www.scribid.com
3. HNGU Handbook-I
4. HNGU Handbook-II

## COURSE CONTENT

**Communication Skills:** Meaning, concept and components of effective communication; Strategies of effective communication, Development of academic skills as pre-reading, pre-writing and number, Role and usage of ICT in effective communication

**Listening Skills:** Meaning, concept and importance of listening skills; Academic listening-(lecturing), listening to talk and presentation; Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end; Handling the situations especially trouble shooting, teleconferencing, tele-interviews

**Expository Writing:** Meaning, concept, types and indicators for effective expository writing; Different kinds of writings and writing style; Essential requirements of academic writings, academic sources, techniques to refer to them; Pattern to cite a source, paraphrase and acknowledge the source

## PRACTICUM

1. Prepare a report on workshop on development of expository writing skills. (Soft copy)
2. Prepare a report on workshop on communication skills. (Soft copy)

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1007	Self Development- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 28			

## **COURSE OBJECTIVES**

1. To present a comprehensive introduction of psychological well-being.
2. To sharpen the ability for self- development, self-exploration and self-evolution.
3. To understand their surrounding and prepare their self to adjust in it.
4. To analyze personal and professional strengths and weakness through S.W.O.T. analysis technique.
5. To help students prepare their Curriculum Vitae including all essential information.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Build up skills essential for psychological well being.
2. Develop conscientiousness for self-development, self-exploration and self-evolution.
3. Present their self to their surrounding world by personal grooming.
4. Analyse their personal and professional strengths and weakness through S.W.O.T. analysis technique.
5. Prepare their Curriculum Vitae including all essential information.

## **COURSE CONTENT**

Activities shall be organized in the following given areas, and students are required to prepare and submit a report of the same.

1. Self development through S.W.O.T. analysis (strength, weaknesses, opportunity and threat).
2. Personal grooming through Personal Interview (PI), Group Discussion (GD) and Extempore.
3. Workshop on writing a CV/ Resume/Bio-data.
4. Yoga & well being through modalities such as- Prayer/Yoga/Meditation.

## **PRACTICUM**

1. Prepare a report on workshop on self-development mechanism.
2. Prepare a report on workshop on personal grooming.

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

## SECTION

SYLLABI FOR  
SECOND SEMESTER  
COURSES

This section contains the syllabi of all the courses of M.Ed. second semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

## Second Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
B-1		Program Core Theory								
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	56	50	50	100
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	56	50	50	100
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	56	50	50	100
B-2		Program Core Practical								
4	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2	56	50	50	100
5	MEDU1053	Internship in Schools	0	0	4	2	56	50	50	100
C		Elective (Discipline Centric) (Choose any one)								
6	MEDU1056	Educational Administration	4	0	0	4	56	50	50	100
	MEDU1057	Human Rights and Peace Education	4	0	0	4	56	50	50	100
	MEDU1058	Inclusive Education	4	0	0	4	56	50	50	100
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	56	50	50	100
		Total	Credits- 20				Min-336	Credit T- 16 P- 4	Courses- 6 T- 4 P- 2	SGPA



MEDU1051	Advance Educational Research Methods	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. Examine the concept, characteristics and design of qualitative and quantitative research. To understand tool, research design and procedure for collection of data.
2. To develop tools for the evaluation and data collection in research.
3. To understand the application of statistics.
4. To understand the applications of parametric and non-parametric tests.
5. To develop competency for writing of research report.
6. To analyse the research data using software.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Examine different types of qualitative and quantitative research and their characteristics.
2. Develop and standardised the tools for educational research.
3. Use tool, research design and procedure for collection of data for educational research.
4. Make use of the applications of parametric and non-parametric tests for data analysis of their educational research.
5. Develop competencies in research reporting and research synthesizing.
6. Assess the use of computers and softwares to analyse research data.

## **TEXT BOOKS**

1. Chawla, D. & Sondhi, N. (2011). Research Methodology- Concepts and Cases. New Delhi: Vikas Publishing House.
2. Gupta, S. (2005). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publication.
3. Koul, L. (2002). Methodology of Educational Research (3rd Ed.). New Delhi: Vikas Publishing House.
4. Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

## **REFERENCE BOOKS**

1. Best, J.W. & Kahn (1999). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
3. Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.
4. Flick, U. (2012). An Introduction to Qualitative Research. London: Sage Publication.
5. Huck, S.W. (2007). Reading Statistics and Research. Boston: Allyn& Bacon.

**COURSE CONTENT****Unit I: Introduction to Quantitative and Qualitative Research** **10 Lecture hours**

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Quantitative Research: Meaning, concept, steps and characteristics; Relevance of Quantitative Research in education; Meaning, concept and types of Qualitative Research; Relevance of Qualitative Research in education; Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT), Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic Strengths and weaknesses)

**Unit II: Tools and Techniques of Educational Research** **10 Lecture hours**

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Characteristics of a Good Research Tool; Tools of Research: Validity, Reliability and Standardization of a Tool; Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory); Techniques of Research (Observation, Interview and Projective Techniques); Reliability and validity of various tools; Factors influencing validity of research; techniques to increase validity of research

**Unit III: Technique of Data Analysis** **10 Lecture hours**

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Statistical Analysis of Data: Descriptive Statistical Analysis and Inferential Statistical Analysis; Need For Analysis of Data or Treatment of Data, Nature of Educational Data: Quantitative and Qualitative; Parametric and Non Parametric; Data reduction, data display, data cleaning; Application of parametric and non-parametric statistics; Use of computer for data analysis, Interpretation of statistical results and drawing of inferences

**Unit IV: Basic Inferential Statistics** **10 Lecture hours**

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The Significance of Statistics- The meaning of statistical inference, Parametric and Non parametric Tests, parameter & statistics, sampling error and standard error, degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of Significance, Standard error of Mean, Median, Standard deviation, Correlation coefficient and Percentage.

**Unit V: Writing of Research Report & Synthesizing Research** **8 Lecture hours**

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Preparation of a research report, Criteria for a good research report, Evaluation of a report, Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting; Synthesizing Research: Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method; Ethical issues in educational research

**UNIT VI: Statistical Analysis using Computers and Softwares****8 Lecture hours**

Statistical analysis using computers, Role computers in statistical analysis of data, Role of softwares in statistics and Statistical Analysis – SPSS, STATA, R. Use of Excel and SPSS – setting up of data file, graphical and tabular representation of data, Cross Tabulations and Pivot Tables. Use of SPSS in Descriptive Statistics (Measures of Central Tendency and Dispersion), (Product Moment Correlation), Inferential Statistics (Normal Curves, z and t tests, ANOVA, ANCOVA, Chi Square), Correlation (r and  $\rho$ ), Regression and Prediction, Reference Management softwares: Mendeley and Zotero (open source), LaTeX; Review of latest research papers on the course

**PRACTICUM**

1. Taking of academic achievement data from two schools or two section of same class from one school, apply t-test to test the significance of differences and analyze the findings. (Soft copy)
2. On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and kurtosis.
3. On a given set of data student will compute various parametric and non-parametric statistics.
4. Critically evaluate the research paper.
5. Given qualitative data, apply various analysis techniques.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1054	Philosophy and Sociology of Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the nature of education as a discipline.
2. To examine the philosophical origin of educational theory and practice.
3. To examine the sociological origin of educational theory and practice.
4. To analyze critically various schools of philosophy and sociology as well as vision of great thinkers and also their educational implications.
5. To enable the student to develop a philosophical and sociological outlook towards educational problems.
6. To critically evaluate the emerging trends in Indian Education.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Critically examine the contribution of philosophy and sociology discipline in the development of education. (K5)
2. Analyze the western schools of philosophy and its impact on education. (K5)
3. Examine the Indian schools of philosophy and analyze their implications on education. (K5)
4. Assess sociology of education, theories and its impact on education process. (K5)
5. Examine and evaluate social thinkers, national values and the impact on various aspects of education. (K4)
6. Critique the emerging trends in Indian Education. (K6)

**TEXT BOOKS**

1. Ozman and Craver (1999). Philosophical Foundations of Education. Sixth Edition. Prentice-Hall, Inc.
2. Shukla. R and Singh. M. (Third Edition). Shiksha ke Darshnik Aadhar. Aalok Prakashan. Lucknow.
3. Kumar.C. et. Al (2018). Historical Sociological Foundations of Education. Twenty first Century Publication. Patiala.
4. Sachdeva. M.S. et.al (1910). Philosophical, Sociological and Economic Foundations of Education. Twenty first Century Publication. Patiala.

**REFERENCE BOOKS**

1. Palmer, Joy A. (2001). Fifty Modern thinkers on education: From Piaget to the Present Day. Routledge Flamer. London. USA. Canada.
2. Matheson, D. (2004). An Introduction to the study of education. (2<sup>nd</sup> edition). London: David Fulton Publish.

**COURSE CONTENT****Unit I: Philosophy and Sociology of Education****10 Lecture hours**

Meaning and nature of philosophy with reference to Metaphysics, Epistemology and Axiology; Sociology of Education: Origin and development of sociology of education, Nature and scope of sociology of Education

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**Unit II: Western Schools of Philosophy (Classic and Modern) 10 Lecture hours**

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Western Schools of Philosophy and their contribution to Education with special reference to information, knowledge and wisdom: Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism; Modern concepts of Philosophical Analysis: Logical Analysis, Logical Empiricism and Positive Relativism

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**Unit III: Indian Schools of Philosophy 10 Lecture hours**

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Indian Schools of Philosophy and their contribution to Education: Sankhya, Yoga, Vedanta, Buddhism, Jainism with special reference to Vidya, Dayanand Darshan; Islamic traditions towards educational aims and methods of acquiring valid knowledge

**Unit**

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**IV: Sociology of Education Theories and Concepts 10 Lecture hours**

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Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory; Concept and types of social Institutions and their functions: Family, School and Society; Concept of Social Movements, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory

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**Unit V: Social Thinkers and National Values 10 Lecture hours**

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Socialization and education: Education and Culture; Contribution of thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Nodding's and Savitribai Phule to the development of educational thought for social change; National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education

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**Unit VI: Emerging Concerns in Indian Education 6 Lecture hours**

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Recent trends in Indian Education: Privatization, Globalization, Sustainable Development; Alternatives in Education: Concept, theoretical perspectives, Alternative educational practices, Open Distance Learning System (OLS) as an Alternative to Education; Equity and Excellence in Education; Social Diversity and Education; Review of latest research papers on the course

**PRACTICUM**

Book review according to Philosophical and Sociological Inquiry on given criteria.

1. Social system and elements of social system- "Family, Kinship and Marriage in India" (one chapter)
2. Culture-"Poetics & Politics of Sufism & Bhakti in South Asia" or "Acculturation of the Child to Schooling- A Multi-Ethnic Study"
3. Social Control- "Patriarchy by V. Geetha"

4. Social Change- “The Multicultural Path by Gurpreet Mahajan”
5. Social Stratification- “Gender by V. Geetha”
6. Philosophical Analysis of an Educational Problem- “How Children Fail by John Holt”

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1055	Teacher Education: Pre-Service and In-Service	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the concept of teacher education along with its need and scope.
2. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education in our country.
3. Develop professional attitude, values and interests needed to function as a teacher educator.
4. Examine the role and functions of different agencies of teacher education in India.
5. Acquaint with the innovative practices in teacher education at national and international levels.
6. Discuss the various issues, concerns and challenges faced by teacher education in digital era.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Outline the meaning, concept, types, need and scope and historical development of teacher education. (K2)
2. Explain the structure, curriculum and modes of pre-service teacher education and needs of innovation in pre-service teacher education programs. (K3)
3. Discuss the structure, curriculum and modes and models of In-service teacher education. (K3)
4. Acquaint with the role and functions of agencies of teacher education in India. (K4)
5. Critically analyze the trends in research and innovations in teacher education in India. (K5)
6. Critique the various issues, concerns and challenges faced by teacher education in digital era. (K6)

**TEXT BOOKS**

1. Balsare, Maitraya (2005). Administration and Reorganization in Teacher Education. New Delhi: Kanishka Publishers.
2. Mohan, Radha. (2013). Teacher Education. New Delhi: PHI Learning Private Limited.

**REFERENCE BOOKS**

1. NCTE (2009). National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers. New Delhi: NCTE
2. Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

**COURSE CONTENT****Unit I: Introduction to Teacher Education****12 Lecture hours**

Teacher Education: Meaning, concept, types, need and scope; Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66); Aims and Objectives of Teacher Education at: Elementary Level, Secondary Level and Higher Level; Quality assurance in teacher education; Structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.

