DEPARTMENT OF EDUCATION
KARGIL CAMPUS
UNIVERSITY OF LADAKH

SYLLABUS Bachelor of Education
PROGRAMME CODE: B. Ed.

COURSE STRUCTURE: A student pursuing bachelor's Degree in Education has to necessarily earn a minimum of 80 credits in the entire program with 20 credits in each semester.

MARKS DISTRIBUTION: A course of 04 credits carries a total of 100 marks (70 for external and 30 for internal assessment), while a course of 02 credits carries a total of 50 marks (35 external and 15 internal assessment).

Research based Activity (RES) carries 50 marks and shall be assessed internally.

Dissertation carries 200 marks; 120 External and 80 internal. Both are mandatory.

W-e-f: March, 2022

Bachelor of Education (B. Ed.)
Detailed Syllabus Structure

Semester I

Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
Foundation Papers					
F-01	Philosophical Bases of Education	04	30	70	100
F-02	Growth and Development of the Learner	04	30	70	100
F-03	Techniques of Teaching	04	30	70	100
Elective papers (Both compulsory)					
EL-01	Education in Contemporary India	04	30	70	100
EL-02	ICT Skill Development	02	15	35	50
Internship Programme (Compulsory)					
Int-1	Pre- Internship	02	50	0	50
	Total	**30**	**185**	**315**	**500**

Semester II

Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
Foundation Papers					
F-04	Sociological Bases of Education	04	30	70	100
F-05	Understanding the Learner	04	30	70	100
F-06	Assessment for Learning	04	30	70	100
Pedagogy Papers (Choose one from each pool)					
P-01	Pedagogy-I*	04	30	70	100
P-02	Pedagogy-II*	04	30	70	100
	Total	**30**	**150**	**350**	**500**

Note: * Students have to choose one language paper from Pedagogy- I and one subject paper from Pedagogy-II, keeping in mind the subject combination at graduation level.

Pool I
Pedagogy of School Subjects
P-01-ENG: Pedagogy of English
P-01-URD: Pedagogy of Urdu
P-01-HIN: Pedagogy of Hindi

Pool II
Pedagogy of School Subjects
P-02-LSC: Pedagogy of Life Science
P-01-MAT: Pedagogy of Mathematics
P-01-PSC: Pedagogy of Physical Science
P-01-SST: Pedagogy of Social Studies
P-01-COM: Pedagogy of Commerce

Semester III

Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
Foundation Papers					
F-07	Knowledge, Curriculum and Understanding Disciplines	04	30	70	100
F-08	School Management	04	30	70	100
Internship Programme					
Int-III	School Internship /Microteaching:	04	40	60	100
	a) Internship	06	50	100	150
	b) Practice of Teaching	02	10	40	50
	c) Post Internship				
	Total	**20**	**160**	**340**	**500**

Semester IV

Foundation Paper

Serial No.	Course Title	Course Code	Credits	Internal	External	Total
01.	Gender School and Society	F11	04	30	70	100
02.	Guidance and Counselling	F-12	04	30	70	100
03.	Inclusive Education	F-13	04	30	70	100
04.	Environmental Education	F-14	04	30	70	100
Elective option						
05	*Elective -Option (Any one of the following I-IX)	EL-03	02	15	35	50
Community Based Activities						
06	Field Trip/Cultural Festival/ /Community Based Activities	CB-01	02	50	-	50
	Total		20	185	315	500

*Elective Options: (i) Distance Education and Life Long Learning ii) Health and Physical Education (iii) Human Rights and Peace Education (iv) Life Skills Education (v) E-Education Resource Development (vi) Population Education (vii) School Library and Information Services. (viii) Reading and Refection on text (ix) Understanding the self. (x) Value Education

Detailed Syllabus for Bachelor of Education (B. Ed.)

SEMESTER- I

F-01: PHILOSOPHICAL BASES OF EDUCATION

Credits: 4
Total Marks: 100
External Theory: 70
Internal : 30

Objectives:

➢ To have insight into the concept, types and role of education.

➢ To acquire conceptual understanding of ideology of (Idealism, Naturalism and Pragmatism) different philosophies.

➢ To study the philosophical views of Dewey, Rousseau, Tagore, Gandhi,Aurobindo and Abdul Kalam.

➢ To explain the concept, sources, facets and role of teacher in knowledgeconstruction.

➢ To have insight into education and values.

Course Content:

UNIT-I: Conceptual Framework of Education

a) Education: meaning, concept- Indian and Western.
b) Types of education- formal, informal and non-formal.
c) Role and functions of education in individual and national life.

UNIT-II: Educational Philosophy

a) Educational Philosophy: meaning, relationship between philosophy and education.
b) Philosophies of education: Idealism, Naturalism and Pragmatism.
c) Educational philosophies: contribution of Dewey, Rousseau, Tagore and Gandhi.

UNIT-III: Facets of Knowledge

a) Knowledge- Concept, nature and sources of knowledge.
b) Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school and their relationship.
c) Role of teacher in construction of knowledge.

UNIT-IV: Values

a) Values- Concept, types of values.
b) Sources of values and erosion of values.
c) Value Education- Role of education for inculcation of values.

Sessional Work (Internal): - Any two of the following:

- Life sketch of Dr. APJ Abdul Kalam and his contribution to Education.
- Value system of any religion.
- Preparing scrap book- 10 Indian & 10 Western educational thinkers and briefnote about their contribution to education.

Suggested Readings:

- Bhatia, K.K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
- Bhatia, K.K. & Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
- Biswal, U.N. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.
- Blake, N.; Smeyers, P; Smith, R. & Standish, P. (2003). The Blackwell Guide to thePhilosophy of Education. USA: Blackwell Publishing.
- Brondy, H.S. (1965). Building a Philosophy of Education. Prentice-Hall of India (Private)Ltd., New Delhi.
- Brubacher, J. S. (1969). Modern Philosophies of Education. New Delhi: Tata McgrawHill.
- Chaube, S.P. (1997). Philosophical and Sociological Foundation of Education. Ravi,Noudarnalya, 5th rev. ed. Agra.
- Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra:Ravi, Noudarnalya.
- Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society.New Delhi: Dominant Publishers and Distributors.
- Dewey, J. (1961). Democracy and Education. New York: Macmillan Company.
- Goel, A. & Goel, S.L. (2005). Human Values and Education. New Delhi: Deep and DeepPublications Pvt. Ltd.
- Howard, O. & Sam, C. (1976). Philosophical Foundation of Education. Columbus:Charles E.,
- Merril. Kabir, H. (1961). Indian Philosophy of Education. Bombay: Asia Publishing House.
- Kneller, G.F. (1967). Foundations of Education. John Wiley & Sons, New York LondonSydney.
- Lakshmi, T.K.S. & M.S. Yadav (1992). "Education: its Evolving Characteristics", in NewFrontiers in Education, XXII (4).
- Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra:VinodPustak Mandir.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT,New Delhi.
- Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt.Ltd.
- National Council of Teacher Education (1999). Gandhi on Education. New Delhi: NCERT.
- Pandey, R.S. (2001). Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (2006). Philosophising Education. Kanishka Publishers, New Delhi.
- Safaya, R.N. &Shaida, B.D. (1983). Principles and Techniques of Education. DhanpatRai and Sons, Delhi.
- Sodhi, T.S. & Suri, A. (2006). Philosophical and Sociological Foundations of Education.Bawa Publication, Patiala

F-02: GROWTH AND DEVELOPMENT OF THE LEARNER

Credits:4
Total Marks: 100
External Theory: 70
Internal : 30

Objectives: To enable the pupil teachers to:

➢ Understand the concept, principles, factors affecting human growth and development.
➢ Get familiar with different stages of growth and development and its educational implications.
➢ Understand relevance and applicability of various theories of development.
➢ Get acquainted with importance of heredity and environment and human diversity.
➢ Get familiar with the role of family, school, society, media and self in developmental process of the children.
➢ Understand the importance of group dynamics and social cognition for development of personality.
➢ Understand and critically examine the concept of Discipline and its implementation in Indian classrooms.
➢ Learn the process of application of theory into practice. Course Content:

UNIT- I: Understanding Growth and Development
(a) Human growth and development-
      a. Concept, characteristics and
      b. Difference of growth and development.
      c. Principals and factors affecting growth and development.
(b) Stages of development-
      a. Characteristics of different stages with special reference to developmental characteristics,
      b. Needs and problems of adolescence period.

UNIT- II: Learner as a Developing Individual
(a) Relevance and applicability of various theories of development-
      a. Piaget (Cognitive),
      b. Erickson (Social),
      c. Kohlberg (Moral) and
      d. Vygotsky's theory (Contextual).

(b) Heredity and Environment-
   a. Meaning and concept,
   b. Laws of heredity and role of heredity and environment in development, Nature-nurture debate.
(c) Human Diversity-
   a. Nature and concept of human diversity,
   b. variations and developmental components, causes and implications.

UNIT- III: Learner in Socio-Cultural Perspective
(a) Cognitive, Affective and Psychomotor development of the children
   a. Role of family,
   b. Role of School and
   c. Role of Society
   d. Role of media (Printed and Electronic) on developmental aspects of children with special reference to adolescents.
(b) Understanding development of self-concept from diverse aspects:
   a. Social, Cultural, and Community,
   b. Religion, Caste,
   c. Gender, Location, Language,
   d. Socio- economic status and literacy of parents.

UNIT- IV: Group Behaviour-Implication for Teachers
(a) Group Dynamics-
   a. Meaning, nature and types of groups,
   b. Factors of group behaviour and
   c. Role of teacher in promoting classroom as a cohesive group.
(b) Discipline-
   a. Developmental model,
   b. Role of school,
   c. Critical examination of enforcement of discipline in Indian classrooms.
(c) Role of different methods of discipline in character education, truancy & drop-out.

Sessional Work (Internal) Each pupil teacher will conduct any one of the practical works:
➢ Observe and Interact with at least five children keeping in mind gender, location, category, SES of children and compare their characteristics and problems.
➢ View any two movies out of the following :1 Tare Zameen Par 2. Apna Asmaan 3. Slumdog Millionaire
➢ Discuss the content, picturization, character in the context of issues andconcerns of childhood / adolescence.

Suggested Readings:

- Baron, R.A. and Misra, G. (2014). Psychology (5/e). South Asia: Dorling Kindersley(India) Private Limited.
- Chauhan, S.S. (1992). Advanced Educational Psychology. New Delhi: Vikas Publications House.
- Ciccarelli, S.K. and Meyer, G.E. (2014). Psychology (11/e). South Asia: DorlingKindersley (India) Private Limited.
- Dandapani, S. (2010). A Text Book of Advanced Educational Psychology (4/e). NewDelhi: Anmol Publications Pvt. Ltd. Mangal, S.K. (2013). Advanced Educational Psychology (2/e). New Delhi: PHILearning Private Limited. Morgan,
- C.T., King, R.A., Weisz, J.R. and Schopler, J. (2013). Introduction toPsychology. New Delhi: McGraw Hill Education (India) Private Limited. Radford,
- J. and Govier, E. (1991). A Text Book of Psychology (2/e). London:Routledge.
- Ramalingam, P. (2013). Educational Psychology. New Delhi: McGraw Hill Education(India) Private Limited. Ranganathan, N. (2006). The Primary School Child- Development and Education.Hyderabad: Orient Longman Private Limited.
- Sharma, N. (2013). Understanding Adolescence. New Delhi: National Book Trust. Skinner, C.E. (2012). Educational Psychology (4/e). New Delhi: PHI Learning PrivateLimited.
- Sprinthall, N.A. and Sprinthall, R.C. (1987). Educational Psychology: A DevelopmentalApproach. New York: Random House.
- Verma, L.N. (2013). Educational Psychology. Jaipur: Rawat Publications. Woolfolk, A. (2013). Educational Psychology (9/e). South Asia: Dorling Kindersley(India) Private Limited

F-03: TECHNIQUES OF TEACHING

Objective of the course;

- ➤ To gain insight and reflect on the concept of teaching and the status of teachingas a profession;
- ➤ To obtain total perspective of the role of techniques in educational practice.
- ➤ To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- ➤ To distinguish between communication and instruction in order to design sound instructional system.

Course Content:

UNIT- I: Teaching as a Profession

a) Teaching:
   a. Concept,
   b. Nature,
   c. Characteristic,
   d. Principles and maxims.
b) Teaching as a Profession,
   a. professional ethics of teachers and
   b. Teacheraccountability.
c) Reflective teaching:
   a. Concept and strategies for making teachers reflectivepractitioners.

UNIT –II: Teaching Technology

a) Simulated Teaching:
   a. Concept, Procedure, Merits and Limitations
b) Micro Teaching:
   a. Concept, Procedure, Merits and Limitations,
   b. Skills of Micro Teaching (Introduction, Questioning, Explanation, Reinforcement, Stimulus Variation).
c) Programmed Instructions;
   a. Programmed Instructions and its Types,
   b. Computer Assisted Instruction (CAI)

UNIT-III: Models of Teaching

a) Models of Teaching:
   a. Concept and characteristics,
   b. Assumptions and fundamentalelements of a teaching Model

b) Concept Attainment Model

c) Inquiry Training Model and Inductive thinking model.

UNIT-IV: Teaching as Communication

a) Communication:
- a. Concept, Types,
- b. Principles of communication and
- c. Barriers in communication.
b) Multimedia in Education:
- a. Tele-Conferencing,
- b. Internet and use of multimedia presentation and
- c. Satellite Communication
c) Recent Trends in Teaching:
- a. e-learning.
- b. M-learning,
- c. Open educational resources,
- d. MOOCs and
- e. Role of social media in teaching.

Sessional Work (Internal) - Any two of the following:

- Preparing and practicing any two micro skills.
- Enlist open education resources
- Preparation of Programmed Instructions

Suggested Readings

- ➤ Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- ➤ De Cecco J. P. (1996). Learning and Instruction. New Delhi: Prentice Hall of India Pvt.Ltd.
- ➤ Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- ➤ Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. NewYork: Teachers College Press. Joyce, Bruce.,Wheal, Marsha. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- ➤ Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven:Yale University Press. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- ➤ Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- ➤ Ram, S. (1999): Current Issues in Teacher Education. Sarup& Sons Publications, New Delhi.
- ➤ Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design forTeaching and Learning in the Professions. New York, Basic Books

F- 04: EDUCATION IN CONTEMPORARY INDIA

Credits: 4
Total Marks: 100
External Theory: 70
Internal: 30

Objectives:

➢ To have insight into constitution of India in relation to education.
➢ To understand features, ideals, values and diversities in Indian education.
➢ To explain recommendations of various educational committees, commissions and contemporary policies
➢ To acquainted with the Indian educational system in post-independence era
➢ To acquainted with the current initiatives being taken in Indian education, and
➢ To sensitized to the emerging issues of concern in the field of education.

Course Content

UNIT-I: Constitution; Values and Liberalization, Privatization and Globalization

a) Constitutional provisions –
   a. Preamble,
   b. Fundamental rights and Duties
   c. Constitutional values in the context of education.
b) Meaning of Diversity,
   a. Inequality and Marginalization (Economic, Social, Religious, Language) in society
   b. Implication for education
c) Impact on School education of India of;
   a. Liberlization,
   b. Privatization, and
   c. Globalization (LPG)

UNIT-II Educational Commission in Post- independence Era

   a. University Education Commission (1948-49)
   b. Secondary Education Commission (1952-53),
   c. Kothari Commission (1964-66),
   d. National Policy of Education (1968, 1986),
   e. Programme of Action (1992): Major recommendations
   f. National Curriculum Framework for School Education' (NCF)-2005

UNIT-IIIEducational Schemes I

   a. Yash Pal Committee Report (1993) 'Learning without burden'.
   b. Rashtrya Madhyamik Shiksha Abhyan (RMSA)
   c. RashtryaUchchtar Shiksha Abhyan (RUSA).

UNIT-IV Educational Schemes II

a. Contemporary Indian schools: types, functioning and problems.
b. Sarv Shiksha Abhyan(SSA)
c. Right of children to free and compulsory education act- 2009.

Sessional Work (Internal Assessment) Each student will undertake any one of the following activities:

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.

Suggested Readings:

➢ Aggarwal, J.C. (2007). Modern Indian education. Shipra Publications, New Delhi.
➢ Aggarwal, J.C. (2013). Landmarks in history of modern Indian education. VikasPublishing House, New Delhi.
➢ Bhatia, K.K. and Narang, C.L. (1992). The teacher and education in emerging Indiansociety. Tandon Publications, Ludhiana.
➢ Ghosh, S. C. (2007). The history of education in modern India, 1757-2007. Orient blackSwan Private Limited. New Delhi. Government of India (1992, 1998).
➢ National policy on education, 1986 (modified in1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
➢ Government of India (1993). Learning without burden. Ministry of Human ResourceDevelopment,
➢ Department of Education. Government of India. (1966). Report of the education commission: Education andnational development. New Delhi: Ministry of Education. Available at www.mhrd.gov.in/
➢ Government of India. (1986). National policy of education. Government of India (2009). The right of children to free and compulsory education act,2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
➢ Govinda, R. (ed). (2002)India education report: a profile of basic education. New Delhi:Oxford University Press. Mid Day Meal Programme. available at www.archive.india.gov.in/sectors/education/index.php?id=7
➢ Mukherjee, S.N. (1966). History of education in India: modern period. Acharya BookDepot. Baroda.
➢ Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: NewDelhi. Also available in Hindi NCF-2005 available on www.ncert.ac.in
➢ PROBE (1999) Public report on basic education in India. New Delhi: Oxford UniversityPress. available on www.academia.edu
➢ Rashtrya Madhyamik Shiksha Abhyan. Available at http://www.wbsed.gov.in/wbsed/readwrite/rastriya-madhymic-shiksha-mission.RMSM.pdf
➢ RashtryaUchchtar Shiksha Abhyan (RUSA). Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final090913.pdf
➢ Sarv Shiksha Abhyan. Available at ssa.nic.in Saxena,

➤ S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68. Online links: Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in

F-05: ICT SKILL DEVELOPMENT

Credits:2
Total Marks: 50
External Theory: 35
Internal: 15

Objectives of the course

➤ To demonstrate understanding of the main components of the computer hardware in use.
➤ To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
➤ To acquire the skills of operating a computer in multifarious activities pertainingto teaching.
➤ To understanding features of MS office and their operations.
➤ To develop skill in using MS-Word, PowerPoint and Spreadsheet
➤ To integrate technology in to classroom teaching learning strategies

UNIT I: Introduction and Elements of Computers

a) An Introduction to Computer, Need, Importance, Nature and Advantages
b) Importance of Computer Education in Indian Schools (Elementary, Secondaryand Higher Level)
c) Information & Communication Technology: Concept, Need and Scope
d) Computer hardware fundamentals (anatomy, input devices, output devices and storage devices), types of computers and Computer Network
e) Software – Meaning and types; System software and Application software
f) Off-line Learning (Meaning, Importance), On-line Learning-(Synchronous and Asynchronous)

UNIT II: Operating System, Internet and Networking

a) Operating system: types and importance (Dos & Windows)
b) Introduction to office applications (Word processing, Spreadsheet, Presentations, Databases, Drawing tools, File formats and conversion)
c) Virus: Meaning, Types and Causes
d) Internet: its need and Importance
e) Networking: its types and importance of Networking
f) Social Sites: Blog its need, Importance and Advantages

Sessional Work:

- Organise seminar/ debates on ICT supported teaching learning strategies
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Visit an institution having interactive white board and learn its features andfunctioning and prepare a report.
- Prepare a social site page or a blog

Suggested Readings:

- Copestake, S. (2004). Exel 2002. New Delhi: Drem Tech Press.
- Hahn, H. (1998). The internet-complete reference. New Delhi: Tata McGrow HillPublication. Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore
- Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN 978-93-82181-11-8 GBD Publications, GurusarSadharLeao,
- A.M.(2001). Computer for everyone. New Delhi: Vikas Publishing house.Petzold, C.(1998). Programming windows. USA: Microsoft Press. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
- Singh, S. & Kumar, G. (2015). Understanding of ICT. Patiala: Twenty First Century Publication. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.
- Srinivasam, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur:Aavisakar Publication.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.Sundararajan,
- K. (1998). Internet. Chennai: Kannadhasan Publications. PRE-

<h1 style="text-align:center">(SCHOOL INTERNSHIP PROGRAM)</h1>

Pre-I: Pre- Internship

Credits: 02
Total Marks: 50
Internal: 50
External: 0

Preparation of report - 35 / sharing of the report- 15
Duration 2 weeks in Schools allotted by District Education Department

Course Content: In pre-internship-1 the school exposure programme shall be carried out in local/nearby school or schools. For this, the student teachers may be placed in various types of school such as Government, Private, Urban, Rural and Specified category schools (e.g. KVs, JNVs, Sainik schools, meritorious schools). A group of 10 to 12 student teachers may be placed in one school for this purpose. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. Efforts shall be made to provide exposure to as many types of schools as possible. A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. The college will organize at least two demonstration lessons in each school subject before sending the student teachers to schools. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme

During this programme, the student teachers shall observe the following:

1. Philosophy, aim and vision of the school.
2. Organization & Management (Affiliating body, type of school, type of management)
3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
6. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.
7. The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. The student teachers shall observe teaching learning process for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules.
8. Evaluation procedures used in the school
9. Types of evaluation
10. Maintenance of examination records
11. Library resources
12. Types of Grants and Scholarships received by school
13. Record of any one stock register
14. Visit to innovative centre of pedagogy and learning/ educational resource centre.

15. Reflections on school experiences (local schools visited)

16. At the end of the programme, student teachers shall be required to develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and share with the school and present the same in the parent Institute.

Note: the evaluation of pre-internship in schools will be evaluated by internal faculty of Parent institute on the basis of report submitted and presentation. **(Total Marks = 50, Report Submission = 35, Presentation = 15)**

SEMESTER-II

F-06: SOCIOLOGICAL BASIS OF EDUCATION

Credits:4
Total Marks: 100
External Theory: 70
Internal: 30

Objectives: The course aims at enabling the students to

- Study education in a sociological perspective and comprehend the role of education as an agent of social change.
- Imbibe the national ideals, national integration and appreciate the value of international understanding.
- Critically examine the social, cultural and political aspects of educational process.

Course   Content
Unit-I: Education and Sociology

a) Concept, nature and relationship between education and sociology.
b) Socialization: role of family, peer and school.
c) Social mobility and education.

Unit-II: Education and Society

a) Nature and aspirations of Indian society. Indian society and education. b) Society as a determinant of aims of education.
c) National Development and Education: concept, scope and indicators of national development.

Unit-III: Education and Culture

a) Culture: concept, characteristics and its interactions with education.
b) Social change: concept and factors responsible for social change.
c) Education and its role in the process of cultural and social change.