**Unit II: Structure, Curriculum and Modes of Pre-Service Teacher Education****10 Lecture hours**

Pre-Service Teacher Education: Meaning, concept, nature, objectives and scope; Modes of Pre-Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online, their relative merits and limitations; Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship; Needs of Innovation in pre-service teacher education programs

**Unit III: Concept, Structure and Modes of In-service Teacher Education****10 Lecture hours**

In-service Teacher Education: Meaning, concept, need, objectives and areas of professional development; Types of In-Service Courses for Teachers: Orientation course, refresher course, workshops, seminars, internship and summer institutes; Structure for In-service Teacher Education Agencies and Institutions: Sub-District, district, state, regional and national level; Modes of In-service Teacher Education: Face to face, distance mode, online and mixed model; Models of In-service Teacher Education: Induction, one shot, recurrent, cascade, multisite, school based and course work, merits and limitations of each of them

**Unit IV: Agencies of Teacher Education: Role and Functions****9 Lecture hours**

National Agency: UGC (University Grants Commission), NUEPA, NCTE and NCERT; State Level Agencies: DIET and SCERT; Role of NCERT and NCTE in Teacher Education; Current trends in teacher education; Managing Teacher Education: Challenges in 21<sup>st</sup> century

**Unit V: Research and Innovations in Teacher Education****9 Lecture hours**

Research in Teacher Education: Meaning, need, areas of research; Action Research for quality improvement in Teacher Education; Current trends of researches in teacher education; Innovations in Teacher Education: Constructivism, Total Quality Management (TQM), Interdisciplinary approaches in teacher education and open learning; A critical appraisal of innovations in teacher education being conducted by different universities/institutions in India

**Unit VI: Teacher in the Digital Age, Issue and Concerns****6 Lecture hours**

Teacher Education in Digital Age; Digitalization of Education System: Smart Classes and Online Learning Material, Emerging Technologies in the Emerging Age, 21<sup>st</sup> Century Digital Age Skills, Techno-Pedagogue; Issues and Challenges of Teacher Education in Digital Age; Concerns for Technology Integration in Education; Review of latest research papers on the course

**PRACTICUM**

1. Select any one current practice in teacher education and trace the background of its formulation as a policy. (Soft copy)
2. A review of a research article in teacher education and write implications for practitioner. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:



	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1059	Information and Communication Technology in Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To understand the meaning, nature, scope and evolution of ET, IT and ICT in education.
2. To understand the teaching learning-system and potential of ICT and its effectiveness in education for their professional development.
3. To learn design, develop and use various digital teaching learning resources.
4. To integrate ICT into teaching-learning evaluation, administration and other learning support systems.
5. To examine the ICT and Social, Legal and Ethical Issues and its concerns and implications in education.
6. To examine the current trends for educational technology.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Explain the meaning, nature, scope and evolution of ET, IT and ICT in education. (K3)
2. Examine the teaching learning-system and potential of ICT and its effectiveness in education. (K4)
3. Design, develop and use various digital teaching learning resources. (K5)
4. Integrate ICT into teaching-learning evaluation, administration and other learning support systems. (K4)
5. Assess the ICT and Social, Legal and Ethical Issues and its concerns and implications in education. (K5)
6. Critique on the current trends for educational technology. (K6)

## **TEXT BOOKS**

3. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.

## **REFERENCE BOOKS**

5. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
6. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)

## **COURSE CONTENT**

### **Unit I: Effectiveness of Education through Educational Technology (ET)**

**12 Lecture hours**

Educational Technology: Meaning, nature and evolution: Information Technology (IT) and Information and Communication Technology (ICT); Teaching-Learning System: Design, development and potential of ICT; Enrichment through ICT; Education policies related to ICT in education, Approaches to ICT

### **Unit II: Instructional Technology**

**10 Lecture hours**

Definition and uses of Communication, Principles of Instructional Technology, Use of communication technology in teaching-learning process; Non-digital teaching-learning resources (TV, Radio, Audio-Visual resources), Digital teaching learning resources: MS Word, MS Power Point, MS Excel

**Unit III: Web Based Learning and Communication Technology** **10 Lecture hours**

Web Based Learning: Meaning, meaning of www, Domain, Hosting, Browser, Search Engine; Internet: Internet application in class rooms teaching; E-learning/Online Learning: Meaning, process, uses, scope; Blended learning, Social networking in education

**Unit IV: Improving Policy Planning & Management** **10 Lecture hours**

Role of ICT in Management of Institutions and Systems; ICT in School Academics: Admissions, student flow, personnel, staff development, facilities, library, laboratory; ICT in School Management System: School mapping, personnel payroll, management information system (MIS), communication, information; ICT in Policy Formulation: Management and monitoring

**Unit V: ICT and Social, Legal and Ethical Issues** **8 Lecture hours**

Social, Legal and Ethical Issues: Meaning, importance and impact in reference to ICT; Cyber Crimes: Concerns and implications in education, Software piracy and legal remedies; Intellectual property and Copyright and related issues of Plagiarism and Fair Use

**Unit VI: Current Trends for Education Technology** **8 Lecture hours**

Online/Digital Education, Barrier of Digital Education, Digital and Comprehensive Online Assessments, Limitations of current Assessment or Evaluation of students, Out Dated Syllabus, AI Driven Assessments, Maintaining Student Academic Records, Revolution in Exam Management, Virtual Reality (VR) in education; Review of latest research papers on the course

**PRACTICUM**

1. Develop self-instructional material on teaching any topic of B.Ed. syllabus. (Soft copy)
2. Prepare a report on on-line available educational resources. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1058	Inclusive Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4

**COURSE OBJECTIVES**

1. To understand the philosophical, sociological and rights perspective of inclusive education.
2. To identify the nature of difficulties encountered by children in the school.
3. To develop an overview of National and International policies and legislation for the education and general welfare of persons with disabilities.
4. To recognize the diversities, barriers and challenges in learning faced by children with disability
5. To know the different types of adaptations and make individual adaptation plans in an inclusive set up
6. To describe and to understand the role of professional ethics to become to become effective practioners of inclusive education and teacher – educators.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Analyze special education, integrated education, mainstream and inclusive education practices in the educational system. (K4)
2. Critically analysis the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education. (K4)
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers in the class rooms. (K4)
4. Identify and utilize various accommodation and adaptations for promoting inclusive practice. (K4)
5. Create and develop inclusive school environment at their workplace. (K5)
6. Critique the role of professional ethics to become to become effective practioners of inclusive education and teacher – educators. (K6)

**TEXT BOOKS**

1. Jha, M. (2002). Inclusive Education for All: Schools Without Walls. Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
2. Maitra, Krishna (2008). Inclusion Issues and Perspectives (For Teachers, Teachers' Educators and Parents). New Delhi: Kanishka Publishers, Distributors.

**REFERENCE BOOKS**

1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing House.
2. Jangira N.K. and Mani, M.N.G. (1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
3. Sharma P.L (2003). Planning Inclusive Education in Small Schools. Mysore: R.I.E.
4. Sharma, P.L. (1990). Teachers Handbook on IED- Helping children with Special Needs. New Delhi: N.C.E.R.T. Publication.

**COURSE CONTENT****Unit I: Introduction, Issues & Perspectives of Inclusive Education****10 Lecture hours**

Inclusive Education: Meaning, definition, concept and importance, Historical perspectives of inclusive education for children with diverse needs; Difference between special education, integrated education and inclusive education; Diversity: Meaning and definition, Disability: Legal definition, discrimination, Giftedness, Multiple Disabilities: Concept, nature, and characteristics

### **Unit II: Policy Perspective-1**

**10 Lecture hours**

Recommendations of Indian Education Commission (1964-66), Scheme of Integrated Education for Disabled Children, Sarva Shiksha Abhiyan (SSA), Inclusive Education of Disabled at Secondary Stage (IEDSS), National Policy on Education (NPE, 1986-92), National Curriculum Framework- 2005 (NCERT), The Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 & 12), The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children (1990)

### **Unit III: Policy Perspective- 2**

**10 Lecture hours**

Educational provisions in Person with Disability Act, Rehabilitation Council of India Act (1992), National Trust Act (1999), UN convention on the Rights of Persons With Disabilities, Promoting Inclusion Preventing Exclusion, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

### **Unit IV: Diversity in the Classroom**

**10 Lecture hours**

Curriculum: Understanding NCF from Inclusive perspective; Accommodation, Adaptation and Modification; Individual Accommodation and Adaptations; Disability Specific Accommodations and Adaptations; Classroom Transaction: Differential Learning, Peer-Tutoring, Collaborative/ Cooperative Learning, Activity Based Learning and Active Learning Methods, Multi-Level Teaching; Adaptations in Co-Curricular Activities: Using Co-curricular for facilitating learning Teaching Practices: Elementary and Secondary Level, Teaching Language, Teaching Science, Teaching Mathematics, Teaching Social Science and EVS, Teaching of Co-Scholastic domains; Alternative methods of Evaluation, Concept of CCE, Adapting CCE, Evaluating through Alternative Methods: Visual, ICT, Observation, Techniques and Tools of Evaluation, Provisions and Exemptions for Educational Evaluation

### **Unit V: Pedagogy for Inclusive Education**

**10 Lecture hours**

Learning in an inclusive school environment; Addressing socio cultural context in shaping human behavior; Diversities and Individual Differences; Challenges in learning faced by children with disability; Addressing diversities in learning styles; Challenges in learning faced by typical children; Teaching Learning Processes; Teaching learning process in an inclusive setting Teacher as a facilitator; Teacher as a reflector; Networking and collaboration with stakeholders; Strengthening development of an inclusive teacher; Universal Design for Learning (UDL) and Inclusive methodologies; UDL in inclusive setup; Implementation of UDL in classroom; Development of teaching plan; Evaluation strategies based on UDL; Use of technology in UDL, Developing Inclusive Learning Friendly Environment (ILFE); Meaning of ILFE; Elements of ILFE; Barriers to learning in an inclusive school; Creating ILFE at school level; Working with community and family; Developing of Inclusive Learning Resources; Collation and creation of learning resources; Different types of learning resource; Use of learning resources in an inclusive setting; Developing of resource centers/resource corners; Diversity as a resource

**Unit VI: Professional Ethics of Inclusive Education Teachers and Teacher Educators****6 Lecture hours**

Role of Teacher Educators in Inclusive Education; Ethical Code of Conduct of an Inclusive Teacher; Professional Ethics 6 key Principles; Incorporating ethical component into the Profession of Inclusive Teachers/Teacher Educators; Review of latest research papers on the course

**PRACTICUM**

1. Conduct a survey in the local area to ascertain the prevailing attitudes/practices toward social, emotional and academic inclusion of children with diverse needs.
2. Study & review any two national policies in the light of inclusive education.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1057	Human Rights and Peace Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the concept of Human Rights Education.
2. To understand correlative nature of Peace, Human Rights and International understanding.
3. To create awareness among student teachers for development of activities for peace and harmony education.
4. To understand Vedic Darshan of international work for promoting peace values.
5. To discuss the role of educational institutions in fostering peace education.
6. To sensitize the teacher educators on emerging issues in human rights.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Appreciate the need & importance of Human Rights and Peace education in educational system. (K4)
2. Analyse the need for Human Rights and Peace Education to foster National and International understanding. (K4)
3. Develop skills among teacher trainees in human values, harmonious living with co-existence. (K6)
4. Appreciate the current challenges of teacher education in context with the introduction of education for peace and harmony. (K4)
5. Assess the role of educational institutions in fostering peace education. (K5)
6. Assess the emerging issues in human rights. (K6)

**TEXT BOOKS**

1. Chitkara, M.G. (2009). Education and Human Values. New Delhi: A.P.H Publishing Corporation.
2. Singh, Dr. Suresh Pal, Kaul, Anyana and Choudary, Sarita (2010). Peace and Human Rights Education. New Delhi: A.P.H Publishing Corporation.
3. Mishra, Lokanath (2009). Encyclopedia of Peace Education. New Delhi: A.P.H. Publishing Corporation.

**REFERENCE BOOKS**

1. Bagchi, Jyoti Prakash and Teckchandani, Vinod (2005). Value Education. Jaipur: University Book House (P) Ltd.
2. Delors, J. (1997). Learning the Treasure Within. UNESCO.
3. Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications.
4. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1 Summer 1994, Amnesty International- USA Educators Network.
5. Mishra, Dr. Loknath (2009). Peace Education Frame Work for Teachers. New Delhi: A.P.H. Publishing Corporation.