Unit-IV: Education in Socio-Political context

a) Education in and for Democracy.
b) Education for national and emotional integration.
c) Education for international understanding and global peace.

Sessional Work (Internal):

Any one of the following:

- Visit any one high/secondary/senior secondary school and observe and record various activities being organized to promote: Democratic values, national and emotional integration, global peace.

Suggested readings:

- Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
- Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues inEducation. Jaipur: Book Enclave.
- Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integratetheory and Practice. New York: Teachers College Press.
- Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases ofEducation. Ludhiana: Tandon Publications.
- Brubacher, John S. (1969). Modern Philosophies of Education. New Delhi: TataMcGraw Hill.
- Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra:Ravi, Noudarnalya.
- Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society.New Delhi: Dominant Publishers and Distributors.
- Dewey, John. (1915). The School and Society. The University of Chicago Press Dewey,
- John (1961). Democracy and Education. New York: Macmillan Company.Dhankar,
- Rohit
- (2006) Shiksha Aur Samajh. Haryana: Aadhar Prakashan
- Goff, Phil (2001). Test your E-Sills. London : Hobler& Stoughton.
- Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). Education: Culture,Economy and Society. New York: Oxford University Press.
- Kumar, Krishna. 1977. RaajSamajaur Shiksha. Delhi: Rajkamal
- Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak
- Mandir. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd. NCERT, (2005). National curriculum framework. New Delhi. Panday,
- K.P. (2010).Perspectives in Social Foundations of Education. New Delhi: Shipra Publication.
- Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.

F-07: UNDERSTANDING THE LEARNER

Credits: 4
Total Marks: 100
External: 70
Internal: 30

Objectives: To enable the pupil teachers to:

- Understand nature of learning, factors affecting learning, various theories of learning and educational implications of transfer of learning.
- Understand the importance of intelligence, different theories of intelligence and measurement of intelligence and its uses.
- Make the student teachers familiar with the concept of emotional intelligence and their role in promotion of emotional intelligence.
- Get familiar with the identification and promotion of creativity among learners. Understand the concept of personality and its assessment.
- Know the concept and importance of mental health and motivation.
- Get familiar with children with special needs.
- Understand the basic concepts of elementary statistics.
- Get acquainted with the administration and interpretation of psychological tests.

Course Content:

Unit- I:

(a) Nature of Learning- learning as a process and as an outcome, characteristics and factors affecting learning.
(b) Theories of learning: Stimulus Response theories of learning- Trial and Error theory, Pavlov's classical conditioning theory, Operant Conditioning theory and Insight learning.
(c) Transfer of learning- types, theories and educational implications of transfer of training.

Unit –II:

(a) Intelligence- Meaning, theories of intelligence (Unitary, Spearman, Thurston and Guilford's), measurement of intelligence, uses and limitations of intelligence tests.
(b) Emotional intelligence- concept, dimensions, role of teacher in promoting emotional intelligence.
(c) Creativity- concept, difference between creativity and intelligence, identification of creative child and methods of fostering creativity.

Unit –III:
(a) Personality- concept, determinants of personality and Assessment.
(b) Mental health- meaning, importance, causes of mental illness and improvement of mental health of children.
(c) Motivation- meaning, types, techniques and educational implications.

Unit- IV:

(a) Education of the Children with special needs- Meaning, Types, Identification and intervention: Gifted, Delinquents and Educationally Backward Children.

(b) Elementary Educational Statistics: meaning, uses and computation of measures of Central Tendency (Mean, Median and Mode).

(c) Measures of Variability (Standard Deviation) and Coefficient of correlation by Rank order Method.

Sessional Work (Internal):

Administration and interpretation of any one psychological test, selecting one from the mentioned below:

- Learning
- Intelligence

Suggested Readings:

➢ Ciccarelli, S.K. and Meyer, G.E. (2014). *Psychology* (11/e). South Asia: DorlingKindersley (India) Private Limited.
➢ Garrett, Henry.E.(1981). *Statistics in Psychology and Education*. Bombay: Vakils, Fefferand Simons Ltd.

➢ Dandapani, S. (2010). *A Text Book of Advanced Educational Psychology* (4/e). NewDelhi: Anmol Publications Pvt. Ltd.
➢ Dash,M. (2007). *Education of Exceptional Children*. New Delhi : Atlantic Publishers. Goleman, D. (2013). *Emotional Intelligence Why it can matter more than IQ.* New Delhi:Bloomsbury.
➢ Mangal, S.K. (2013). *Advanced Educational Psychology* (2/e). New Delhi: PHI LearningPrivate Limited.
➢ Mangal,S.K.(2007). *Educating Exceptional Children: An Introduction to Special Education.* New Delhi : Prentice-Hall of India.
➢ Morgan, C.T., King, R.A., Weisz, J.R. and Schopler, J. (2013). *Introduction toPsychology*. New Delhi: McGraw Hill Education (India) Private Limited.
➢ Panda, K.C. (1999). *Education of Exceptional Children*. New Delhi: Vikas PublicationsHouse. Radford, J. and Govier, E. (1991). *A Text Book of Psychology* (2/e). London: Routledge.
➢ Ramalingam, P. (2013). *Educational Psychology*. New Delhi: McGraw Hill Education(India) Private Limited,. (2014). *Psychology* (5/e). South Asia: Dorling Kindersley

➤ Chauhan, S.S. (1992). *Advanced Educational Psychology*. New Delhi: Vikas

➤ Baron, R.A. and Misra, G. (India) Private Limited.

➤ Sidhu, K.S. (2015). *Statistics in Education and Psychology.* (11/e). New Delhi: Sterling Publishers Private Limited.

➤ Singh, D. (2006). *Emotional Intelligence at Work* (3/e). New Delhi: Response Books, A Division of Sage Publications.

➤ Skinner, C.E. (2012). *Educational Psychology* (4/e). New Delhi: PHI Learning Private Limited. Verma, L.N. (2013). *Educational Psychology*. Jaipur: Rawat Publications.

➤ Woolfolk, A. (2013). *Educational Psychology* (9/e). South Asia: Dorling Kindersley (India) Private Limited.

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F-08: ASSESSMENT FOR LEARNING

Credits:4
Total Marks: 100
External Theory: 70
Internal: 30

Objectives:

- To understand the nature of assessment and its role in teaching learning process
- To critically analyze the role of assessment at different domains of learning
- To develop the skill of construction of testing tools
- To understand, analyze, manage and implement assessment data
- To Examine different trends and issues in assessment.

Course Content:

Unit-I: Overview of Assessment and Evaluation

a) Basic Concepts: Assessment for learning, assessment of learning, test, examination, measurement, evaluation.
b) Objectives and Purpose of Assessment – Behaviorist and Constructivist Paradigm
c) Types of evaluation- Teacher made and standardized tests, Norm referenced and criterion referenced testing;

Unit-II: Assessment Tools

a) Test: Types (Essay, Objective, Objective based); characteristics of good tool (validity, reliability and usability).
b) Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
c) Techniques of Assessment: Project work, Assignments, Practical work, Performance based activities.

Unit-III: Analysis and Implementation of Assessment

a) Scoring procedure - manual and electronic, development of Rubrics
b) Analysis and Interpretation: Calculation of percentages, Frequency distribution, Percentile Rank, Pie Chart, Bar Graph, Histogram, Frequency Polygon,
c) Normal probability Curve- Meaning, characteristics and uses.

Unit-IV: Trends and Issues in Assessment
a) Existing Practices: Continuous and Comprehensive Evaluation (CCE), Grading, Choice Based Credit System, Feedback in Improving learning and learners' development.
b) Issues and Problems: Non-Detention Policy, the menace of coaching.
c) Emerging Practices in Assessment: Standard Based Assessment, Online, Computer Based and Open Book Examinations.

Sessional Work (Internal)

Any two of the following:

- Construction of an Achievement Test on One Topic.
- Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.
- Report on grading system in schools.

Suggested Readings:

- Aggarwal, R.N. & Vipin Asthana (1983). Educational Measurement & Evaluation, Agra :Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, NewDelhi : Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing.., 6th Ed. New York, The Macmillan Co. 6thEdition.
- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education.Agrwal Publications, Agra.
- Ebel, L.R. and Fristrie, D.A. (1991) : Essentials of Educational Measurement, NewDelhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973): Statistics in Education and Pshychology, Bombay, Vakils Febberand Simons.
- GOI (2009) The right of children to free and compulsory education act(2009) Retrievedfrom http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf.
- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right ofchildren to free and Compulsory Education Act,2009. GOI Retrieved from http:// www. upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf.
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.

- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. . New York, John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Pedagogy Subjects

Note: A Student has to choose two pedagogy subjects in total; one each from a Pool I and Pool II.

P-01-ENG: Pedagogy of English

Credits: 04
Total Marks: 100
External: 70
Internal: 30

Objectives

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

Course Content:

UNIT-I: Introduction and Teaching Skills

a) Meaning and Nature of the Language,
b) English language in Indian Context (English as a colonial language, English in post-colonial times, Status of English Language in present context.)
c) Objectives, Principles(Linguistic and General),
d) Maxims of Teaching English,
e) Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.
f) Different Methods and Approaches of Teaching English in Schools (Grammar Translation Method, Direct Method, Structural Approach, Communicative Approach)
g) Poetry-Objectives, Methods and Steps of teaching Poetry.
h) Prose- Objectives, Methods and Steps of teaching Prose.

i) Grammar-Objectives, Types, Methods (Inductive and Deductive Methods), Importance, Steps of teaching Grammar.

UNIT-II: Methods and Techniques

a) Importance of Listening and Speaking in Language Teaching,
b) Developing listening and speaking skills, Phonetics- Phonetic transcription (Vowels, Consonants and Diphthongs),
c) Features of Connected Speech (Stress, Intonation, Rhythm and Juncture).
d) Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading)
e) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus.
f) Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.

UNIT-III: Lesson Planning and Resource Material

a) Lesson Planning-Meaning, Types, Objectives and Importance.
b) Writing Lesson Plan- Poem, Story. Essay, Grammar, Prose
c) Language Teacher-Qualities, Present Status of English Teacher and Suggestion for improvement.
d) Language Course Book-Importance, Characteristics and Review
e) Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.
f) Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.

UNIT-IV: Content

a) Composition-Paragraph Writing, Letter Writing, Notice Writing, Dialogue Writing.
b) Idioms, Proverbs
c) Reported Speech, Voice
d) Parts of Speech
e) Antonyms, Synonyms and One Word Substitution.
f) Sentences-Types of Sentences, Transformation of Sentences, Punctuation.

Sessional Work (Internal)

- Review of English Course Book
- Translation of Editorials from Punjabi and Hindi Newspapers (Two Each) in English.

Suggested Readings:

➢ Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students.Mumbai: Macmillan India Ltd.
➢ Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi:Kalyani Publishers.
➢ Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a ForeignLanguage. Ludhiana: Kalyani Publishers.
➢ Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The BritishCouncil and Cambridge University Press.

➢ Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai andCompany. Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

P-01- URD: Pedagogy of Urdu

Credits:4
Total Marks: 100
External: 70
Internal: 30

Objectives

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

COURSE CONTENT

Unit I: Position of Urdu Teaching

- Origin and development of Urdu language.
- A brief history of literature Aligarh movement, progressive movement.
- Main school-Dabistan of Lucknow, Delhi.
- Objectives of teaching Urdu at elementary & secondary levels.
- The quality of a good Urdu teacher.
- Problems of Urdu teaching.

Unit II: Methods

- Translation method
- Direct method
- Play way method
- Structural approach
- Communication approach
- Bi lingual method.

Unit III: Reading & Writing

- Importance, concept & meaning
- Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects
- Elementary knowledge of urdu scripts __ khat-e-naskh, khat-e-nastaliq, khat-e-Shikast.
- Teaching of alphabets borrower from Arabic/Persian & Hindi --- their shapes.

- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Essay writing
- Standard sounds of Urdu, Vowels, consonants, Haroof-e-shamsi&Qamari, stress & information, improvement in pronunciation.

Unit IV Teaching of Prose and Poetry

- Teaching of Prose, poetry and Lesson planning
- Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).
- Concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching
- Type of language tests.

Sessional Work (Internal)

1. Development of test items- essay, short answer and objective type question in Urdu
2. Organization od co-curricular activity related to urdu in school.
3. Planning an outline for action research in Urdu.

Suggested Reading

- Ansari, A. (1970). Ghazal Aur Ghazal ki Taleem, New Delhi: Taraqqi-e-Urdu Board.
- Gray, C.W. (1965). The teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tong
- Husain, A. (1975). MukhtasarTareekh-e-Urdu, Urdu Kitab Ghar
- Husain, S. (1993). Urdu Aur UskeTadreesiTariqe, Karachi: Rabbar Publishers.
- Khan, R.H. (1974). Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Srivastava, R.P (1979). The teaching of Reading, Delhi: Bahari Publishers.
- Fatehpuri, F. (1985). Tadrees-e-Urdu, Karachi: Maktaba Jamia.
- Moinuddin (1988). Urdu Zaban Ki Tadres, New Delhi:Taraqqi Urdu Bureau.

P-01-HIN: Pedagogy of Hindi

Credits:4
Total Marks: 100
External: 70
Internal: 30

Objectives

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.

- To provide detailed knowledge about Grammar.

COURSE CONTENT

Unit I: Position of Hindi Teaching

- Origin and development of Hindi language.
- Objectives of teaching Hindi at elementary & secondary levels.
- Role of Hindi as a link language in India.
- Problems of Hindi Teaching.

Unit II: Methods

- Translation method
- Play way method
- Direct method
- Structural approach

Unit III: Reading & Writing

- Concept, Meaning and Importance of Reading
- Types of reading silent/loud, extensive & intensive,
- Reading defects and their cure.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Summarizing and elaborating
- Essay writing/Letter writing
- Standard sounds of Hindi, Vowels, consonants and correct pronunciation in Hindi.
- Definition & Kinds of Nouns & Adjectives.

Unit IV: Teaching of Prose and Poetry

- Teaching of Prose, Poetry and grammar and Lesson planning.
- Concept and meaning of evaluation, Criteria of a good language test
- Error analysis and remedial teaching
- A detailed description of the life & works contribution of Kabir &Tulsi

सन्दर्भपुस्तकसूची:

कश्यप, रेणु (2001) राजभाषाहिंदीकास्वरुपविश्लेषण , पटना: जिज्ञाषाप्रकाशन I

कुमार, योगेश (2004) "आधुनिकहिंदीशिक्षण" नईदिल्ली : एपीएचपब्लिकेशनकारपोरेशन I

कौरसर्वजीत (2009) हिंदीशिक्षण, नईदिल्ली : कल्याणीपब्लिकेशन I

खन्ना, ज्योति (2006) हिंदीशिक्षण, नईदिल्ली : धनपतरॉयएंडकंपनी I

नीरू, त्रिखाएवंमनीषावर्मा (2010) हिंदीव्याकरणएवंरचना : नईदिल्ली , तरुणपब्लिकेशन I

मंगलउमा (2010) हिंदीशिक्षण, नईदिल्ली, आर्यबुकडिपो I

P-02-SST: Pedagogy of Social Studies

> **Credits:4**
> **Total Marks: 100**
> **External: 70**
> **Internal: 30**

- To acquire a conceptual understanding of the nature of Social Studies.
- To acquire basic knowledge and skills to analyze and transact the Social Studies.
- Develop learning materials on selected units to facilitate learning in Social Studies.
- Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To sensitize and equip student teachers to handle social issues.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Studies teacher.

Course   **Content:**
UNIT I: Concept of Social Studies and Pedagogic planning

a) Concept, scope and nature of Social Studies, Distinguish between Social Studiesand Social Science.
b) Correlation of Social studies with Social Science, Languages, Mathematics, Artsand Science.
c) Aims and Objectives of teaching Social Studies at middle and secondary schoollevel with reference to Bloom's Taxonomy.
d) Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)
e) Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
f) Writing ICT based, Model based, and Test based lesson plan.

Unit - II: Methods and Techniques of teaching Social Studies

a) Lecture Method, Discussion Method and Problem Solving Method
b) Project Method, Source Method, Socialized recitation method.
c) Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

a) Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
c) Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Social studies teaching.

UNIT IV:
Assessment and Evaluation and Current trends in Teaching of Social Studies

a) Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
b) Open-book tests- Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
c) Construction of an Achievement test.
d) ICT Based Approach- Power Point Presentations and e-learning.
e) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
f) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

- Qualitative Analysis of Social Studies Curriculum (secondary school stage) – PSEB/ CBSE/ICSE.
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Vivekananda, Vinoba

Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela.

Suggested Readings:

- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation.New Delhi: Parago International Publisher.
- Bining, A.C. &Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. NewYork: McGraw, Hill Book Company, Inc.
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi:Kalyani Publication.
- Fleming J. (1949). The Teaching of Social Studies in Secondary School. London:Longman Green and Co.
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.
- Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London:Longman Green and Company
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: SterlingPublishers Pvt. Ltd.
- Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling PublisherPvt. Ltd.
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall. National Curriculum Frame Work (2005). New Delhi: NCERT.
- Pathak, R.P. (2012). Teaching of Social Studies. New Delhi: Pearson. Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York:Rhinehart and Company.
- Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York:Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
- Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18-25.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar.
- Sharma, P.L. (2002). Modern Methods of Teaching Political Science. New Delhi:
- Sarup& Sons. Singh, G. & Kaur, J. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.Singh, G. (2008). SamajikAdhain da Adhiapan. Ludhiana: Chetna Parkashan.
- Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan. Taneja,
- V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.Trigg, R. (1985). Understanding Social Studies. New York: Basics Black Well.
- Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

P-02-LSC: PEDAGOGY OF LIFE SCIENCE

Objectives:

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

➢ Write unit plans and lesson plans for effective teaching learning in Life Science.
➢ Organise co-curricular activities related to Science.
➢ Organise practical work and improvise Life Science apparatus
➢ Construct appropriate assessment tools for evaluating learning of life science.
➢ Construct a blue print of question paper in Life Science.
➢ Join various platforms to bring professional growth

Course Content:

Unit–I: UNIT–I: Background and methods for Teaching of Life Science

a) Life Science: Concept, importance and impact on daily life, correlation (intra- disciplinary inter-disciplinary and with day to day life)
b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.
c) Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.
d) Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
e) Scientific attitude: Concept, characteristics and role of science teacher in its development.

Unit-II: Learning Beyond the Classrooms

a) Setting up Biology Laboratory at Senior Secondary Stage: Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory. Improvising apparatus and low cost experiments in Life Science
b) Learning Beyond the classrooms: Importance, planning and organising co- curricular activities – Science clubs, science fair, Excursions and field visits.

c) Organizing and evaluating practical work in Life Science.

Unit –III: **Instructional Planning, Evaluation and Professional Development**

a) Unit planning and Lesson planning: Meaning, importance and Types
b) Preparation of lesson plans: ICT based, Diary format, model based (inquiry training, concept attainment, inductive thinking)
c) Evaluating learning in Life Science: concept, types, steps and importance; Choice based Credit System
d) Life science teacher: Qualifications, Qualities, Role in nurturing creativity
e) Professional development: Meaning, professional development programmes
f) Ethics of life science teacher, role of reflective practices in professional development.
   Unit–IV: Course Content and Pedagogical Analysis
a) Micro-organisms and diseases (bacteria and virus)
b) Effect of population and human growth on environment
c) Human Circulatory system
d) Human Nervous system
e) Pedagogical analysis of the topics: environmental pollution, levels of organization.

Sessional Work (Internal)

-A Any two of the following:

- Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
- Construction of any two improvised apparatus.
- Preparation of herbarium of medicinal plants.(any 10 plants)

Suggested Readings:

➢ Ahmad, J. (2011). *Teaching* of Biological Sciences PHI
➢ Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
➢ Das, R.C. 2012, Science teaching in schools, Sterling Publishers Pvt Ltd., New Delhi.
➢ Ediger,M.(2007).School Science Education,Discovery Publishing House, New Delhi
➢ Kohli, V.K. (2006). How to Teach Science.Ambala: Vivek Pub.2006.
➢ Lakshmi,G.D.(2004).Methods of teaching Life Sciences, Discovery Publishing House,New Delhi.
➢ Liversidge,T;Cochrane,M. Kerfoot,B. &Thomson,J. 2010, Teaching Science, SAGEPub. India Pvt. Ltd., New Delhi.
➢ Mangal, S.K. (1997). Teaching of Science.Arya Book Depot, New Delhi.
➢ Radha,M.(2007).Innovative Science Teaching ,Prentice Hall of India Pvt Ltd. Delhi.
➢ Ramakrishna,A. 2012, Methodology of Teaching Life Science; Dorling Kindersley(India)Pvt Ltd. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
➢ Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow.Delhi: Doaba House.

P-02-MAT: PEDAGOGY OF MATHEMATICS

Credits: 4
Total Marks: 100
External: 70
Internal : 30

Objectives:

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

- Develop an insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Appreciate the aesthetic aspect of mathematics;
- Appreciate mathematics to strengthen the student's resource;

- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- Construct appropriate assessment tools for evaluating mathematics learning;
- appreciate the process of developing a concept;
- Develop ability to use the concepts for life skills;
- Develop competencies for teaching-learning mathematics through various measures
- Understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.

Course Content:

Unit I: Nature and Scope of Mathematics

a) Concept of Mathematics: Meaning, nature (Truth, logic, reasoning, mathematical language & symbolism) and building blocks of Mathematics (Axioms, Propositions, Postulates, Quantifiers)
b) Mathematical propositions-Types (truth values, truth tables, Open sentences, logically valid conclusions, implications - necessary and sufficient conditions) and Proofs (direct, converse, inverse and contrapositive)
c) Contribution of mathematicians - Aryabhatta, Ramanujan, Pythagoras & Euclid; Aesthetics by Birkhoff.

Unit II: Aims, Objectives and Approaches to Teaching School Mathematics

a) Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education;
b) Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry with special reference to Bloom's Taxonomy
c) Approaches - Activity based, Inductive- Deductive, Analytic-synthetic and Problem Solving.
d) Unit planning- Meaning and Characteristics
e) Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans
f) Types of Lesson Plan: Diary format, ICT based, test based and model based lesson plans

UNIT III: Current Trends in Teaching and Learning Mathematics

a) Concepts: Meaning, nature, concept formation and concept Concept Attainment Model in teaching mathematics assimilation;
b) Cooperative Learning: concept and approaches
c) Supplementary text material, summer programmes, correspondence course
d) Textbooks- need, importance, quality,
e) Audio-visual multimedia–Selection and designing;
f) Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNITIV Pedagogical Analysis

a) Mathematics club and Laboratory: importance and functioning at school level
b) Recreational activities—games, puzzles and riddles in mathematics, stimulating creativity and inventiveness in mathematics. Teaching Aids in mathematics: Concept, Characteristics and types
c) Number System: Natural Number, Whole Number, Integers, Rational Number, Irrational Number and Operations with Numbers;
d) Polynomial Equations: Linear, Simultaneous and Quadratic Equations and their solution;
e) Geometrical Concepts: Point, Line, Line Segment, Ray, Angle, Triangle; Types of Angles,
f) Triangles and quadrilaterals;
g) Trigonometry: Introduction, Trigonometric ratios identity, height and distances;
h) Probability;
i) Sequence and series;
j) Mensuration.