**COURSE CONTENT**

**Unit I: Human Rights and Peace Education****10 Lecture hours**

Human Rights Education: Meaning, need and scope, Need and importance of Human rights in existing social scenario, History of Human Rights development; Peace and Peace Education: Meaning, nature, objectives and its relevance relating to the present global scenario, Ideal vs Pragmatic definition of Peace

**Unit II: Human Rights and Peace Education- Agencies and Methods 10 Lecture hours**

Agencies of Human Rights and Peace Education: Family and home, neighbors, community, school; Importance of co-existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies; Teaching-learning process in Human Rights Education through curricular and co-curricular activities; Role of different government and non-government organizations in Human Rights Education; Methods for inculcating Human Rights; Methods for Peace Education: Introspection, imbibing values and application of principles in daily life; Role of Peace educators as motivators, trainers and guides; Inculcating duty consciousness in individuals

**Unit III: Legal Rights and Constitutional Provisions****10 Lecture hours**

Legal Rights: Meaning, nature and its relevance relating to the present global scenario; Constitutional Provisions as enshrined in part III of Indian Constitution, Classification of Fundamental Rights; Different Sources of Human Rights and Peace: Philosophical, Religious, Social, Secular and Psychological; Role of different organizations like UNESCO with reference to legal rights and peace educations

**Unit IV: Education to Foster International Understanding****10 Lecture hours**

Recommendations of the International Commission on Education for the Twenty-first Century (Delors Report) with respect to Human Rights and Education for Peace; Meaning and strategy to learning to live together (UNESCO), Recommendations of NHRC and other Human Rights Bodies, Global trends and incidents in the context of Human Rights; Needs for developing international understanding & peace, Guiding principles for education for International Understanding and Peace: Non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building; Barriers for developing International Understanding & Peace: Just warism and terrorism

**Unit V: Role of Educational Institutions****8 Lecture hours**

United Nations programmes of peace in minds of men, culture of peace and learning ways to peace; Application of conflict resolution on individuals, society, national and international scenarios; Importance of Human rights as a duty, Teaching about Human Rights, Teaching about other countries: History, Geography, Civics, Science & Literature; Co-curricular Activities: Drawing, Painting, Modelling, Handicrafts etc., Role of Teacher with respect to transaction of Human Rights and Peace Education

**Unit VI: Emerging Issues in Human Rights****8 Lecture hours**



Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption and Muscle Power Good Governance and State Accountability Debates on Big Dams, Displacement and Rehabilitation Tribal Rights and Forest Protection Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights, Promotion of Human Rights Education; Review of latest research papers on the course

**PRACTICUM**

1. Write an analysis on the Delors Commission report for conceptual understanding of the four the pillars. (Soft copy)
2. Prepare an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human Rights as a duty and Peace Education through the curriculum. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1056	Educational Administration	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To familiarize with need and importance of educational and administrative management.
2. To understand the role and functions of different agencies in the educational administration.
3. To internalize various theories of management and infer their implications for education.
4. To understand the functions of educational supervision and planning.
5. To examine the various educational administration agencies.
6. To acquaint with latest information about the developments in the area of educational administration and research.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Appreciate the need & importance of administration and supervision in educational system. (K4)
2. Acquaint with the organizational structure of education at various levels- centre, state and local. (K4)
3. Reflect on the difference between educational administration and educational supervision. (K5)
4. Equip themselves with various approaches to educational planning. (K4)
5. Acquaint with the various educational administration agencies. (K3)
6. Critique the latest developments and identify various gaps in the area of educational administration research. (K6)

**TEXT BOOKS**

1. Agarwal, J.C. (2006). School Administration. New Delhi: Arya Book Depot.
2. Mukherji, S.N. (1970). Administration of Educational Planning and Finance (Theory and Practices). Baroda: Acharya Book Depot.
3. Safaya, R. N. and Shaيدا, B. D. (2000). School Administration and Organization. New Delhi: Dhanpat Rai and Sons

**REFERENCE BOOKS**

1. Bhatnagar, R.P. and I.B. Verma (2000). Educational Administration. Meerut: Loyal Book Depot.
2. Mathur, S.S. (1969). Educational Administration – Principles and Practices. Jallander: Krishna Press.
3. Campbell, R. F. and Russel, T. G. (1967). Administrative Behavior in Education. New York: Harper and Row.

**COURSE CONTENT****Unit I: Educational Organisation and Administration****8 Lecture hours**

Educational Administration: Meaning, objectives, scope and functions, Difference between Inspection and Supervision, Educational administration and other types of administration, Factors Determining the Character of Administration: Central, provincial and local authorities connected with educational administration

**Unit II: Educational Supervision****10 Lecture hours**

Educational Supervision: Meaning, nature and scope, Principles governing the processes of supervision, Administration and Organisation of supervision, Planning of supervisory programmes, Techniques of supervision; Evaluation of the effectiveness of supervision, Problems and issues in educational supervision; Relation between teaching and supervision, Importance of research in supervision, Organisation and practices of supervision and inspection in UP/Delhi Schools

**Unit III: Educational Management****8 Lecture hours**

Educational Management: Meaning, nature, scope and functions; Models of governance, Historical perspective of educational management in India (post independence), Theories of management and their implications for education; Total Quality Management in Education: Meaning, concept, approaches, quality control and assurance

**Unit IV: Educational Planning****8 Lecture hours**

Educational Planning: Meaning, concept, scope and dimensions; Approaches to educational planning, Educational planning at the national, state, district and institutional level; Policy formulation and analysis, Issues and policy change at national and global level

**Unit V: Educational Administration Agencies****8 Lecture hours**

Educational clauses in the constitution of India; Organization and function of the Ministry of Education, Govt. of India; The State Ministry of Education and the Department of Education with special reference to UP/Delhi; Central Advisory Board of Education (CABE); Central Board of Secondary Education (CBSE); University Grants Commission (UGC)

**Unit VI: Trend of research in Educational Administration: Gaps and Priorities****6 Lecture hours**

Need of Research in Educational Administration; Areas of Research in Educational Administration. Trends of Research in Educational Administration in India. Overall Trends of Research in Educational Administration. Priorities in the field of Research in Educational Administration; Review of latest research papers on the course

**PRACTICUM**

1. Write step by step, the journey of the financial transaction, starting from its source till it is given as salary to the college and university teachers and other functionaries extending support to the college and university teachers. (Soft copy)
2. Draw the organisational structure of state-level education department, elaborating the main functions of each officer, and managing school education in different ways. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1053	Internship in Schools	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical	Contact Period Hours: 56			

## COURSE OBJECTIVES

6. To develop teacher-educators understanding in the schools activities and their importance.
7. To encourage teacher-educators to take participation in various schools activities to enhance their capacities and built up the confidence.
8. To motivate teacher-educators to play various roles in the schools.
9. To supervise the classes of the student-teachers during their practice of teaching.
10. To develop the interaction of the teacher-educators with the education stake holders.

## COURSE OUTCOMES

On completion of this course, the teacher-educators will be able to-

6. Analyze and understand concept of Internship in Schools and contexts that are unique to teacher education. (K4)
7. Understand and appreciate the nature and the purpose of Internship in Schools, their practical ramifications in the teacher education. (K5)
8. Conduct different scholastic and co-scholastic activities in the schools and develop their understanding about them. (K6)
9. Give feedback to the student-teachers for their skill enhancement during their practice of teaching. (K6)
10. Interact with the education stake holders and analyse their views about the education system. (K5)

## COURSE CONTENT

All teacher-educators are required to go for Internship in the Schools for four weeks in any school. Proposed schedule of the Internship is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted Internship activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Internship in Schools, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

## LIST OF ACTIVITIES

M.Ed. students are required to participate and submit their reports in the announced Internship activities. List of proposed activities is mentioned below.

### List

#### A. Observation of School Activities

- xii. Assembly
- xiii. class room teaching of Student-Teachers and School Teachers
- xiv. Cleanliness and beautification

- xv. Record Survey
- xvi. Supervisory Activities
- xvii. Laboratory work
- xviii. Library Activities
- xix. ICT Lab
- xx. Cultural Activities
- xxi. CCE and Learner Assessment
- xxii. Guidance and Counselling Activities
- xxiii. Parent Teacher Association

B. Administer Five Psychological Tests in the school

C. Frame and record an interview of stake holders (through video graph):- Students, teachers, parents, school management, government authorities and community members

### MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

#### Note-

- c. Internal assessment of the ‘Internship in Schools’ activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the Chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- d. For the End Term Practical Examination of the ‘Internship in Schools’ activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty will perform as convener.

MEDU1052	Dissertation- Preparation of Synopsis	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To understand the need and importance of the research in the education.
2. To develop skills related to conduct scientific research in the education.
3. To familiarize with the research methods in the education.
4. To develop skills to find an appropriate problem.
5. To understand the differences among various types of the researches.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to:

1. Describe the need and importance of the research in the education.
2. Develop skills related to conduct scientific research in the education.
3. Analyse the appropriate research method needed for selected topic.
4. Develop skills to find an appropriate problem through systematic investigation.
5. Differentiate among various types of the researches.

## **COURSE DESCRIPTION**

Dissertation work constitutes an important component of the M.Ed. Programme. The purpose of the dissertation is to provide the students with practical/hands-on experience in the scientific process of research. The students in consultation with the research supervisor should identify a research problem. Students are expected to undertake the relevant readings and activities relating to the drafting of proposal for their dissertation. Having identified a research problem, the students need to formulate a brief outline of the conduct of study which is known as Research Proposal/Synopsis. The proposal should be a blue print which outlines the process of research to be adopted. The student will develop a synopsis/proposal for the dissertation.

The synopsis will be presented in the Open Synopsis Presentation (OSP). The OSP will comprise of the Dean/Principal, Program Head and all supervisors. Only on receiving a satisfactory evaluation report from the OSP, the student shall execute the research proposal. The OSP may suggest changes to the proposal, which can be incorporated by the student in consultation with supervisor. However, broad area of the proposed study cannot be changed further.

## **COURSE CONTENT**

### **Learning Activities**

- Sources of review of related studies
- Development of research questions
- Writing references in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Writing of a research abstract from a dissertation/research paper
- Construction and tryout of a tool of data collection
- Preparing of framework for writing of research proposal

### **Selection of Topic for Dissertation**

The topic of dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization.

### **Writing of Synopsis**

Students are expected to develop a research proposal/synopsis of 5-6 pages which shall comprise of:

1. Conceptual/ Theoretical Framework
2. Justification/Need/Rationale of the Study
3. Scope of Study
4. Review of Related Studie(s)
5. Research Questions
6. Research Variables
7. Delimitations of the Study
8. Objectives of the Study
9. Hypotheses to be Tested
10. Research Design/Method(s) of Research
11. Statistical Techniques for Data Analysis
12. Tentative Chapterisation
13. References

### **PRACTICUM**

1. Writing abstract of at least three research articles provided by the faculty member(s). (Soft copy)

### **EVALUATION OF RESEARCH PROPOSAL**

Research proposal/synopsis, practicum and related assignments will be evaluated by the Board of Internal Examiners and External Examiners.

Criteria for evaluation of research proposal (Each criterion carries five marks)

<b>S. No.</b>	<b>Criteria</b>
<b>1</b>	<b>Statement of the proposed problem</b>
<b>2</b>	<b>Identification of relevant variables</b>
<b>3</b>	<b>Stating clear need and significance of the study</b>
<b>4</b>	<b>Expression of acquaintance with relevant literature/theories</b>
<b>5</b>	<b>Identification of appropriate method of research</b>
<b>6</b>	<b>Description of sample</b>
<b>7</b>	<b>Introductory description of proposed tools/techniques</b>
<b>8</b>	<b>Identification of possible and relevant analyses</b>
<b>9</b>	<b>Identification of broad steps/stages in the study</b>
<b>10</b>	<b>Confidence with the topic during the presentation</b>

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- a.** Internal assessment of the ‘Dissertation- Preparation of Synopsis’ activities and Viva-Voce shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s performance in OSP, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.
- b.** For the End Term Practical Examination of the ‘Dissertation- 1’ activities and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).