Sessional Work:

- Any two of the following:

• Analysis of PSEB textbook of any one class from VI to X • Analysis of famous quotations on Mathematics
• Preparing Instructional aids.

Suggested Readings:

➢ Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics. GonnetImprimeur, 01300 Belley, France.
➢ Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
➢ Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
➢ Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
➢ Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot N.C.E.R.T. Text Books 6th to 10th Standard.

- ➢ National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- ➢ Pedagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- ➢ Shankaran& Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- ➢ Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics. New Delhi: A.P.H Publishing co-operation. Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- ➢ Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites

http:// www.ncert.nic.in http://rse.Sage pub.com
http //www.edfac.unimelb.ed.ac http://www.eric.ed.gov http://www.merga.net.au
http://ling.Springerimages.com http://www.ibe.unesco.org

P-02-PSC: PEDAGOGY OF PHYSICAL SCIENCE

Credits-4
Total Marks: 100
External Theory: 70
Internal : 30

Objectives:

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

- • Gain insight on the meaning and nature of Physical Science.
- • Appreciate Physical Science as dynamic and expanding body of knowledge.
- • Identify and formulate aims and objectives of Physical Science teaching.
- • Use various methods and approaches of teaching Physical Science.
- • Prepare as well as to select suitable instructional aids in teaching Physical Science and stimulate curiosity among the students.
- • Construct a blue print of question paper in Physical Science.
- • Understand recent trends in teaching learning of Physical Science.

Course   Content:
Unit–I: Aims and objectives, Methods and Techniques

a) Physical Science: Concept, Importance, Scope and Impact of Physical Science in daily life.

b) Aims and objectives of teaching Physical Science- Bloom's taxonomy of educational objectives and its revised form, Instructional objectives of teaching Physical Science at secondary and senior secondary level.

c) Formulating Instructional objectives in behavioral terms (Mager's and RCEM approach).

d) Methods- Scientific method, Project Method, Problem Solving Method and Lecture cum Demonstration method.

e) Approaches- Inductive & Deductive Approach, Cooperative Learning,

f) Constructivist and Enquiry based approach

g) Micro-teaching: Concept, Phases and Skills (Introduction, Stimulus Variation, Reinforcement, Questioning, Explanation).

Unit-II Planning for Effective Teaching and Evaluation in Physical Science

a) Lesson Planning: Concept, Importance, Approaches (Herbartian approach and Constructivist approach), Types (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations,

b) Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities – Science clubs, science museum, science fair, Excursions.

c) Practical work in physical science- Need, importance.

d) Instructional Aids in Physical Sciences: Meaning, importance, classification,

e) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.

f) Objectives based test items: Concept, types and construction; Preparation of blue print of a question paper.

Unit III: Learning Resources and Evaluation

a) Text books- Need, Importance and evaluation criteria; Reference books, Journals, e-resources: Need, Importance.

b) Designing laboratories of Physics and Chemistry- Need and Importance of laboratory for teachers and students, Design of Physics and Chemistry labs.

c) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory, Development of science kits, improvising apparatus and low cost experiments in Physical Science.

d) Evaluating Learning in Physical Science-Concept, need, types (Formative, Summative and Diagnostic) and Process.

e) Physical Science teacher- Need and Importance, Professional Competencies and Professional Development Programmes, Role of Teacher as a facilitator.

Unit –IV: Recent Trends in Teaching of Physical Science and Content Area and Pedagogical Analysis

a) Force, Motion and Energy: Concept, Types and Application

b) Reflection and Refraction: Concept, Laws and Application

c) Atomic Structure (Bohr's Model) and Periodic Table (Trends in groups & periods).

d) Chemical Bonding: Concept, Types and applications.

e) MOOC platforms for Physical Sciences and their relevance for teachers and students.
f) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
g) Blended Learning in Physical Science: Concept, Mechanism and Importance for a Global Knowledge Society.

Sessional Work (Internal) : Any two of the following:

- Evaluation of Physics/Chemistry Text Book of any class.
- Preparation of any two models.
- Information about five journals contributing in the field of Physics/ Chemistry.
- Construction of objectives-based test on three topics of Physics/ Chemistry.

Suggested Readings

- Ahmed J. (2008): Teaching of Life Sciences; PHI Learning Pvt. Ltd., New Delhi. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House. Joshi, S.R. (2008): Teaching of Science, Concept Publishing House, New Delhi.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007) .Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co., New Delhi.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.

P-02-COM: PEDAGOGY OF COMMERCE

Credits: 4
Total Marks: 100
External:70
Internal: 30

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop an understanding of planning daily lessons and unit plan.
- To develop the understanding of aims and objectives of teaching commerce.
- develop the understanding of the various methods, approaches and techniques of teaching commerce
- To apply the knowledge of methodology in their teaching

Course Content:

Unit-I: Introduction

a) Meaning, nature and scope of commerce. Correlation of commerce with economics, mathematics, social science and geography.
b) Place of commerce in secondary school curriculum.
c) Aims and objectives of teaching commerce with special reference to Blooms Taxonomy of educational objectives. Writing instructional objectives in behavioural terms.

Unit –II: Methods and Techniques

a) Methods of teaching commerce: lecture cum demonstration method, discussion method and inductive deductive method.
b) Survey and market studies, project method.
c) Techniques of teaching commerce: Brain-storming, Assignment, simulation and role playing, Excursions and Field Trips.

Unit III: Instructional Material and Evaluation

a) Instructional Material in Commerce- Concept and importance, Classification (Projected and non-projected material), Criterion for the selection of effective instructional material.
b) Construction and uses of achievement tests, unit tests and objective based test items in commerce.
c) Diagnostic tests: Concept and uses. Remedial teaching in commerce.

Unit-IV: Professional Development of Teacher

a) Programmes for quality improvement in teaching of commerce- role of seminar, workshops and projects.
b) Internship in Teaching Commerce: Concept and Importance

c) Multimedia in learning commerce- Educational broadcasting, telecasting and video-conferencing.

Sessional Work (Internal)

- Collection of newspaper and magazine articles related to any current topic and analyze them.
- Construction of objective based test items on any topic of commerce.

Suggested Readings:

➢ Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
➢ Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar,
➢ S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
➢ Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
➢ Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
➢ Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
➢ Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
➢ Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

Semester III

F-09: KNOWLEDGE OF CURRICULUM AND UNDERSTANDING THE DISCIPLINES

Credits: 04
Total Marks: 100
External Theory: 70
Internal Practical: 30

➢ To explain the concept, principles, approaches and types of curriculum
➢ To analyze various curriculum frameworks
➢ To explain the concept and types of discipline
➢ To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
➢ To study the relationship between academic disciplines and school subjects.

Course Content:

Unit-I: Conceptual Framework of Curriculum

(a) Curriculum: Concept and Importance
(b) Principles of Curriculum Construction
(c) Types of Curriculum: Core curriculum and Hidden curriculum

Unit-II: Essentials of Curriculum

(a) Approaches to Curriculum Development: Subject Centered, Learner Centered and Community Centered.
(b) Role of teacher in Curriculum Development
(c) Curriculum visualized in NCF (2005)

Unit-III: Structure of Disciplines

(a) Discipline: Meaning, Types and Importance
(b) Core idea of Developing Disciplines: Meaning and Organization
(c) Meaning of Inter-disciplinary approach to education and its effect on school subjects

Unit-IV: Analyzing Relationship between School Subjects

(a) Nature, Importance and Historical Perspective of Science, Social Science, Mathematicsand Languages
(b) Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effect on curriculum framework
(c) Changes in school subjects in terms of social, political and intellectual context

Sessional Work (Internal)
Any two of the following:

Critical Analysis of any one of the following:

(a) National Curriculum Framework for School Education (NCFSE-2005)
(b) National Curriculum Framework for Teacher Education (NCFTE-2009)

Suggested Readings:

➢ Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western

University press.

- Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- Gardner, H. (1993), Creating Minds, New York: Basic Books. Noddings, N. (2007),
- Critical Lessons: What our schools should teach, Cambridge University Press.
- Ornstein, Allen C., Edward F.P.& Stacey B.O.(2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge.
- Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons,Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.
- Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi.
- SP Chaube Foundation of education, Vikas publishing house, Noida.J.C. Aggarwal: Curriculum reforms in India Nai Sarak Delhi.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers, New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology, Sterling Publishers, New Delhi.
- R.M. Kalra: Curriculum construction for youth development, Sterling Publishers, New Delhi.
- SK Murty: Essentials of Curriculum Development. Allied Book Centre Hyderabad.

F-10: SCHOOL MANAGEMENT

Credit: 04
Total Marks: 100
External Theory: 70
Internal Practical: 30

- To understand the concept and operational components of school management.
- To enlist the physical resources of the school and the importance of their maintenance.
- To understand the importance of social life in school and the Role of administrators and the Teachers.
- To become successful teachers in their future endeavour of teaching.
- To develop practical skills in organizing school programmes and activities.

Course Content:

UNIT-I: Organization and Management

a) School as an organization: Meaning, Objectives and Principles of school organization, Types of administration and management.

b) School Plant: Meaning, Importance, Essential characteristics, Maintenance and Selection of site.

c) Institutional Planning: Meaning, objectives, characteristics, and advantages of

Institutional planning.

UNIT-II: Essential Facets of School Organization
  a) School Time Table: Importance, Types and Principles of time table construction.
  b) Co-curricular Activities: Meaning, Importance, Principles of organizing co-curricular activities (Especially Morning Assembly, NSS, NCC, Field trips).
  c) Discipline: Concept, Need, Causes of indiscipline and Remedial measures.

UNIT-III: Quality Enhancement and Management in Schools
  (a) Leadership: Concept, Need & Development of Leadership Qualities.
  (b) Supervision: Meaning, Objectives and Principles, Role of Educational Administrators (at school level, Block, District, State level)
  (c) School Records and Registers: Need and Importance, Types, Characteristics and Maintenance.

UNIT-IV: Recent Trends in School Management
  (a) Total Quality Management (TQM): Concept, Need and Importance, Characteristics and Principles. Development of human resource through TQM.
  (b) Biometric Attendance System: Concept, Significance and Challenges in Indian context.
  (c) Feedback of teachers and Administrators: Concept, Need and Importance, Role of reflective teaching.

Sessional Work (Internal)
  - Any two of the following:

  • Construction of a Time-Table of school.
  • Maintenance of any one school record/ register.
  • Report on the best practices followed in the school to maintain quality of education.

Suggested Readings:

  ➢ Bhatnagar,R.P.& Verma,I.B.(1978). Educational Administration at College Level. Meerut:Loyal Book Depot.
  ➢ Dash, B. N. (1996). School Organisation Administration & Management. Hyderabad: Neel Kamal Publications Pvt. Ltd.
  ➢ Gupta, S. (2007). School Management, New Delhi: Shipra Publications.
  ➢ Khanna J., & Nangia A. (2015), Co-Curricular Activities in Schools, Ludhiana: Tandon Publications.
  ➢ Loomba, K. & Loomba, P. (2015). School Management, Jalandhar: Saanjh Parkashan. Mangal, S. K. (2009). School Management, Ludhiana: Tandon Publications.
  ➢ Mathur, S. S.(2008). School Management, Agra : Vinod Publications.
  ➢ Mohanty, J. (2004). School Management, New Delhi: Deep and Deep Publications. Sachdeva, M. S. (2001). School Management. Ludhiana: Bharat Book Centres. Sarkaria, M. S. (2013). School Management. Ludhiana: Kalyani Publishers.
  ➢ Sharma, T. S. (2005). School Management and Administration. Patiala: Shaheed-E-Azam Printing Press.
  ➢ Sodhi,T. S. & Suri,Anaina(2002), Management of School Education. Patiala: Bawa Publication.
  ➢ Fred C.Lunenberg (2021). Educational administration: Concepts and practices(7thedn). Sage Publication.
  ➢ Ladd, Helen F.,& Edward B. Fiske, (Eds)(2008). Handbook of research in education finance and policy. New York: Routledge.

- Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
- Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
- McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration &Leadership, 34(3), 411-428.
- https://www.pearsonhighered.com/assets/samplechapter/0/2/7/3/0273757342.pdf
- https://www.opentextbooks.org.hk/system/files/export/7/7301/pdf/21st_Century_Theorie _of_Education_Administration_7301.pdf
- https://dlib.bc.edu/islandora/object/bc-ir:100864/datastream/PDF/view
- https://files.eric.ed.gov/fulltext/EJ1071015.pdf
- http://202.164.34.138/moodle/pluginfile.php/4303/mod_resource/content/1/School%20He adermaster%20Functions

SCHOOL INTERNSHIP PROGRAMME

Int- II: Internship- II

Credit: 12
Total Marks: 300
External: 200
Internal: 100

Phase-1:   **Pre-Practice Duration: 2 week (In parent institute)**

- Student teachers will learn to write and demonstrate micro, macro, diary, ICT, test based and teaching model-based lesson plans.

- Every student teacher should go through one-week simulated teaching practice in each teaching subject.

- Workshop on development of audio-visual aids be organized during this week.

- Necessary orientation programmes for Mentor Teachers and Heads of the selected schools be organized by the institute.

Phase-2:   **Teaching Practice Duration: 14 weeks**

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher

authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

Nomination of Mentor Teachers: During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

Identification of supervisors: The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student

teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - **(60 + 60)**

- Macro Lesson Plans-70

- Diary form Lesson Plans- 08

- ICT Based Lesson Plans- 05

- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)

- Lessons Plans based on Models of Teaching - 03

(B) Peer teaching observation - **30 +30** in each subject

(C) Micro lesson plans – 5 + 5 in each subject

(D) Discussion lesson – 02 (one in each teaching subject)

Phase II. Assessment of students' performance: Assessment record on the basis of unit tests.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).

- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)

- Assessment record

- Record of Participation/organization of school activities

Phase – III
Post-Practice and Evaluation
Duration: 1 Week
The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 200 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **70 marks (20+20 in each subject)** on assessment **performa - A**

- Internal assessment on the basis of submitted records and discussion lesson - 30 in each teaching subject **(30+30 in each subject =60)**

- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college **(100+100 in each subject =200)** under the supervision of external Internship Programme Coordinator appointed by the university.

- Breakup of external evaluation for each teaching subject (200 marks) is as follows:

➢ Written Lesson - 20 Marks

➢ Presentation - 50 Marks

➢ Teacher Traits - 10 Marks

➢ Teaching aids - 20 Marks

S.NO	Components	Credits	Internal	External
1	Internship	4	40	60
2	Practice of Teaching	6	50	100
3	Post Internship	2	10	40

SEMESTER- IV

F-11: GENDER, SCHOOL AND SOCIETY

Credits: 04
Total Marks: 100
Internal: 30
External: 70

Objectives

The course content aims at enabling students to

➢ Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.
➢ Learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region.
➢ Understand the role of education in ensuring gender equity and equality.
➢ Appreciate the policy initiatives taken in relation to gender issues.

Course Content:

Unit-I: Key Concepts in Gender

a) Conceptual foundations: Sex and Gender, Gender biases, gender equality and Gender stereotypes
b) Concepts of Patriarchy, Masculinity and Feminism

Unit-II: School and Gender Education

a) Gender bias in schooling and textbooks, curricular choices and hidden curriculum. (Teacher attitudes, classroom interaction and peer culture).
b) Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion

Unit-III: Gender and Society

a) Gender Identities and socialization practices in family, school, other formal and informal organizations.
b) Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Unit-IV: Gender Issues

a) Gender equity and equality in India in relation to caste, class, religion, disability and region. (rural, urban and tribal areas);
b) Policy initiatives for Gender equality and women empowerment in India

Sessional Work:
        Anyone from the following:
1. Preparing analytical report on gender issues in print or electronic media.
2. Development of a project on the organizational climate of two school single sex and co-educational school.
3. Analysis of textual materials from the perspective of gender bias and stereotype
4. Post screening analysis of the films on gender issues.

Suggested Readings:

- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors.* Project Report. Consortium for Research on Education Access, Transitions and Equity (CREATE), Falmer, UK
- Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi
- Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), Culture, Socialization and Human DevelopmentDelhi: Sage Publication India Pvt. Ltd.
- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.
- Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)
- Government of India. (1994). The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Kumar, Krishna. 2030. 'Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24.
- Inglehart, Ronald (2003). Rising Tide Gender Equality and Cultural change around the World. Cambridge: Press Syndicate of the University of Cambridge.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California: Mountain view, Mayfield Publishing Company.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L.B-arton.
- R. Meighan and S.Walker, (Eds.) Schooling, Ideology and the curriculum, Lewes. UK : The Falmer Press. 29-49.
- Manjrekar, N. (2003), 'Contemporary Challenges to Women's Education: Towards an elusive goal?' Economical and Political Weekly, 38 (43), 4577-4582.
- National Council of Educational Research and Training (2006): Gender issues in Education, National Focus Group, Position Paper New Delhi, NCERT.

➢ Page, Elspeth (2009). Exploring the Bias Gender and Stereotyping in Secondary Schools. United Kingdom: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SWIY SHX.

➢ Ramachandran, Bimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.

➢ Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17-B, Sri AurobondoMarg, New Delhi- 130016.

➢ Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', Gender and Society, Vol. 18, No. 4 Aug.

➢ UNESCO. (2003). EFA Global Monitoring Report: Gender and Education for All: The Leap to Equality.

➢ UNESCO. (2004). EFA Global Monitoring Report: Education for All: The Quality Imperative.

➢ United Nations Girls Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education: A Conceptual Overview, Available at http://www.ungei.org

F-12: GUIDANCE AND COUNSELLING

Credits: 04
Total Marks: 100
Internal: 30
External: 70

Objectives:

➢ To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
➢ To acquaint them with various services of guidance.
➢ To enable them to differentiate between guidance and counselling.
➢ To help the pupil teachers to understand counselling and its various approaches
➢ To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
➢ To help them to organize guidance and counseling cell in the school.
➢ To acquaint them with the methods of Job analysis
➢ To acquaint the pupil teachers with recent trends in guidance and counselling and guidance need of Indian adolescents

Course Content:

UNIT-I: Understanding Guidance and Counselling

a) Meaning, need, principles, objectives and scope of Guidance.
b) Types of Guidance: Educational, Vocational and Personal Guidance.
c) Counselling – Meaning, Assumptions, and purposes, Difference between Guidance and Counselling.

UNIT-II: Guidance and Counselling Services

a) Guidance services: occupational information service, placement service and follow up service.
b) Organization of Guidance and Counselling services at secondary and senior secondary level, problems faced in organization of the programme in Indian schools.
c) Role of Counsellor, Headmaster and teacher in Guidance.

UNIT-III: Techniques for Understanding the Individual

a) Testing techniques- intelligence, interest, aptitude and achievement tests
b) Non- testing techniques- cumulative record cards, interview, and case study.
c) Job Analysis- Meaning, purpose and methods.

UNIT-IV: Approaches, Recent Trends, Guidance Needs

a) Directive, non-directive and eclectic approaches to Counselling
b) Recent trends in guidance and counselling
c) Guidance needs of Indian adolescents

Sessional Work:

1) Prepare a profile of a student by assessing his/her achievement, aptitude, interest, personality
2) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.

Suggested Readings:

➢ Aggarwal, J.C. (1989). Educational & Vocational Guidance and Counseling. Jalandhar: Doaba House

➢ Asch, M. (2000). Principles of Guidance and Counseling. New Delhi: Sarup and Sons.

➢ Bhatia, K.K. (2000). Principles of Guidance and Counseling. Ludhiana: Kalyani Publishers.

➢ Bhatnagar, A. & Gupta, N. (1999). Guidance and Counseling, Vol.1&2: A practical approach. New Delhi, Vikas publishers.

➢ Gibson, R.L. & Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi, Pearson Education.

➢ Jones, R.N. (2000). Introduction to Counseling Skills: Text and Activities. New Delhi, Sage Publications.

➢ Kinra, A.K. (2008). Guidance and Counselling. New Delhi: Pearson Longman

➢ Seligman, L. (1994). Developmental Career Counseling and Assessment. (2nd Ed.). London Sage Publications.

➢ Pandey, K.P. (2000). Educational and Vocational Guidance in India. Varanasi: VishwaVidyalayaPrakashan.

➢ Rathus, S.A. & Nevied, J.S. (1980). Adjustment and growth: The challenge of life. New York: Rinehart and Winston.

➢ Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper & Row.

➢ Safaya, B.N. (2002). Guidance and Counselling. Chandigarh: Abhishek Publications.

➢ Sharma, R.A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.

➢ Sharma, T.C. (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup and Sons.

➢ Shertzer, B. & Stone, S.C. (1974). Fundamentals of Counselling. London: HougtonMissli.

➢ Sidhu, H.S. (2012). Guidance and Counselling. Patiala: Twenty First Century Publication.

F – 13: INCLUSIVE EDUCATION

Credits: 04
Total Marks: 100
Internal: 30
External: 70

Objectives:

- To understand Diversity, Disability and Inclusion
- To inculcate healthy attitude towards inclusive school.
- To use different teaching strategies for inclusive education
- To understand the role of teachers, parents and community for supporting inclusion
- To understand the recommendation of various polices.

Course Content:

Unit-I: Understanding Inclusion in Education

a) Definition, concept, need and its importance of inclusive school
b) Historical perspectives on education of children with diverse needs.

c) Difference between special, integrated and inclusive education, barriers in inclusive education
d) Identification and Assessment education of children with physically challenges, Visual, Hearing, Locomotor and Neurological.

Unit-II: Understanding Children with Diverse Needs

a) Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
b) Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
c) Sensory Impairment –Definition, identification and educational programme (Visual, hearing)
d) Children with intellectual challenges – Gifted, Intelectual disability, Autism (ASD) and learning difficulties (LD). ADHD, Juvenile Delinquency,
e) Children with Socio-Cultural deviations (SC, ST and Minorities) Linguistic minorities.