## SECTION

SYLLABI FOR  
THIRD SEMESTER  
COURSES

This section contains the syllabi of all the courses of third semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

## Third Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
A		<b>Program Foundation</b>								
1	MEDU2001	Academic Writing-Practicum	0	0	4	2	56	50	50	100
B-1		<b>Program Core Theory</b>								
2	MEDU2002	Curriculum Studies	4	0	0	4	56	50	50	100
3	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	56	50	50	100
B-2		<b>Program Core Practicum</b>								
4	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	56	50	50	100
C		<b>Stage Specific Elective (Choose any one stage)</b>								
		<b>Elective- 1 (Elementary Education)</b>								
5	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	56	50	50	100
6	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	56	50	50	100
		<b>Elective- 2 (Secondary Education)</b>								
5	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100
6	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100

		<b>Total</b>	<b>Credits- 20</b>	<b>Max-336</b>	<b>Credits T- 16 P- 4</b>	<b>Courses- 6 T- 4 P- 2</b>	<b>SGPA</b>
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MEDU2002	Curriculum Studies	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To understand the meaning and nature of curriculum.
2. To understand different approaches to curriculum development.
3. To understand the role of teacher in the transaction and evaluation of curriculum.
4. To examine the role and contribution of various agencies and regulating bodies in enhancing the quality of curriculum.
5. To understand the recent developments in the field of curriculum development. To understand the research perspectives on various practices in teacher education.
6. To analyze the recent developments in the field of curriculum development.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. To get equipped with the skills to become effective and efficient teachers and teacher-educators.
2. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of curriculum in India.
3. Reflect upon on various problems and issues in curriculum evaluation in India.
4. Develop aptitude in the research in various areas of curriculum.
5. Analyze the role of teacher and organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
6. Analyze the recent developments in the field of curriculum development.

## **TEXT BOOKS**

- Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.
- Udayveer (2006). Modern Teacher Training. New Delhi: Anmol Publications.

## **REFERENCE BOOKS**

- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher. New Delhi: NCTE.
- Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder&Stoughton, London.
- Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.
- Tanner, D. & Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.

**COURSE CONTENT****Unit I: Curriculum****10 Lecture hours**

Concept of 'Curriculum' and 'Syllabus' and their scope; Process of curriculum development; Bases of curriculum; Principles of curriculum development; Factors affecting curriculum development; Curriculum and cognitive development of child: Social reconstruction, Self-actualization, Academic rationalization, Children with special needs

**Unit II: Types and Approaches of Curriculum****10 Lecture hours**

Types of curriculum: Knowledge based, Activity based, Skill based and Experienced based; Approaches in Curriculum Development: Developmental approach, Functional approach and Eclectic approach; Curricular trends: Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum; Impact of media, technology and contemporary issues; Models of curriculum development and planning

**Unit III: Implementation of Curriculum****10 Lecture hours**

Implementation of Curriculum: Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.), Role of teacher in developing, transacting and evaluating curriculum, Space for teacher to act as a critical pedagogue, Meaning and concerns of 'Hidden' Curriculum.

**Unit IV: Curriculum Planning and Designing****10 Lecture hours**

Curriculum planning and designing; Assessment of need with respect to individual and environment; Situational analysis, Selection of content and method, Concept of school readiness, Basic curricular skills, Curricular skills related to cognitive domain, Curricular skills related to conative domain, Curricular skills related to affective domain; Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

**Unit V: Curriculum Transaction and its Evaluation****10 Lecture hours**

Curriculum transaction and its evaluation: Formative and summative evaluation, Methods of curriculum evaluation and models of curriculum evaluation; Role of teacher in curriculum evaluation, Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing

**Unit VI: Recent Trends in Curriculum****6 Lecture hours**

Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education 2009, Lifelong learning, Futuristic education, ICT-based education; Outcome Based Education and Curriculum; Curriculum Reforms and Innovations; Review of latest research papers on the course

**PRACTICUM**

1. Critical appraisal of curriculum (science/social science/mathematics/languages) either at elementary/secondary stage of school education.
2. Development of a plan for curriculum evaluation for a school subject at elementary/secondary stage.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2004	Elementary Education in India: Administration and Management	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To sensitise the student teachers with the need and relevance of elementary education as a basic foundation stage.
2. To reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
3. To develop a critical outlook towards measures taken for the achievement of quality at the elementary education stage.
4. To appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.
5. To explore and apply E-resource for teaching and learning at elementary level.
6. To appreciate the research and innovation in elementary education.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
2. Discuss factors promoting the Universalisation of Elementary Education in India.
3. Critically examine the measures taken for the achievement of quality at the elementary education stage.
4. Appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.
5. Explore and apply E-resource for teaching and learning at elementary level.
6. Appreciate the research and innovation in elementary education.

## **TEXT BOOKS**

1. Mohanty, J. N. (2002). Elementary and Elementary Education. New Delhi: Deep & Deep Publications.
2. Rao, V.K. (2007). Universalisation of Elementary Education. New Delhi: Indian Publishers.
3. UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. Montreal: UNESCO Publication.

## **REFERENCE BOOKS**

1. Rita Chemicals (2008). Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide. David Fultan Publishers.
2. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
3. NCTE (2004). Teacher Education Curriculum. New Delhi: NCTE.

## **COURSE CONTENT**

## Unit I: Institutions, Systems and Structures at the Elementary Level 10 Lecture hours

Elementary Education in India: Meaning, significance, objectives, and structure; Elementary Education: A basic human right, an instrument of empowerment, and as a development strategy; Universal Elementary Education (UEE): Meaning, concept, objectives, justification and different aspects; Management and Administration of Elementary Schools: Role of local bodies and panchayats, Functions of primary schools; De-centralised educational planning and management; Community mobilization, Micro-planning, and village education committees

<b>Unit II: Elementary Education: Constitutional Provisions</b>	<b>10 Lecture hours</b>
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Constitutional Provisions to achieve UEE (Including RTE and its critique); Government Policies and Steps for UEE since Independence: Recommendations of Kothari Commission, NPE 1986, PoA 1992; Relevance of MDGs (Millennium Development Goals) with respect to UEE in India

## Unit III: Programmes and Initiatives to Achieve UEE in India 10 Lecture hours

District Primary Education Programme (DPEP): Aim, objectives, strategies, achievement; Relevance of 73<sup>rd</sup> and 74<sup>th</sup> constitutional amendment with respect to empowerment of PRIs; Sarva Shiksha Abhiyan: Programme, objectives, interventions with respect to access, enrolment, retention and achievement; Monitoring, Research, Evaluation of Specific Schemes like Mid-Day Meals, Operation Black Board, and establishment of VECs in India; Recommendations of the 12<sup>th</sup> Five year plan on elementary education (Including the critiquing of the same with respect to allocated budget and programme interventions)

## Unit IV: Elementary Education in School: Issues and Concerns 10 Lecture hours

Availability and Management of Resources: Physical resource management, Management of the school plan, Human resource management, Management of the school staff; Delegation of Roles and Responsibilities: Need and relevance, Democratic Decision Making: Need and Purpose; Financial Resource Management: Process and procedure including Zero Budgeting and Performance Budgeting; School Effectiveness: Parameters and quality concern, Role of the school head and teachers in creating a joyful learning environment; Problems of Wastage and Stagnation in School: Concept and remedies; School Supervision: Need, purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision

## Unit V: E-resource for Teaching and Learning 8 Lecture hours

Exploring E-resource for teaching and learning at elementary level: e-textbooks, Swayam Prabha portal, MOOCs courses, Open School System; Financing of Education in India: Centre-State Relationship, Mobilisation of Resources

## Unit VI: Elementary Education: Research and Innovation 8 Lecture hours

Launch of Innovative Programmes to Strengthen Elementary Education: Hoshangabad Vigyan Project, B.El.Ed. programme, D.El.Ed., Laadli scheme; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to elementary education; National Achievement Survey -NAS, PISA, Pratham; Recent Trends in Research and Innovation in the field of Educational Management; Review of latest research papers on the course

# PRACTICUM

1. Prepare a status report on elementary education in a chosen state or district with reference to classroom process, enrolment, retention/participation, dropout and learning achievement. (Soft copy)
2. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning out comes in any subject. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2005	Issues and Curricular Concerns at Elementary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the concept of quality education at elementary level.
2. To select and use appropriate assessment practice to meet the needs of the elementary students.
3. To understand the practice of continuous assessment for all round development of the students.
4. To understand various schemes & programmes of Govt. for elementary education.
5. To examine various curriculum transaction strategies.
6. To analyze the recommendations of different centrally sponsored schemes, state projects and programmes.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Study effective practices with various curriculum transaction strategies.
2. State how various aspects of education are measured, evaluated interpreted and their results are recorded to help learners at elementary level.
3. Describe about role and functions of different programmes and agencies for ensuring the quality of elementary education in India.
4. Reflect upon different issues, concerns and problems of elementary education in India.
5. Examine various curriculum transaction strategies.
6. Analyze the recommendations of different centrally sponsored schemes, state projects and programmes.

**TEXT BOOKS**

1. Aggerwal, J.C (2005). The Progress of Education in Free India. New Delhi: Arya Book Depot.
2. Chaube, Dr. S.P. (2011). History and Problems of Indian Education. Agra: Agrawal Publications.

**REFERENCE BOOKS**

1. NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE.
2. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.

**COURSE CONTENT****Unit I: Issues & Concerns of Elementary Education****10 Lecture hours**

Hurdles Faced in Popularizing Elementary Education: Lack of access, problems of non-enrolment and retention, The drop out phenomenon and its causes; Critical reflections on education of the girl child, Gender disparities in education; Social, Cultural and Educational aspects of gender bias in education; Education of the disabled; Problems of working children and disadvantaged groups; Quality of Elementary Schooling and Learning Achievement: Quality of the learner, Learning environment, process, content and outcomes; Enhancing the learning achievement of children– MLL oriented curriculum; Major quality dimensions of elementary education and quality monitoring tools; Quality assurance; Alternative strategies for achieving UEE and implementing RTE act



**Unit II: Strategies and Programmes****10 Lecture hours**

Measures Towards Achievement of UEE: Mid-day meals, meeting opportunity costs, attendance, scholarships; Primary Education Curriculum Renewal (PECR), Operation Blackboard (OB), Project Mass Orientation of School Teachers (PMOST), Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC), Early Childhood Care and Education (ECCE), District Primary Education Programme (DPEP), Sarva Siksha Abhyan (SSA)- Positive impacts of UEE; Improving the Internal Efficiency of the System: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children; Dealing with out-of-school children, Alternative schooling, schemes and practices, the ungraded schools and multiple point entry, Educating the girl child, Imparting gender sensitivity, Removing gender bias in curriculum and text books, Women empowerment

**Unit III: Type of schools & Pedagogy****10 Lecture hours**

Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving; Types of schools & their contribution to society; Forms of learner's engagement: Observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration; Pedagogical analysis of the subject contents; Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning; Innovative educational programmes in India

**Unit IV: Curriculum and Evaluation in Elementary Education****10 Lecture hours**

Principles of Elementary School Curriculum: Objectives, planning and organisation of curriculum; Psychological basis of present elementary school curriculum; Joyful learning; Evaluation in elementary level (principles, strategies and tools); Pupil assessment techniques, Concept of evaluation & CCE; Types of evaluation; Diagnostic & remedial teaching; Student records; Cumulative records; Progress reports, grading system

**Unit V: Professional Competence of a Teacher****10 Lecture hours**

Service conditions of school teachers, Professional ethics for teachers; Teacher appraisal and accountability; Concept and importance of professional development; Action research, Seminars and conferences for teachers, Journals for professional growth; Changing roles and responsibilities of Teacher in a society; Concept of profession; Teaching as a profession

**Unit VI: Elementary Education: Research and Innovation****6 Lecture hours**

Innovative Educational Programmes in India; Recent Trends in Research and Innovation in the field of elementary education; Centrally sponsored schemes and state projects and programmes – the changes it brought in elementary education; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to elementary education; Review of latest research papers on the course

**PRACTICUM**

1. Evaluate the assessment process in any elementary school and write about its merit and demerits. (Soft copy)
2. Conduct a survey in an elementary school to assess quality issues, and make an action plan to resolve it. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To develop the skills in planning and implementing conventional administrative procedures.
2. To develop an idea about the structure of secondary education in India.
3. To determine and implement objectives of planning on the basis of individual needs of the students.
4. To state the recommendations of different education commissions regarding secondary education commissions.
5. To analyze required professional competency for a teacher at secondary education level.
6. To explore and apply E-resource for teaching and learning at Secondary level

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Examine the status of secondary and higher secondary education in India.
2. Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
3. Apply various principles and techniques of educational planning
4. Develop the skills and attitudes to utilise human energy in getting the maximum work done.
5. Analyze required professional competency for a teacher at secondary education level.
6. Explore and apply E-resource for teaching and learning at Secondary level.