Unit-III: Initiatives to Promote Inclusive Education

a) Innovative practices and strategies for promoting inclusive education.
b) Assistive technology in inclusive education in special reference to computer accessibility
c) Role of administration, teacher, parents and community in inclusive School
d) Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning,

Unit-VI: Policy Perspective

a) United Nation convention on the rights of persons with disabilities (UNCRPD)2006
b) Role of Rehabilitation Council of India in inclusive education.
c) NPE-1986, POA 1992, RCI Act -1992, PWD Act 1995, Inclusive Education SSA and RMSA
d) Inclusive education in RTE 2009 and NEP 2020 in Inclusive Education

Sessional Work (Internal)
- Any two of the following:-
a) Report on a visit to school practicing inclusion / Special School.
b) Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

Suggested Readings:

- Ainscow, M. (1999). Understanding the Development of Inclusive Schools. London:Falmer

- Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.

- Archer L, Hutchings M. and Ross A (2003). Higher Education and Social Class Issues of Exclusion and Inclusion. London: Routledge Falmer Taylor and Francis Group.

- Balsara, Maitraya. (2011). Inclusive Education for Special Children. Delhi: Kanishka

- Bartlett, L.D. and Weisentein, G.R. (2003).Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

- Bender, W. N. (1995) Identification and Teaching Strategies for Learning Disabilities. New York: Allyn & Bacon.

- Chadha, A. (2002) A guide to educating children with Learning Disabilities. New Delhi: Vikas publication.

- Ghai, A. (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 300). London: Continuum.

- Jha, M.M. (2002). School without Walls: Inclusive Education for All. New Delhi:Madhuban Educational Books.

- Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

- Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, Inclusive Education from Rhetoric to Reality, Viva Books Ltd, New Delhi.

- Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.

- Panda, K.C. (2001). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers www.mhrd.gov.in

- https://www.un.org www.ascd.org

- www.education.vic.gov.in

F-14: ENVIRONMENTAL EDUCATION

Credits: 04
Total Marks: 100
Internal: 30
External: 70

Objectives:

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

UNIT I: Environmental Education

a. Concept of Environment, Components of Environment, Ecology, Biosphere, Concept of Population and Community, Eco System.
b. Environmental Education: Concept, Objectives, need & importance, Principles of Environmental Education.
c. Programmes for School, Strengthening Environmental Education in School System

UNIT II: Eco System and Natural Resources

a. Concept of Ecosystem: Biotic and Abiotic factors, Food Chain, Food Web and Flow of Energy.
b. Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
c. Conservation of Natural Resources: Concept of Conservation and need of its sensitization, Classification of Natural Resources and Conservation of water, soil, air and Endangered Species.

UNIT III: Environmental Hazards and Disaster Management

a) Environmental Pollution: Types, Effects and Control
b) Global Environmental Issues: Global Warming, Climatic Change, Ozone layer depletion, Deforestation.
c) Disaster Management: Phases (Before, during and after the disaster) in Earthquake, Fire and Floods.

UNIT IV: Efforts towards Environmental Awareness

a) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
b) Rain Water harvesting, Eco Schools, Eco tourism, Environmental Ethics
c) Environmental Education: Multidisciplinary and Interdisciplinary approach, Role of Mass Media in Environmental Education

Sessional Work:
1. Carrying out any one Environmental Awareness Activity of the following:
2. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
3. Carrying out a Project on Environment and preparing its detailed report.

Suggested Readings:

➢ Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.

➢ Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.

➢ Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.

➢ Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.

➢ Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.

Electives

Elective Option *** EL-03 (Choose One)

EL-03: HUMAN RIGHTS AND PEACE EDUCATION

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

• To acquaint students with human rights and peace education.
• To realize the importance and need of peace education, human rights and child rights

- To develop attitudes for resolving conflicts at personal and social level through education
- To orient curricular and educational processes to promote peace
- To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
- To understand challenges to world peace

Course Contents:

UNIT I: Human Rights in existing scenario

a) Need and Importance of human rights in existing social scenario
b) Human Rights Education: Meaning, Need and Scope History of Human Rights
c) History of Human Rights
d) Agencies of Human Rights Education – School, Family, Community, Teacher
e) Role of Education in promoting Human Rights
f) Role of Different Govt. and Non-Govt. organization in human rights educations

UNIT II: Understanding Peace as Dynamic Social Reality

a) Meaning, concept, need and scope of peace education
b) Aims & objectives of peace education
c) Challenges to peace and role of education for world peace and international understanding.
d) Teaching approaches to peace education, Peace education in NPE (1986) NCF-2005
e) Constitutional provisions vis-à-vis peace values
f) Role of UNO, IAEWP in promoting peace education

Sessional Work:

1. Formation of Human rights and peace club & write a report on activities.
2. Prepare a report on the contribution of Human rights activists and Nobel peace prize winners

Suggested Readings:

➢ Adams. D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

➢ Haseen, T. (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.

➢ Haseen, T. (2005) Current challenges in Education, Neelkamal Publications Pvt. Ltd.

➢ Bhargava, M. and Haseen, T. (2006). Glimpses of Higher Education, Rakhi Prakashan, Agra-2

➢ http://www.un.org/cyberschoolbus/peace/content.htm

➤ Singh, A.P. & Singh, P (2017). *Peace Education*. Ludhiana: Tondon Brothers.

EL-03: LIFE SKILL EDUCATION

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

- To acquaint students with the concept and importance of Life Skills
- To acquaint students with the role of education in developing life skills
- To develop attitude of students towards developing life skills through education
- To integrate life skills with the teaching learning process

Unit I: Life Skills and Life Skills Education

a) Life Skills – Concept, need and Importance
b) Life Skills Education-Concept, Need and Importance for Teacher
c) Core Life Skills as prescribed by W.H.O.
d) Skill of effective communication: Concept, need and importance teachers
e) Skill of Problem solving and decision making: Concept and Importance for Educationists
f) Skill of Critical and Creative thinking

Unit II: Enhancing and Integration of Life Skills

a) Livelihood Skills and Life Skills
b) Ways and means of enhancing Life Skills among students
c) Key issues and concerns of adolescents for life Skills education in emerging Indian context
d) Self-Awareness, empathy and learning to live together
e) Coping stress and emotions as life skills
f) Skill of building Inter Personal relationships : Importance for teachers and integration with teaching learning process

Sessional Work:

1) Workshop on core life skills
2) Case study / Story telling / debate on core life skills

EL-03: POPULATION EDUCATION

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

- To be aware of population trends in the world
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the nature

Course Contents

Unit I: Population Dynamics, Populations Growth and its effects

a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.

b) Effects of Population Growth – Malthus Theory, basic components of population dynamics – population distribution, structure, fertility, mortality, migration, sex – ratio, life expectancy.

c) Population Situation in India on the world's perspective, India's Population policy.

d) Effect of Population Growth on Social Development and Economic Development.

e) Effect of Population Growth on Educational Development and Health and nutrition.

f) Effect of Population Growth on Environmental and Natural Resources

Unit III: Population Control and Population Education in School Curriculum

a) Population equilibrium: Measures of control- clinical and educational approach
b) Family planning and Family welfare programme in India
c) Role of different agencies viz.. Home, School, Community, Govt. and non Government agencies and mass media population control.
d) Need and problem in curriculum development of population education.
e) Need of research in population education, role of teachers in population education programme
f) Integration of Population Concept in different School Subjects, Population Education through Co-Curricular activities

Sessional Work:

Conducting anyone of the following surveys and preparing a report: Progress in the field of literacy, Health awareness, AIDS awareness, Environmental awareness, Balanced Diet, Vaccination, Cleanliness, Number of children.

Suggested Readings:
- Aggarwal, S.N. (1985). *India's Population Problems.* New Delhi: Tata McGraw Hill Pub. House.
- Parakh, B.S. (1985). *Population Education Inception to Institutional.* New Delhi: NCERT. Rao, D.G. (1974). *Population Education: A Guide to Curriculum and Teacher Education.* New Delhi: Sterling Publishers, Pvt. Ltd.
- Sharma, R.C. (1988). *Population Resources, Environmental and Quality of Life: Hand Book on Population Education.* New Delhi: Rai & Sons.
- Sodhi T.S. (2006). *Population Education.* Patiala: Bawa Publications

EL-03: SCHOOL LIBRARY AND INFORMATION SERVICES

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

- To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart knowledge to student teachers about the need and importance of library services in the present school education.
- To acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

Unit I: Aims, Objectives and Importance of School Library, Classification and Cataloguing

a) Meaning, Aims and Objectives of School Library in Education
b) Need and Importance of School Library in School Education
c) Five Laws of Library Science and their Implications
d) Library Classification: meaning, need and purpose
e) Library Cataloguing: meaning, objectives and importance
f) Circulation system: Ledger, Browne and Newark system of charging and discharging.

Unit II: Library Accession, Specific Problems of School Library and Role of Teacher in developingSchool Library
a) Accession Register, Library Staff and Qualities of School Librarian
b) Open and Close Access System, Library Rules and Regulations

c) Periodicals : Types, Importance and Uses; Stock verification of Library
d) Library centered teaching and role of role of teacher in developing and making use of library
e) Library period, Reference service, Reference books, Library software, E-Library
f) Specific problems of School Library and their solutions

Sessional Work:

1) To prepare entries of 15 books in the accession register
2) Classification of 15 titles at 3-digit level according to Dewey decimal Classification (DDC)
3) Important websites for E-books, E-journals and other study material for schools

Suggested Readings:

➢ Devi, Savitri and Johri, Nutan (1986). *Bibliographic Reprints: Library Science andInformatics*. New Delhi: NASSDOC
➢ Kaur, Sumeet *School Library and Information Services*. Ludhiana: Tandon Publications.
➢ Kumar, Krishana (1997). *Library Organization*. Vikas Publishing House Pvt Ltd. Singh, Sewa (1985-1990). *Indian Library and Information Science Literature*. New Delhi: Ess Ess Publications.
➢ Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). *Indian Library Literature*. New Delhi: Today and Tomorrow's.
➢ Upneja, Sunil K. (2007). *School Libray Services*. Ludhiana: Tandon Publishers. Wadhawan, Rajan (2009). *School Library Services*. Ludhiana: Tandon Publications.

EL-03: READING AND REFLECTION ON TEXT

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

- To promote an understanding of language characteristics of learners, language usage.
- To enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- To enable to read, analyze and reflect on variety of texts.
- To develop meta-cognitive awareness to become conscious about thinking processes.
- To enable to write with a sense of purpose.

- To enable student teachers to enhance their capacities as readers and writers

Course Content

UNIT-I: Language and Learning, Linguistic and Reading Skills

a) General Principles of language learning, Role of Language as a means of construction of reality and gaining experiences
b) Role of home and school language in classroom instructions
c) Multilingualism: Concept and techniques
d) Development of language and linguistic skills, Discussion and questioning as tools of language learning
e) Mechanics of Reading- Environment, Posture and Skills involved in Reading.
f) Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability

UNIT- II Scope, Nature of Reading and Evaluation of Reading Skills

a) Components and levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective). Methods and Importance of Reading Types of reading: Aloud and silent reading, Intensive and Extensive reading.
b) Reflective Reading- Concept, Components and factors
c) Evaluation of Reading skills with special reference to test of rates of reading- (Time limit methods & amount limit method)
d) Developing Skills and Techniques for searching Information from reference sources
e) Problems faced by children in reading - causes and remedies

essional work (Internal)

1) Developing a reading test on school students for miscue analysis.
2) Analysis of any language text book.
3) Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
4) Writing a book review and critically analyzing the contents and language of the text.