**TEXT BOOKS**

1. Mudhopadyay, Sudesh and Kumar, Anil (2001). Quality Profiles of Secondary Schools. New Delhi: NIEPA.
2. Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual Inputs for Secondary Teacher Education: The instructional Role. New Delhi: NCTE.

**REFERENCE BOOKS**

1. Jagannat, Mohanty (1990). Educational Administration, supervision and school Management ,Deep & Deep Publications, New Delhi.
2. Government of India (1986/1992). National Policy of Education, 1992 Modification and their POA's. New Delhi: MHRD, Dept. of Education.
3. Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs. New Delhi: NCERT.

**COURSE CONTENT****Unit I: Introduction to Secondary & Senior Secondary Education      10 Lecture hours**

Secondary & Senior Secondary Education: Meaning, structure, aims, objective, function & Indigenous system; Secondary Education in India: Historical perspective, pre and post independence; Constitutional provisions and centre-state relationship in India; Recommendations of Various Committees and Commissions: Secondary Education Commission, Kothari Commission, Programme of Action, 1986,

NPE, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005;

### **Unit II: Institutional Planning**

**10 Lecture hours**

Concept, scope and nature of institutional planning; Need and importance of institutional planning; Types of institutional planning; Evaluation of institutional planning; Difference between inspection and supervision; Public private partnership as a paradigm of educational administration.

### **Unit III: Principles and Techniques of Educational Planning**

**10 Lecture hours**

Formulation of aims and objectives, Methods and techniques of planning; Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of return of investment approach; Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning; New Approach to Planning: Planning, adoption, execution

### **Unit IV: Educational Organization and Management**

**10 Lecture hours**

National level Organisations and Institutions in administration and management of secondary education - Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); District and sub district levels Organisations and Institutions in administration and management of secondary education, District Education Office, Block Education Office, Department of Public Instruction, SMC (School Management Committee), PTA (Parent Teacher Association); Meaning, concept and need for management at secondary to senior secondary school level; Management at Nation: MHRD, CABE, NCERT- State, District, Sub-district level; Management of educational institution at secondary school level; Types of management, Effective management, Co-ordination, Supervision & Inspection; TQM in Education and Educational Administration

### **Unit V: Professional Competence of a Teacher at Secondary Education Level**

**10 Lecture hours**

Service conditions of school teachers, Professional ethics for teachers; Teacher appraisal and accountability; Concept and importance of professional development; Action research, Seminars and conferences for teachers, Journals for professional growth; Changing roles and responsibilities of Teacher in a society; Concept of Profession; Teaching as a profession

### **Unit VI: Research and Innovation**

**6 Lecture hours**

Recent Programmes and Strategies of Government of India implemented to improve access, enrolment, retention and quality of Secondary education; National Achievement Survey -NAS, PISA, Pratham; Exploring E-resource for teaching and learning at Secondary level: e-textbooks, Swayam Prabha portal, MOOCs courses, Open School System; Review of latest research papers on the course

## **PRACTICUM**

1. Prepare a report with the help of documents/reports on major obstacles and challenges in universalization of secondary education. (Soft copy)

2. Prepare an annual school calendar for secondary/senior secondary school. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the problem and challenges related to secondary and senior secondary education.
2. To understand the concept of quality education at secondary school level.
3. To understand different programmes and agencies for ensuring the quality of secondary education in India.
4. To understand principles, aims and features of secondary school curriculum.
5. To examine various curriculum transaction strategies.
6. To analyze the recommendations of different centrally sponsored schemes, state projects and programmes

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Develop critical understanding regarding quality aspects of secondary education.
2. Analyse the issues of secondary and higher secondary education in different aspects.
3. Analyse the role of various organisations, institutions and agencies in secondary education.
4. Analyse the present evaluation system at secondary school level.
5. Examine various curriculum transaction strategies.
6. Analyze the recommendations of different centrally sponsored schemes, state projects and programmes

**TEXT BOOKS**

1. Aggerwal, J.C. (2005). The Progress of Education in Free India. New Delhi: Arya Book Depot.
2. Chaube, Dr. S.P. (2011). History and Problems of Indian Education. Agra: Agrawal Publications.

**REFERENCE BOOKS**

1. NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE.
2. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.

**COURSE CONTENT****Unit I: Concern of Secondary Education****10 Lecture hours**

Quality concerns of Secondary Education: Concept, indicators of quality, setting standards for performance; Privatization of secondary education; The present status of quality education in India: Status and prospects; Delors's Commission Report on quality; Professional enrichment of secondary school teachers; In-service programmes for ensuring quality; Agencies: NCERT, SCERT, CIET, NUEPA, IASE etc.; Vocationalization of Secondary Education; Equity, Equality and Social Justice in Secondary Education with special reference to Girl child, Disadvantaged, Inclusive;

**Unit II: Status and Issues in Secondary Education****10 Lecture hours**

Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children; Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds; Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools; Challenges related to Universalization of Secondary Education, RMSA; Problems and strategies of alternative schooling at secondary school stage; Challenges/strategies/ intervention in relation to access, enrolment; dropout, achievement and equality of educational opportunities; Problems of education for girls, disadvantaged and differently able children and slow learners and intervention to solve the problems; Type of schools and their contribution to society;

**Unit III: System and Structure of Different School Boards at Secondary Level****10 Lecture hours**

National Boards: Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education Delhi Board (I.C.S.E), National Open Schools; State Boards: Secondary School Certificate Board (SSC); International Boards: Cambridge (IGCSE), International Baccalaureate (IB); Madrasa Boards: Special-Needs Schools; Organizational Structure of school in India, Types of School Education (Aided- unaided, Private, International)

**Unit IV: Teachers and Curriculum Transaction Strategies****10 Lecture hours**

Thematic & constructivism base of curriculum; Joyful learning, Research in curriculum; Life skill education & creativity; Analysis of secondary education curriculum; Critical appraisal of present secondary school curriculum in the state; ICT blended learning; Child centered pedagogy; Forms of learner's engagement: Observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration; Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning

**Unit V: Assessment and Evaluation in Secondary School Level****10 Lecture hours**

Meaning, nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination; Types of Assessment: Formative, summative and diagnostic assessment; New trends in Evaluation: Grading, internal assessment, semester system, CCE, on demand examination system; Critical appraisal of the present evaluation system at secondary school level

**Unit VI: Research and Innovation****6 Lecture hours**

Innovative Educational Programmes in India; Recent Trends in Research and Innovation in the field of secondary education; Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to secondary education; Review of latest research papers on the course

**PRACTICUM**

1. Write a critical review on education management system of secondary school education in the state. (Soft copy)

2. Visit secondary teachers training in the district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend. (if any) (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU2008	Teacher Education: Perspectives, Research and Issues	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
2. To understand the research perspectives on various practices in teacher education.
3. To develop an understanding of the development of teacher education, its aims and curriculum in India.
4. To get equipped with the skills to become effective and efficient teachers and teacher-educators.
5. To apply innovations in teacher education at regional, national and international levels.
6. To analyze the trends in research and innovations in teacher education.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education in India.
2. Reflect upon on various problems and issues in Teacher Education in India.
3. Develop aptitude in the research in various areas of teacher education.
4. Design in-service teacher professional development program/activities based on the needs of teachers.
5. Apply innovations in teacher education at regional, national and international levels.
6. Critically analyze the trends in research and innovations in teacher education.

## **TEXT BOOKS**

- Sharma, R.A. (2005). Teacher Education. Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education. New Delhi: Kanishka Publisher.
- Udayveer (2006). Modern Teacher Training. New Delhi: Anmol Publications.
- Saxena N.R., Mishra B.K. and Mohanty R.K. (2008). Teacher Educator. Meerut: R. Lall Book Depot.

## **REFERENCE BOOKS**

- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher. New Delhi: NCTE.
- Kohli, V.K. (1992). Teacher Education in India. Ambala: Vivek Publishers.
- Mangla, Sheela (2000). Teacher Education: Trends and Strategies. New Delhi: Radha Publishing.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.

## **COURSE CONTENT**

**Unit I: Perspectives and Policy on Teacher Education**

**10 Lecture hours**

Teacher Development: Concept, need & factors influencing teacher development, Berliner's stages of development of a teacher; Approaches to Teacher Development: Interdisciplinary approach, Internship in teaching, Community living, Workshops and Summer institutes; In-service Teacher Education: DPEP, SSA and RMSA; Preparation of teachers for Art, Craft, Music, Physical Education and Special Education; National and State Policies on Teacher Education; National Curriculum Framework for Teacher Education

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**Unit II: Structure and Management of Teacher Education****10 Lecture hours**

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Structure of Teacher Education System in India: Merits and limitations; Professional Development of Teachers and Teacher Educators: Present practices and avenues; Competency and commitment based teacher education, Competencies needed for emerging role of teachers in 21st Century; Performance appraisal of teachers; Universalization of Secondary Education; Preparing teachers for different contexts of school education; Structural and substantive arrangements in the teacher education programmes; Vertical mobility of a school teacher

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**Unit III: Research in Teacher Education****10 Lecture hours**

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Research in Teacher Education in India: Need, importance, nature and scope; Areas of Research in Teacher Education: Institutional, curricular & practicing school context; Implications of research in teacher education; Methodological issues of research in teacher education: Direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation; Research on effectiveness of teacher education programmes in India; Characteristics of an effective teacher education programme; Trends of Research in Teacher Education: Review of a few recent research studies in teacher education with reference to design, findings and policy implications; Researches on Teacher Behavior: Personal variables, content variables, strategy variables, situation variables

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**Unit IV: Problems and Issues in Teacher Education****10 Lecture hours**

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Challenges in professional development of teachers; Factors influencing the quality of pre-and in-service education of secondary school teachers; Current problems of teacher education and practicing schools; Role and contribution of various agencies and regulatory bodies in enhancing the quality of teacher education; Strengthening the role of teacher in a changing world; Single Subject versus Multiple Subject Teachers: Implications for subject combination in initial teacher preparation; Integration of technology in teacher education; Preparing teachers for special schools; Quality assurance and accreditation of teacher education institutes

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**Unit V: Teacher Education in Innovation and Globalization Context** **10 Lecture hours**

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Teacher Education in the Globalisation Context: Meaning, nature, scope, need and objectives; Teacher Education in Developed and Developing Countries: Nature, trends and innovations; Collaborations & Partnerships in Teacher Education: Importance, implication in the globalization context; Problems & prospects of teacher education in the globalisation context; Innovations in teacher education at regional, national and international levels

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**Unit VI: Research in Teacher Education****6 Lecture hours**

Paradigms for research on teaching –Gage, Doyle and Shulman; Research on effectiveness on teacher education programme – Characteristics of an effective teacher education programme; Methodological issue of research in teacher education –direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation; Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications; Review of latest research papers on the course

## PRACTICUM

1. Write a review of a research article in teacher education highlighting implications for practitioner. (Soft copy).
2. Prepare a comparative study report of any two universities/state SCERTs pre-service teacher education curriculum of B.Ed./D.Ed. in terms of their organization, content, transaction and assessment. (Soft copy)

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU2001	Academic Writing- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To analyze academic sources and learn to refer them.
2. To cite a source, paraphrase and acknowledge the source & edit one's own writing.
3. To differentiate between different kinds of writings and writing styles according to Co-curricular activities.
4. To enhance listening & writing skills.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Reflect on their communicative behaviour and build capacities for self-criticism and facilitate self-growth.
2. Develop the skills of writing a report.
3. Write or draft professional letters and mail etc.
4. Reflect on essential requirements of academic writing & distinguish a good academic writing from others.

## **COURSE CONTENT**

- Write a paragraph on any topic of interest, acknowledge the sources & edit one's own writing.
- Prepare a report on the conducted programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in NGO/School/Educational Institution.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write research article/paper.
- Workshop on academic writing skills and report writing.

## **PRACTICUM**

1. Write critical reflections on any 05 current events/news related to field of education. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2003	Dissertation- Execution of Research Proposal	L	T	P	C
Semester: Third	Pre-requisites/Exposure: MEDU1052	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To understand the purpose and importance of the review of related studies in any kind of research.
2. To learn how to organize the review chapter/section.
3. To learn basic criteria for selection of tool(s) from the available standardized tools.
4. To understand the various intricacies of data collection.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to:

1. Analyse the existing research and to establish the need of their study in the background of studies reviewed.
2. Follow guidelines, principles and procedures for the development of various tools.
3. Organise tabulated data according to the objectives of the study.
4. To find an appropriate solution of the problem following systematic investigation procedure.

## **COURSE CONTENT**

### **Learning Activities**

The students will collect the data on the OSP approved synopsis and write a report covering the following aspects:

- Submission of the progress report(s) to the Dean/Research in-charge related to the research work done for dissertation.
- To undertake the relevant readings and activities relating to the writing of the review of related literature.
- A brief write up on need and importance of review of related literature/studies.
- A summary of the studies reviewed related to the topic highlighting the relevance of the taken topic.
- Methods and procedures adopted for collection of primary and secondary data.
- Justification and description of various tools and techniques adopted/developed for collection of data for the dissertation.
- Tabulation of data and titles of tables.
- Submission of the first three chapters of the dissertation.

## **PRACTICUM**

1. Development of any one of the following tools (i) Questionnaire (ii) Observation Schedule (iii) Attitude Scale (iv) Rating Scale etc.

## **EVALUATION OF RESEARCH WORK**

Dissertation related activities, assignments and progress reports will be evaluated through the Research Progress Report (PRP). The RPRs will be conducted on regular basis in open forum. The RPR may give suggestions for the betterment of the undergoing research work, which can be incorporated by the student in consultation with supervisor.

**Criteria for Evaluation of the M.Ed. Dissertation Work (First three chapters)**

S. No.	Criteria
<b>Chapter 1</b>	<b>Introduction</b>
	<b>Need, purpose and significance of the study</b>
	<b>Title of the study: correct and suitable title</b>
	<b>Operational definitions of the terms used</b>
	<b>Identification of relevant variables</b>
	<b>Delimitations of the study</b>
	<b>Correctness &amp; suitability of the statement of Objectives ( Questions) &amp; Hypotheses</b>
	<b>Scope and limitations</b>
<b>Chapter 2</b>	<b>Review of Related Literature/Studies</b>
	<b>Theoretical overview (if needed) &amp; comprehensiveness of the studies reviewed</b>
	<b>Current studies within a wider disciplinary conversation</b>
	<b>Conclusions arrived after the review</b>
<b>Chapter 3</b>	<b>Research Design &amp; Methodology</b>
	<b>Selection of suitable design for the study</b>
	<b>Sampling: Suitable for the study and adequacy of the sample</b>
	<b>Detailed description of the selection of sample</b>
	<b>Tools: Suitable tools and detailed description of the used tools, standardization ( if needed)</b>
	<b>Statistical Analysis: Suitable to the selected design, (If qualitative study, description of the qualitative techniques) and adequate explanation</b>

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- Internal assessment of the ‘Dissertation- Execution of Research Proposal’ activities and Viva-Voce shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s performance in RPR, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.
- For the End Term Practical Examination of the ‘Dissertation- Execution of Research Proposal’ activities and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).

## SECTION

SYLLABI FOR  
FOURTH SEMESTER  
COURSES

This section contains the syllabi of all the courses of fourth semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

## Fourth Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
B-1		Program Core Theory								
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	56	50	50	100
B-2		Program Core Practicum								
2	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	112	50	50	100
3	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	112	50	50	100
C-1		Elective- 1 Stage Specific (Choose any one stage )								
4	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	56	50	50	100
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	56	50	50	100
C-2		Elective- 2 (Discipline Centric) (Choose any one)								
5	MEDU2056	Language Education	4	0	0	4	56	50	50	100
	MEDU2057	Mathematics Education	4	0	0	4	56	50	50	100
	MEDU2058	Science Education	4	0	0	4	56	50	50	100
	MEDU2059	Social Science Education	4	0	0	4	56	50	50	100
		Total	Credits- 20				392	Credits T- 12 P- 8	Courses- 5 T- 3 P- 2	SGPA

MEDU2051	Advance Curriculum Theories	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the need of enhancement in the quality of the curriculum and syllabus.
2. To develop expertise in curriculum theories, models and analysis of syllabus.
3. To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
4. To appropriate the need and role of text books, syllabus and other curriculum material.
5. To apply the principles of school curriculum development in curriculum development.
6. To critique the trends and research problems in curriculum development.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Enhance quality of syllabus, after understanding and analyzing the curriculum and concept of syllabus. (K3)
2. Develop expertise in curriculum theories, models and analysis of syllabus. (K6)
3. Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas. (K6)
4. Appropriate the need and role of text books, syllabus and other curriculum material.
5. Apply the principles of school curriculum development in curriculum development. (K4)
6. Critique the trends and research problems in curriculum development. (K6)

**TEXT BOOKS**

1. Ambasht, N.K. (2009). Why we are teaching what we are teaching. IASE, Deemed University, Sardar Shehar, Rajasthan
2. Chandra, Anil (2003). Basic Curriculum Theory. Jaipur: Book Enclave.
3. Agarwal, J.C. (2005). Curriculum Reform in India: World Overviews. New Delhi: Doab House, Book Sellers & Publishers.

**REFERENCE BOOKS**

1. Dewey, J. (1902). The Child and the Curriculum. Chicago: The University of Chicago Press.
2. Erickson, H.L. (2002). Concept Based Curriculum and Instruction. California: Crown Press Inc.
3. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
4. NCERT (1998). National Curriculum for Elementary and Secondary Education- A Framework. New Delhi: NCERT.
5. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.
6. Pinar, W.F. (2004). Understanding Curriculum. New York: Peter Lang Publishing, Inc.



**COURSE CONTENT****Unit I: Curriculum Theories****10 Lecture hours**

Major Characteristics of Curriculum Theory: Logic structure, Conceptual structure, Cognitive structure, Empirical structure, Existential structure; Meaning and nature of curriculum theory and curriculum models, difficulties in evolving curriculum theories; Approaches to Curriculum Theory: Scientific-technical, humanistic, system; Models of curriculum Development: Inductive and deductive; Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism curriculum theory

**Unit II: Analysis of Syllabus****10 Lecture hours**

Criteria for analysing the syllabus, Analysis of the syllabi for the elementary education in India; Characteristics & Mechanism of the preparation of text book; Pedagogical analysis, Concept mapping; Criteria for Text book Evaluation: Physical aspects, Presentation of content and its organization in the text books; Content and Organization of curriculum; Methodology of Development of Curricular Materials viz.: Textbooks, workbooks, teacher handbooks and their importance

**Unit III: Models of Curriculum Evaluation****10 Lecture hours**

Models of Curriculum Evaluation: Objective model, Tradition model, Illuminative model, Decision making model, Case study of portrayal model, Research and development model, Professional Model; Parameters of Curriculum Evaluation: Curriculum prescription, Evaluation agency unit of evaluation, Temporal context, Expected impact of curriculum evaluation

**Unit IV: Elementary Curriculums in India****10 Lecture hours**

Critical Analysis of Curriculum: Concept, importance and process; Study of different state (any three) curriculum; Difference of curriculum among different types of schools; Curriculum development in NCERT and SCERT

**Unit V: Principles of School Curriculum Development****8 Lecture hours**

Principles of curriculum construction, criteria for selection and organization of content and learning activities; Designing integrated and interdisciplinary learning experiences; Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges; Perspectives to curriculum transaction and their synthesis: Behaviorist, cognitive & constructivist

**Unit VI: Trends and Research Problems in Curriculum Development** **8 Lecture hours**

Basic education, Mudaliar and Kothari Commissions, National Curricular Framework of 1970's, 1986, NCF 2005; Research Problems in Curriculum Development: historical development and reforms curriculum change, process of decision making in curriculum, relationship between intended, implemented and attained curriculum, understanding hidden curriculum, curriculum in action at the site of classroom, critical analysis of curriculum and teaching materials; Review of latest research papers on the course

**PRACTICUM**

1. Write a review of any school text book, in the light of physical aspects, presentation of content and its organization. (Soft copy)
2. Write a critical analysis of the existing curriculum at elementary/Secondary level. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2054	Education Policy, Planning and Financing of Education at Secondary and Senior Secondary Level	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 56			

**COURSE OBJECTIVES**

1. To understand the need and relevance of policy formulation and analysis at secondary and senior secondary level.
2. To familiarities with various sources of finance in India with respect to secondary and senior secondary level.
3. To understand the school accounting and school budgeting.
4. To analyze the policies of educational finance and its implications to enhance the efficiency of the system.
5. To analyze the planning and financing at institutional level.
6. To assess the problems and issues of educational finance with reference to secondary and senior secondary education.

**COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Appreciate the need and relevance of policy formulation and analysis at secondary and senior secondary level. (K4)
2. Develop critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same. (K6)
3. Develop familiarities with various sources of finance in India with respect to secondary and senior secondary level. (K6)
4. Develop skills in school accounting and budgeting. (K6)
5. Analyze the planning and financing at institutional level. (K4)
6. Assess the problems and issues of educational finance with reference to secondary and senior secondary education. (K6)

**TEXT BOOKS**

1. Azad, Jagdish Lal (1975). Financial of Higher Education in India. New Delhi: Sterling Publishers.
2. Mehrotra, Santosh (2006). The Economics of Elementary Education in India- The Challenge of Public Finance, Private Provision and Household Costs. New Delhi: Sage Publication.

**REFERENCE BOOKS**

1. Blaug, Mark (1972). An Introduction to Economics of Education. London: Penguin.
2. Coombs, P.H and Hallak, J. (1988). Cost Analysis in Education: A Tool for Policy and Planning. Baltimore: John Hopkins Press.

**COURSE CONTENT****Unit I: Policy Initiatives and Concerns****10 Lecture hours**

Secondary and Senior Secondary Education Policy: Need, purpose, analysis; Recommendations of Mudaliar Commission, Kothari Commission, NPE 1986, PoA (1992); Globalisation, Privatisation and Commercialisation of Education: Need, present status and impact in India

**Unit II: Regulating Bodies****10 Lecture hours**

Role of CBSE, NCERT, ICSE, SCERT, CIETs in Secondary & Senior Secondary Education; RMSA (Rashtriya Madhyamik Shiksha Abhiyan) and RUSA (Rashtriya Uchchatar Shiksha Abhiyan): Programme objectives, strategies and present status with respect to implementation of programmes

**Unit III: Planning for Secondary and Senior Secondary Stage****8 Lecture hours**

Planning for Secondary and Senior Secondary Stage: Concept and purpose in educational administration; Recommendations of the XII Five Year Plan on SE & SSE; Planning at national, state and district level in India, Administrative structure & functions at each stage; School Mapping and Micro Planning Concept: Need and purpose; Institutional Planning: Need, function and scope

**Unit IV: Financing of Education****10 Lecture hours**

Educational Expenditure: Source of finance, Central government grants, Tuition fee, Endowment, Donation and gifts, Foreign aids; School budgetary and accounting procedure, grant in aid policy in India; Monitoring of expenditure, Control and utilization of funds, Accounting and Auditing, Central–State relationship in financing of education; Determinants of Educational cost, Cost effectiveness / Cost efficiency, Use of cost analysis in educational planning

**Unit V: Planning and Financing at Institutional Level****8 Lecture hours**

Institutional Planning: Concept and scope at secondary stage; Funds and Grants available at secondary stage of education; Scholarship schemes instituted by the government of India; Planning for effective implementation of vocational education at secondary stage

**Unit VI: Problems and Issues of Educational Finance****10 Lecture hours**

Tuition fees: merits and demerits of uniform tuition fees; Additional resources for education; Grant-in-aid policy of the state government with special reference to secondary and senior secondary education; The factors affecting increasing the financial burden on local governments; Ways and means of controlling funds; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a blue print for expenditure control in a school. (Soft copy)
2. Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2055	Issues, Planning and Policies of Elementary Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 56			

## COURSE OBJECTIVES

1. To understand the vision and mission of Elementary Education in the country.
2. To understand about quality dimensions of elementary education.
3. To examine the existing reports to gain insight into concerns of elementary education.
4. To understand about the policies and programmes of elementary education.
5. To analysis and implications for curriculum planning, teaching methodology and evaluation
6. To appraisals of policies and programmes in elementary education.

## COURSE OUTCOMES

On completion of this course, the students will be able to-

1. Develop an insight into the vision and mission of Elementary Education in the country.
2. Develop an understanding about quality dimensions of elementary education.
3. Reflect on various issues related with elementary education highlighted in various reports.
4. Contribute to reform the elementary education system of India.
5. Analysis and implications for curriculum planning, teaching methodology and evaluation.
6. Appraisals of policies and programmes in elementary education.

## TEXT BOOKS

1. Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.
2. Mehrotra, Santosh; Panchmukhi, P.R.; Srivastava, Ranjana; and Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition). New Delhi: Oxford University Press.
3. Mohanty, J. N. (2002). Elementary and Elementary Education. New Delhi: Deep & Deep Publications.