Suggested Readings:

➢ Halliday, M. A. K. (1978), *Language as Social Semiotic: the social interpretation oflanguage and meaning*, Edward Arnold: London.
➢ Trudgill, P. (1992), *Introducing language and society*. London: Penguin.
➢ Wardhaugh, R. (1986), *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell Reid, T. B. (1956), "Linguistics, structuralism, philology", *Archivum Linguisticum*
➢ Swales, J. (1990), *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

- Alan Robinson H.(Ed.)(1964): Meeting Individual Difference in Reading, The University of Chicago Press Chicago.
- Blanton,W.E. Faee (Ed.) (1976): Measuring reading performance International Reading Association,New York,.
- Dechant,E.V. (1964): Improving the Teaching of Reading, Prentice Hall Englewood cliff's,Inc..
- EK Wall E.E. (1971)., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon,Bostan,
- Hanter, L.E. (1964): Improving Reading in secondary schools, Macmillan Co. New York,.
- Kaur, B. (2017) Language Across the Curriculum, First Ed.,Patiala:21st Century Publications
- Shri Vastav B.P. -(1971); The Teaching of Reading.BhartiPublishers,new delhi https://en.wikipedia.org/wiki/Register_(sociolinguistics) www.genconnection.com/English/ap/LanguageRegisters.htm
- www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf

EL-03: UNDERSTANDING THE SELF

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives

- To enable the student teacher to discover oneself.
- To develop holistic and integrated understanding of the human self and personality.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.
- To help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
- To equip student teachers with skills for empathic listening and self-expression.
- To evolve as a progressive and flexible teacher.

Course Content:

Unit-I: Understanding and Development of Self, **Social Process and Exploring Self**

    a) Defining the self (awareness & acceptance), self-perception theory and

determinants of self.
b) Self-esteem: Concept, techniques for development of self esteem
c) Self-realization: Concept and importance
d) Factors affecting self-identity: Family, Culture, Gender, Religion & Language.
e) Role of individual self in development of society
f) Role of positive thinking in self-development.

Unit-II: Social Influence, Role of Education and Techniques for Self-Regulation

a) The influence of peer group, media, technology and globalization on identity formation.
b) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
c) Constructive role of education in moving towards peaceful living.
d) Development of self through meditation, yoga, values and spirituality.
e) Conflicts: Concept and Resolving intrapersonal and interpersonal conflicts
f) Empathic listening- understanding and appreciating divergent points of view.

Sessional Work:

Any two of the following:

2) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
3) Self-expression through diary writing/self-reflecting journal
4) SWOC Analysis of self (Strengths, Weaknesses, Opportunities and Challenges)

Suggested Readings:
➢ Dalal, A.S. (2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram. Dayal, L.H. (2005). *Hints for Self-Culture*. New Delhi: Jaico Publishing House Frankl, V. (1946). Man's search for meaning. New York : Pocket Books.
➢ Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
➢ Krishnamurti, J. (1953). Education and the significance of life, Ojai, California. USA : Krishnamurti Foundation Trust.
➢ Walk with me : A guide for inspiring citizenship action (2006), New Delhi : Pravah Pub.
➢ Wilson, T.D. (2002). Stranger to ourselves: Discovering the adaptive coconscious Harvard University Press.
➢ Chatterjee, D. (1998). Leading consciously, M.A, USA: Butterworth-Heinemann.
➢ Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium, New York : Harper Collins.
➢ Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
➢ Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.

- Haldar, B. (2006). A Life Less Ordinary, New Delhi : Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity : Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3 (2), 1175-195.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.

EL-03: HEALTH AND PHIYSICAL EDUCATION

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student-teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

UNIT-I: Concept, Aims and Objectives and Nutrition, Health Problems and Diseases

a) Health Education: Concept, Aims and objectives, importance and principles of Health Education in School Curriculum.
b) Physical Education: Concept, aims and objectives, need and importance of Physical Education in school curriculum.
c) School Health Programmes: Health services, Health supervision and Health instruction.

d) Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition.
e) Contemporary health problems and prevention: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.
f) Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis (A, B and C) Chickenpox, Typhoid.

UNIT-II: First Aid, Posture and Yoga, Layout of Grounds and Athletic Meet

a) First Aid: Concept, need, importance and principles of first aid, first aid kit.
b) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures, remedial exercises.
c) Yoga: Concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)
d) Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.
e) Layout of the grounds with rules and regulations of the following games: Badminton, Volleyball and Kho-Kho
f) Athletic meet – Meaning, Need and Importance, Organization of athletic meet at school level.

Sessional Work:

1. Project on calculating BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.
3. Three types of Sports Ground.

Suggested Readings:

➢ Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.

➢ Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

➢ Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield: Guninness Publishing Road.

➢ Hedge, (1997). How to maintain good health, New Delhi: UBPSD Publishers.

➢ Kanele., B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana: Kalyana Publishers.

➢ Krishna, G. (1993). The purpose of yoga. New Delhi : UBS Publishers Ltd. Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi: Vikas Publishers Ltd.

- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar:GBD Publications.

- Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana: Tandon Publication BookMarket.

- Nash T.N. (2006). Health and Physical Education, Hyderabad: Nilkamal Publishers.

- Prasad, Y.V. (2006). Method of teaching Physical Education, New Delhi: Discovery Publishing House.

- Sachdeva, M.S. (2006). School Organization, Administration and Management, Ludhiana: Dandon Publication,

- Chandra, S., Sothi, & Krishnan. P. (2005). Health Education and Physical Education. Delhi: Surjeet Publications.

- Reema, K. (1996). Physical fitness. New Delhi:Khel Sahitya Sports Publication.

EL-03: DISTANCE EDUCATION AND LIFE LONG LEARNING

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:
- To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.
- To help them understand the opportunities and challenges in the field of Distance education and open learning.
- To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.
- To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To prepare them to create awareness among illiterate adults for their development.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- To enlighten the student teachers about the Life Long Learning policies of the country.

Unit-1 Distance Education - Introduction, Concept and History and Learner Support

Services in Distance education
   a. Distance Education & Open Learning Concept, Need and Characteristics.
   b. Distance Education in Independent India: Achievements and Challenges, NPE-86 (relating to DEOL).
   c. Distance Education at Different Levels: School level, Higher Education &Vocational Education with examples of course being offered.
   d. Learner Support Services: Meaning, Need and importance.
   e. DDE's & State Open Universities: Need, Importance and Functions.
   f. Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.

Unit –II Life Long Learning and Programme for Life Long Learning
   a. Concept, aims and objectives of Life Long Learning.
   b. Need and Importance of Life Long Learning for the development of an individual for social change
   c. Problems and suggestive measures for Life Long Learning.
   d. Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM
   e. Adult learner- characteristics, problems and motivation
   f. Lifelong teaching- Different methods, Role of Mass Media. Evaluation of Life Long Learning

Sessional Work:
   1) Preparing a project report on the functioning of any one DEOL system at school/higher education/ vocational level.
   2) Field based project work
   3) Assignment, seminar and overall performance

Suggested Readings:
   ➢ Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas Publishing House.
   ➢ Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: ConceptPublishing House.
   ➢ Bandhu, D. (1994). *Distance Education in India*. Jammu: Vinod Publisher & Distributiors.
   ➢ Kumar, Anil (1997). *Learner Performance in Distance Education.* New Delhi: Commonwealth Publishers.
   ➢ Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.
   ➢ Rai, Amarnath (2005). *Distance Education*. New Delhi: Author Press.
   ➢ Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APH Publishers.
   ➢ Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.

- Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: Shipra Publications.
- Rao, V.K. (2030). *Distance Education*. New Delhi: APH Publishing Corporation. Sharma,
- B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Singh, U.K. (1996). *Distance Education*. New Delhi: Discovery Publications.
- Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.
- Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
- Ministry of Education (1987). *Adult Education Research- Future Directions*. Prasad,
- Rajinder (2008). *Adult Education.* New Delhi: APH Publishing Corporation.
- Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National BookOrganisation.
- Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.
- Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.
- Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K.: Longman Groups. Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

EL-03: E-EDUCATION AND RESOURSE DEVELOPMENT

Credits: 02
Total Marks: 50
Internal: 15
External: 35

Objectives:
- To introduce the student teachers to the concept of systems and its Application in Information Management.
- To familiarize the student teachers with the concepts and practice of e- communication, e-learning and e-education.
- To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
- To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

Unit –I E -Education, Multimedia and Designing Electronic Content
    a. E- Education: Introduction, Need and Importance. Benefits of E-Education in

contrast with traditional method.
   b. Multimedia: Concept, types and implications of multimedia in teaching learning process.
   c. Systems: Concept, Elements, types, SDLC (System Development Life Cycle).
   d. Electronic content (E- content): Designing and development
   e. Different formats of E-content development in context with the popularity and their designing
   f. Evaluation of students through E-content/resources/tools. Using E-content mobile on mobile devices

Unit-II E-Content Development Tools and Internet and Virtual Learning Environments
   a. Images : Imaging Devices (Scanner and Digital Camera) Steps to Scan a picture and the availability of formats
   b. Audio : Equipment's, formats, Steps to record and edit an audio
   c. Video : Equipments, formats, Steps to record and edit a video
   d. Internet: Basics, Web browser, application of internet in education and learning internet protocols.
   e. Virtual Learning Environment : Concept, elements, popular virtual systems available and their usage
   f. Freeware, open source, proprietary source & public domain

Sessional Work:
   1) Recording and editing of three audio files in different formats.
   2) Digitize at least 30 images in at least three formats using a scanner.
   3) Recording and editing of at least three video clips of approximately five minutes duration.

Suggested Readings:

   ➢ **Campbell, Katy (2004). E-ffective Writing for E-Learning**
   ➢ **Environments.U.S.A.:Information Science Publishing (an imprint of Idea Group Inc.).**
   ➢ **Holmes, Bryn and Garderner, John (2006). E-Learning Concepts and Practices.**
   ➢ **London: SAGE Publications Ltd.**
   ➢ **Pawlowski, Jan Martin (2006). Hanbook on Quality and Standardisation in ELearning. New York: Springer Heidelberg**

EL-03: VALUES EDUCATION

Credits: 02
Internal 15
External 35
Total 50

Objectives:

- **To acquire knowledge about meaning, definition and types of the values**
- **To able to understand need and importance of the value education**
- **To acquaint the knowledge of models of value Education**
- **To apply the different types of pedagogy of value education on class room teaching**
- **To adopt the value education skill to real life situation**
- **To inculcate the approaches of the values**

UNIT- I: VALUES EDUCATION

a) Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education –

b) Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, Religion and constitution- Value education in school curriculum.

c) Development of Values: Attitudes and personal qualities – Core values – ways of fostering, values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling - Dramatization and Clarification – Family Values – Character Education.

Unit-II: Models and Pedagogy of Value Education.

a) Models of value education; Rationale building model, the consideration model, valuing process and clarification model- Integration of human values with all (school) academic subjects.

b) Approaches and Techniques of teaching human values- Direct approach: value-based Story-telling, Group activities (dramatization, literary activities, games and sports, service activities),

c) Counselling, and organizing value based co-curricular activities- Indirect Approach; Incidental Approach with illustrations

d) Integrated approach: Integration into curricular, co-curricular activities and subjects

(With illustrations of integration from Language, Mathematics, science and social science, art and aesthetics) Yoga and health education - Teacher as Role Model- Role of school ambience and environment in development of values.

Suggested Readings:

➢ Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
➢ Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
➢ Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
➢ Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
➢ Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays Delhi Konark

Community Based Activity

CB-01: Field Trip/Cultural Festival

Credit: 02
Total Marks: 50
Internal 50

Field Trip/ Cultural Festival (2 credits) is a compulsory component in the 4th semester.
This is to encourage students to make their learning more community based, hence more effective and result oriented.
The evaluation shall be made internally.