## REFERENCE BOOKS

1. Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
2. De, Anuradha & Dreze, Jean (1999). Public Report on Basic Education in India. USA: Oxford University Press.
3. Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. New Delhi: Sage Publications.
4. Kurrian, J. (1993). Elementary Education in India. New Delhi: Concept Publication.

## COURSE CONTENT

**Unit I: Vision and Mission****10 Lecture hours**

Elementary Education: Vision and Mission, School systems across the States, 12<sup>th</sup> Five-Year Plans: Objectives, key issues and focus; Constitutional Provisions, Right to Education and its implications; Quality assurance in elementary education, Constitutional provisions regarding role of central and state governments for providing elementary education

**Unit II: Concerns in Elementary Education****10 Lecture hours**

School effectiveness, Classroom climate and teacher attributes, Joyful learning, Order and discipline; Law and order in the society and its effect on school, Quantity & quality of trained teachers; Quality of elementary education;

**Unit III: Issues in Elementary Education****10 Lecture hours**

Problems of equity and equality of opportunities, Management of Resources: Manpower planning, Recruitment; Budget constraints planning for school, Inspection, Supervision and Monitoring; Innovative Approaches: Activity based learning experiment

**Unit IV: Policies & Programs of Elementary Education****10 Lecture hours**

District Primary Education Programme (DPEP): Goals and strategies, Minimum levels of learning, Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme; interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement; Problems of wastage and stagnation; Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

**Unit V: Financing and Planning of Elementary Education****10 Lecture hours**

Meaning, nature and scope, Economic development and financing of education, Financing of Education in India: Centre- State relationship, mobilization of resources; Cost benefit analysis in education; RTE Act 2009- Analysis and implications for curriculum planning, teaching methodology and evaluation

**Unit VI: Research and innovation in Elementary Education****6 Lecture hours**

Critical appraisals of Policies and programmes; Research trends in Elementary Education at National & International level: Pratham, ASER, UNICEF & HDI Reports; Innovative practices in Elementary education: Art & Craft, ICT & Skill Development; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a critical analyses report any one of the following reports: Annual Status of Education Report (ASER); Achievement Surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO. (Soft copy)
2. Prepare and present in a seminar a status report on economic development & financing of education. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2056	Language Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To enable the student-teachers to understand the nature, functions and the implications of planning for teaching language/languages.
2. To acquaint the students with Psychology & pedagogy of language learning & language teaching
3. To develop the skills of evaluation of language learning of different language.
4. To help the student-teachers to appreciate the affect of language policy on nature, functions and the implications of teaching of language.
5. To use technology in language education.
6. To develop basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Develop an understanding of the nature, functions and the implications of planning for teaching language/languages.
2. Study the psychology & pedagogy of language learning.
3. Acquaint with evaluation of language learning of different language & explore various areas of research.
4. Identify the affect of language policy on nature, functions and the implications of teaching of language.
5. Apply technology in language education.
6. Develop basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.

## **TEXT BOOKS**

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
2. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust

## **REFERENCE BOOKS**

1. Bennett, W.A. (1969) Aspects of Language and Language Teaching, London, Cambridge University Press
2. Chomsky Noam (2003) On language, Penguin Books , India
3. Vygotsky, L.S. (1978), Mind and Society, Cambridge, M.A: The MIT Press
4. Yule, George (1985), The Study of Language, New York, Cambridge University Press

## **COURSE CONTENT**



**Unit I: Language and Linguistics****10 Lecture hours**

Nature and Functions: Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to language teaching and learning; Principles of language and language learning; The Indian Tradition: Yask, Panini, Patanjali, Bhartrihari; The Western Tradition: The behaviorist and the cognitivist

**Unit II: Language Learning and Language Acquisition****10 Lecture hours**

Language Acquisition: The first language, the second language and the other language acquisition; Factors effecting teaching and learning of languages; Pedagogy of Language Teaching Learning: Grammar translation, structural approach, various audio-lingual, communicative innovative techniques; Evaluation of Language Learning: Discrete vs. holistic approach, innovative techniques

**Unit III: Policy Perspective in Language Education****10 Lecture hours**

Bi-lingualism and multi-lingualism: Multi lingualism as a resource; Language Education Policies: Historical perspectives, recommendation of NPE 1986/1992, NCF -2005; Three Language Formula: Related problems, issues and challenges of language education in contemporary India

**Unit IV: Language Curriculum Development****10 Lecture hours**

Language learning at elementary, secondary and higher secondary stage; Bases of Curriculum Development: Philosophical and sociological; Syllabus: Dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques; Problems related to evaluation of language learning

**Unit V: Language Education Programmes & Research Areas****8 Lecture hours**

Pre-service and In-service language education programmes in India; Research in Language Education: Trends, gaps & priorities; Use of technology in language education

**Unit VI: Skills and Strategies of Teaching-learning language****8 Lecture hours**

Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level; Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethnomethodology, text analysis, and critical discourse analysis; Meta linguistic awareness with a focus on listening, speaking, comprehension at writing; Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a critical appraisal report of existing language (any one) syllabi and textbooks on elementary/secondary/senior secondary level developed by various agencies at national/state/local levels. (Soft copy)
2. Prepare and experiment on an action plan for use of ICT and multi-media in teaching concepts of language. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2057	Mathematics Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To develop insight on the meaning and nature of Mathematics and determining aims and objectives of its teaching-learning.
2. To develop the understanding of using constructivist approach in mathematics.
3. To make learners aware about trends in Mathematics curriculum organisation and text books.
4. To give exposure develops professionally as a Mathematics teacher.
5. To construct test items for evaluation.
6. To analyze contemporary and emergent issues in mathematics education.

## **COURSE OUTCOMES**

On completion of this course, the student-teachers will be able to-

1. Determine aims, objectives and EBOs of teaching Mathematics at elementary, secondary and senior secondary level.
2. Develop the skills of using various methods of teaching mathematics.
3. Critically analysis the Mathematics curriculum and text books of elementary, secondary and senior secondary level.
4. Manage Mathematics laboratory and its professional development.
5. Plan and construct of test items for evaluation.
6. Analyze contemporary and emergent issues in mathematics education.

## **TEXT BOOKS**

3. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.
4. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.

## **REFERENCE BOOKS**

1. Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi: Wiley Eastern Ltd.
2. James, Anice (2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication.
3. Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
4. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.

## **COURSE CONTENT**

### **Unit I: Nature, Development and Significance of Mathematics**

**8 Lecture hours**

Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied mathematics; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan etc.; Teaching of mathematical modeling

**Unit II: Mathematical Operations****10 Lecture hours**

Mathematical Reasoning: Processes of generalization, pattern recognition and inductive reasoning process that enable formation of Hypothesis; Structure of Mathematics: Axioms, Definitions, Theorems; Validation process of Mathematical Statements: Proof, Counter-Example, Conjecture; Proofs and verification in mathematics and distinction between them; Types of theorems such as existence and uniqueness theorems etc.; Types of Proofs: Direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction; Distinction between induction and mathematical induction

**Unit III: Curriculum of Mathematics****8 Lecture hours**

Principle for curriculum development in mathematics education; Mathematics curriculum at different stages of school education: Elementary Level, Secondary and Senior secondary; Instructional Materials including Textbook: Contextualization, criteria and concerns; Integrating co-curriculum activities with mathematics education; Approaches to organization of mathematics curriculum at various stages of school education; Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks

**Unit IV: Objectives and Strategies of Teaching–Learning Mathematics****10 Lecture hours**

Aims and objectives of teaching mathematics at elementary, secondary and senior secondary levels; Instructional objectives in teaching mathematics; Constructivist approach in teaching of mathematics; Methods of teaching Mathematics: Inductive and deductive methods, analytic and synthetic methods, problem solving skills (Polya method); Competence based approach in teaching mathematics; Teaching Gifted/Slow learners in mathematics; Recreational aspect of mathematics: Mathematical games, puzzles and amusements; Computer aided learning and computer based instructions; Mathematics Laboratory; Mathematics Club

**Unit V: Evaluation in Mathematics****10 Lecture hours**

Concept of Evaluation in Teaching–learning Process: Formative, Summative, Criterion, Diagnostic; Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; Planning and construction of such items and precautions taken while constructing test items; Action research in mathematics; Open-ended questions and problems; Assessment for evaluation of skills such as communication and reasoning

**Unit VI: Research in Mathematics Education****6 Lecture hours**

Purpose and scope of research in mathematics education in India; Contemporary and emergent issues in mathematics education; History, issues and current trends pertaining to design and methodologies that have contributed in this area; Research in policy making teaching; student-learning in mathematics; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a critical study report of any two discoveries selected from different areas of mathematics to illustrate the importance of history of mathematics. i.e. discovery of the zero; the development of Pythagoras theorem etc. (Soft copy)
2. Write an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2058	Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To develop insight on the meaning and nature of Science.
2. To know about and critical study of innovative Science curricular efforts in India.
3. To understand the constructivist approach to Science instruction.
4. To familiarize with innovative trends in Science assessment.
5. To manage science laboratory and its professional development.
6. To analyze contemporary and emergent issues in science education.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Appreciate the nature of Science as a dynamic, expanding body of knowledge and as a social endeavour.
2. Recognize diversity of instructional materials, their role and the need for contextualization in Science education.
3. Explain the role of assessment in the teaching–learning process of Science.
4. Appreciate the role of co-curricular activities in Science education.
5. Manage science laboratory and its professional development.
6. Analyze contemporary and emergent issues in science education.

## **TEXT BOOKS**

1. Das R.C. (2012). Science Teaching in Schools. New Delhi: Sterling Publications.
2. Kalra, R.M., & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Davar, Monika (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
4. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.

## **REFERENCE BOOKS**

1. Steve, Alsop & Keith, Hicks (2003). Teaching Science. Koegan: Page India Private Limited.
2. Alan J. Mc Cormack. Trends and Issues in Science Curriculum Resource Handbook: A Practical Guide to k-12 science curriculum. Kraus: International Publications.
3. Minkoff, E.C. & Baker, P.J. (2004). Biology Today: An Issues Approach, Garland Science. New York:

## **COURSE CONTENT**

### **Unit I: Nature of Science**

**10 Lecture hours**

Science: Origin and development, Structure of Science: Process including Syntactic, facts, generalization, concepts, laws, theories; Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge; Science and technology, Correlation between science and technology & other branches; Common misconceptions of pupils about the nature of science; Perspectives in nature of science: Philosophical, psychological and social,

Historical development of science and science education; Role and Significance of Extended Experiences in Science Education: Science Centers, Science Museums, Science Clubs, Science Fairs, Mobile Science Lab

**Unit II: Curriculum of Science Education****10 Lecture hours**

Concept of science curriculum in relation to recommendations of commissions and policies and framework, NCF- 1972, 77, 79 & 2005 related to Science; Principle for curriculum development in science education; Science curriculum at different stages of school education: Elementary, upper elementary, secondary, senior secondary; Trends in science curriculum, considerations in developing learner centered curriculum in science; Criteria of validity of science curriculum: Content, ethical, environmental, process, cognitive, historical; Analysis of science curriculum at secondary stage

**Unit III: Instructional Materials****10 Lecture hours**

Instructional materials including print and electronic resources, contextualization, criteria and concerns; Integrating co-curricular activities with science education; Approaches to organization of science curriculum at various stages of school education; Pedagogical shift from science as a fixed body of knowledge to process of construction of knowledge

**Unit IV: Approaches to Teaching-Learning of Science****10 Lecture hours**

Constructivist Approaches to Learner-centered Approaches: Inquiry, Problem solving strategies, Concept development; Inductive method, Project method and Learner centered activity based participatory learning, Learning by Doing; Role of experiments in science, Integration of Theories and Experiments: Planning and organization of laboratory work, reporting skills, low cost science experiments; Encouraging and respecting children responses, Integrating science across different disciplines and with real life situations; Use of ICT in teaching-learning of science

**Unit V: Assessment & Contemporary Issues in Science Education****8 Lecture hours**

Continuous and comprehensive evaluation in science; Use of Tools and Techniques: Observation, Rating scale, Check-list, Anecdotal records, Attitude scales, Interest inventories and Interviews. Self-assessment by students and by teachers, Peer assessment, assessment of teachers by students; Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills; Various types of test items, criteria and evaluation; Compilation of question bank, Projects and assignments, Analysis of tests and remedies

**Unit VI: Democratizing Science and its Education****8 Lecture hours**

Multicultural science as socially and culturally constructed; Feminist perspectives on democratizing science; Humanist science; respect and responsibility, Role of traditional ecological knowledge (TEK) about relationships between living beings and the environment; Critical review of educational dichotomies and hierarchies: knowledge and skill, academic and vocational, 'pure' and applied; historical dominance of the 'academic' school curriculum over 'science of the common things'; What science for all? Critical reading of international debates on the aims of school science; place-based science education, implications for equity and justice; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a critical appraisal report of existing science syllabi and textbooks on elementary/secondary/senior secondary level developed by various agencies at national/state/local levels. (Soft copy)
2. Prepare a report of the evaluation practices being followed in selected schools (any two) and critical analysis of their science examination question papers. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU2059	Social Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To find out the distinction and overlap between social sciences, humanities and liberal arts.
2. To use different media, materials and resources for teaching social sciences.
3. To make learners aware about trends in social science curriculum.
4. To develop skills necessary for approaches and strategies of learning social Science.
5. To explain the role of assessment in the teaching–learning process of social science.
6. To analyze contemporary and emergent issues in social science education.

## **COURSE OUTCOMES**

On completion of this course, the students will be able to-

1. Develop an understanding of the meaning, nature, scope of social sciences and social science education.
2. Understand the role of various methods and approaches of teaching social sciences
3. Employ appropriate techniques of curriculum transaction.
4. Construct appropriate assessment tools for teaching social sciences and undertake evaluation.
5. Explain the role of assessment in the teaching–learning process of social science.
6. Analyze contemporary and emergent issues in social science education.

## **TEXT BOOKS**

5. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
6. Pandey, S. (2014). Teaching of Social Studies. Agra: Agrawal Publications.
7. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
8. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

## **REFERENCE BOOKS**

7. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
8. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

## **COURSE CONTENT**

### **Unit I: The Conceptual Framework**

**10 Lecture hours**

Concept, nature, and scope of Social Sciences as a school subject; Place of Social sciences at elementary and secondary level of school education; Aims and objectives of teaching social sciences at various stages of school education; Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge; Inter-disciplinary & Intra -disciplinary correlation of social science; Dimensions in social sciences: social thought, social change, social continuity and social progress

### **Unit II: Contributions to Human Knowledge**

**10 Lecture hours**

Method of research in social science: Analysis, synthesis, inference, model building and prediction; Inter-disciplinary nature of Social Science research; Problems in various social science areas, with reference to the Indian situation; Study of the contribution of the following to the development of social sciences: Locke, Adam Smith, Marx, Manu, Kautilya, Gandhi and Confucius

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**Unit III: Social Science Curriculum & Teaching Learning Material      10 Lecture hours**

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Meaning of Curriculum and Core Curriculum; Principles for Curriculum Development in Social Science Education; Characteristics of an effective social science curriculum and factors affecting curriculum; Approaches to Curriculum Formation: Concentric Approach, Spiral Approach, Chronological Approach, Topical Approach, Unit Approach

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**Unit IV: Media, Materials and Resources for Teaching and Learning      10 Lecture hours**

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Planning, preparation and presentation of Instructional Material; Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self-instructional materials; Using Atlas Maps, Globe, Charts, Models, Graphs, Visuals & E-resources for Social Science; Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids; Integrating Co-curricular activities with Social Science Education

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**Unit V: Evaluation in Social Science****8 Lecture hours**

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Concept and need of Evaluation in teaching- learning process; Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced; Continuous and Comprehensive Evaluation: Concept, Need and Process; Construction of Achievement Test: Concept and Steps; Diagnostic test and Remedial measures; Grading: Concept, types and Application; Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self-Reporting Techniques and Interviews as assessment tools

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**Unit VI: Survey of recent Researches and Investigating Practices in Social Sciences****8 Lecture hours**

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Survey of recent Researches and Investigating Practices in Social Sciences at Secondary and Senior Secondary Level, Detailed study of any one domain knowledge within the Social Sciences: History, Political Science, Sociology, Geography, Economics with specific reference to national and international discourse and curricular innovations in social science education across the world; Review of latest research papers on the course

**PRACTICUM**

- 3- Development of questions and achievement tests in social science subjects.
- 4- Development of a lesson design based on activity based approach.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

MED2052	Dissertation- Report Writing and Viva-Voce	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: MED681	0	0	8	4
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 112			

## **COURSE DESCRIPTION**

This component of work relating to Dissertation-3 will be of 4 credits. Teacher-educators are required to complete the relevant readings and activities relating to the conducting of field study/intervention study/literary work, data analysis, data interpretation and writing of research report.

## **RULES AND REGULATIONS FOR DISSERTATION**

- Students shall submit the dissertation in 4<sup>th</sup> semester on or before the last working day of March.
- The candidate shall be required to secure at least 50% marks in the Dissertation to pass the Examination.
- The External Examiner may either- (i) Award at least 50% marks, or (ii) Return the Dissertation for revision, or (iii) Reject the Dissertation.
- The candidate who's Dissertation is returned for revision may revise the dissertation and re-submit it within a period of one month. Failure to submit in time shall result in a declaration that the candidate has failed at the M.Ed. Examination.
- A Dissertation can be revised only once. If the candidate fails to secure pass marks in the revised Dissertation he/she shall be declared failed in the M.Ed. Examination.
- A Dissertation shall be examined by Boards of internal and examiners.
- Students are expected to publish at least two research papers in the journals.
- Students are required to present their research work in RPR on regular basis.

## **EVALUATION OF DISSERTATION**

Major aspect of the M.Ed. program is Dissertation which carries total 8 credits. Dissertation is the culmination of understandings developed in tool courses. It is visualized as a curricular space where students (with close supervision/guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. The M.Ed. students under the supervisor carry out research on an educational theme preferably based on the student's field of specialization or in the areas introduced in the perspective courses. This has the following phases: preparation of the research proposal, tool preparation, data collection, data analysis and writing of the research report. The report should be approximately 10,000 to 20,000 words (of about 125 pages) depending on the nature of the topic. The dissertation will preferably be written in English. Three printed copies of the Dissertation along with published paper, summary and soft copy in CD in prescribed format shall be submitted in the Dean-SOE office in 4<sup>th</sup> semester on or before the last working day of March. (Supervisor, co-supervisor (if any) and student copies are separate form it). Students shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him/her or other by the Galgotias university or any other institution. Evaluation of dissertation shall be both internal and external as described in the 'Mode of Evaluation'. Minimum Grade for pass in dissertation shall be 'C' (average of marks secured in internal and external evaluation). The evaluation of dissertation shall be based on the criteria/guidelines shown below.

### **Criteria for Evaluation of the M.Ed. Dissertation**

S. No.	Criteria	Marks	Total
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<b>Chapter 1</b>	<b>Introduction</b>		<b>25</b>
	<b>Need, purpose and significance of the study</b>	<b>2.5</b>	
	<b>Title of the study: correct and suitable title</b>	<b>2.5</b>	
	<b>Operational definitions of the terms used</b>	<b>2.5</b>	
	<b>Identification of relevant variables</b>	<b>2.5</b>	
	<b>Delimitations of the study</b>	<b>2.5</b>	
	<b>Correctness &amp; suitability of the statement of Objectives (Questions) &amp; Hypotheses</b>	<b>10</b>	
	<b>Scope and limitations</b>	<b>2.5</b>	
<b>Chapter 2</b>	<b>Review of Related Literature/Studies</b>		<b>10</b>
	<b>Theoretical overview (if needed) &amp; comprehensiveness of the studies reviewed</b>	<b>2.5</b>	
	<b>Current studies within a wider disciplinary conversation</b>	<b>2.5</b>	
	<b>Conclusions arrived after the review</b>	<b>5</b>	
<b>Chapter 3</b>	<b>Research Design &amp; Methodology</b>		<b>20</b>
	<b>Selection of suitable design for the study</b>	<b>2.5</b>	
	<b>Sampling: Suitable for the study and adequacy of the sample</b>	<b>5</b>	
	<b>Detailed description of the selection of sample</b>	<b>5</b>	
	<b>Tools: Suitable tools and detailed description of the used tools, standardization ( if needed)</b>	<b>5</b>	
	<b>Statistical Analysis: Suitable to the selected design, (If qualitative study, description of the qualitative techniques) and adequate explanation</b>	<b>2.5</b>	
<b>Chapter 4</b>	<b>Data Analysis</b>		<b>20</b>
	<b>Hypotheses/questions answered according to the objectives of the study</b>	<b>5</b>	
	<b>Accuracy of the analysis used</b>	<b>5</b>	
	<b>Correct explanation of the results obtained</b>	<b>5</b>	
	<b>Discussion/interpretation based on the analysis done</b>	<b>5</b>	
<b>Chapter 5</b>	<b>Conclusion/ Summary</b>		<b>15</b>
	<b>Major findings: Described as per objectives</b>	<b>2.5</b>	
	<b>Conclusion and summary: Based on the results</b>	<b>5</b>	
	<b>Contribution of the study to the existing knowledge</b>	<b>2.5</b>	
	<b>Educational implications of the study</b>	<b>2.5</b>	
	<b>Suggestions for further research</b>	<b>2.5</b>	
<b>6</b>	<b>Format</b>		<b>10</b>
	<b>Appropriateness of the Tables, Figures, Pagination, Bibliography, References &amp; Appendices</b>	<b>5</b>	
	<b>Correctness of spelling, grammar, organization of the content in logical order with appropriate titling, spacing, typing, and binding</b>	<b>5</b>	
	<b>Total</b>	<b>100</b>	

**Viva-Voce:** Each student shall attend an internal and external viva-voce on dissertation (for 50 marks each) conducted by the university. The Viva-voce will be based on Research Methodology and the

Dissertation. The Board of internal examiners for the Viva-Voce consists of Dean/Principal of the SOE as Chairman, Program Head and all supervisors. External Viva-Voce exam will be conducted by the external examiner appointed by the COE.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

#### **Note-**

- a. Internal assessment of the ‘Dissertation- Report Writing and Viva-Voce’ shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s performance in RPR, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.
- b. For the End Term Practical Examination of the ‘Dissertation- Report Writing and Viva-Voce’ a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).

MEDU2053	Internship in a Teacher Education Institute	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	0	0	8	4
Area: B-2	Program Core Practical	Contact Period Hours: 112			

## **COURSE OBJECTIVES**

1. To develop teacher-educators understanding in the Teacher Education Institute activities and their importance.
2. To encourage teacher-educators to take participation in various Teacher Education Institute activities to enhance their capacities and built up the confidence.
3. To motivate teacher-educators to play various roles in the Teacher Education Institute.
4. To do all round development of the personality and confidence building of the teacher-educators.

## **COURSE OUTCOMES**

On completion of this course, the teacher-educators will be able to-

1. Analyze and understand concept of Teacher Education Institute and contexts that are unique to teacher education.
2. Understand and appreciate the nature and the purpose of Internship in Teacher Education Institute, their practical ramifications in the teacher education.
3. Develop their understanding in conducting various activities in the Teacher Education Institute.
4. Conduct different scholastic and co-scholastic activities in the Teacher Education Institute.

## **COURSE CONTENT**

All teacher-educators are required to go for Internship in the Teacher Education Institute as per their specialisation for four weeks in any Teacher Education Institute. Proposed schedule of the Internship is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted Internship activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Internship in Teacher Education Institute, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

## **LIST OF ACTIVITIES IN TEACHER EDUCATION INSTITUTES**

M.Ed. students are required to participate and submit their reports in the announced Internship activities. List of proposed activities is mentioned below.

### **List- 1**

- i. Deliver at least 20 lectures in core and pedagogy courses during 4 weeks Internship in Teacher Education Institute as per their specialisation
- ii. Observation of class room teaching of institute lecturers
- iii. Administer Psychology Tests in the Institute
- iv. Writing Institute Profile
- v. Preparing Reflective Diary of Internship in Teacher Education Institute
- vi. Book review of any two taught courses
- vii. Conduct a Case Study and submit a report
- viii. Conduct an Action Research and submit a report
- ix. Critical analysis of University Examination Question Papers and submit a report

**List- 2**

- i. Prepare a report on the activities being conducted in the Teacher Education Institute.
- ii. Prepare a report on the best practices or innovative practices followed by the institute.
- iii. Report of guiding students for lesson planning and giving them feedback.
- iv. Prepare a study report on academic and administrative procedure of the teacher education institute.
- v. Participation in any other academic activity announced during the semester.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

**Note-**

- e. Internal assessment of the 'Internship in a Teacher Education Institute' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the Chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- f. For the End Term Practical Examination of the 'Internship in a Teacher Education Institute' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty will perform as convener.