Learning Outcomes-Based Curriculum Framework
(LOCF)

B.Ed. (2021-23)

School of Education
Central University of Haryana, Mahendergarh

Scheme and Syllabus of B.Ed. Programme w.e.f. Academic Session 2021-22

NCTE Regulation-2014/NEP-2020/UGC-LOCF Based Curriculum (2021 -2023)

Scheme and Syllabus of B.Ed. Programme w.e.f. Academic Session 2021-22

Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of Central University of Haryana made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP-2020" in the 32nd meeting of the Academic Council of the University held on April 23, 2021. The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on 'creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills' for the 'development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasizing upon integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in

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undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 40% component of online teaching and 60% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the faculty, Heads of the Departments and Deans of Schools of Study. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, School and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of various Boards of Studies and School Boards contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Accordingly, the curriculum may be reviewed annually.

UNIVERSITY VISION	UNIVERSITY MISSION	Objectives of School of Education
To develop enlightened citizenship of a knowledge society for peace and prosperity of individuals, nation and the world, through promotion of innovation, creative endeavours, and scholarly inquiry.	To serve as a beacon of change, through multi-disciplinary learning, for creation of knowledge community, by building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The University seeks to achieve this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.	**In consonance with vision and mission of University School of Education has framed following objectives:** 1. To prepare outstanding teacher educators for transforming lives of individuals and lead to national development. 2. To prepare teacher educators who have a sound knowledge base, essential professional skills and humanitarian values and ethics. 3. To impart skills among teachers in Information & Communication Technology with experiential learning for education. 4. To develop research skills in the pupil teachers with moral and ethical development. 5. To build self-disciplined individuals who appreciate work and manage time efficiently.

Mapping of University Vision and Mission to Department Vision and Mission:

Acclaimed as modal Centre of Learning and Research by

University Vision and Mission	Objectives of School
High quality knowledge society creation for peace and prosperity of individuals, nation and the world, through and scholarly inquiry	Yes
Promotion of innovation, creative endeavours, research and development	Yes
Students' excellence through multi-disciplinary learning, value-based transparent work ethics, creative and critical thinking	Yes
Environment of excellence in teaching, research and innovation in pure and applied areas of learning	Yes

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1. PROGRAMME OUTCOMES (P.O.), SCHOOL OF EDUCATION

After successful completion of the programme:

PO-1.	Learners will be able to comprehend the acquired knowledge during the programme of study.
PO-2.	Learners will be able to reflect on the problems relating to discipline and society with ethical guidelines.
PO-3.	Learners will be able to exhibit the professional skills and competencies acquired during the programme of study.
PO-4.	Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
PO-5.	Learners will be able to apply the knowledge and skills acquired in academic management and resource management according to predetermined objectives/outcomes.
PO-6.	Learners will be able to work as a member or a leader in various teams and multidisciplinary & diverse settings.

2. PROGRAMME SPECIFIC OUTCOMES (P.S.O.), B.Ed. Programme

The B.Ed. Two-Year, a Pre-Service Teacher Education Programme at Secondary Level Aims at:

PSO-1.	Acquiring conceptual understanding of sociological, psychological and philosophical aspects of an individual's development and its relationship with the teaching-learning process.
PSO-2.	Develop critical understanding of the school curriculum, pedagogy, discipline and research related to different aspects of teaching-learning.
PSO-3.	Enhance professional capacities and 21st Century skills of learners such as Critical reading, communication, literary ICT, aesthetics and self-development.
PSO-4.	Enhance the competencies of prospective teachers by way of designing effective lesson-plans, applying various teaching skills, using suitable teaching aids and conducting 360° holistic assessment in their chosen pedagogy subjects.
PSO-5.	Providing first-hand experience of all the school activities and field work through engaging learners as interns at secondary and senior secondary school level.
PSO-6.	Develop desirable life-skills and values such as environmental awareness, inclusion, yogic life-style and ability to provide suitable guidance and counselling.

B.Ed. Semester-I

Core Courses

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
1.	4	SOE 02 01 01C3104	Childhood and Growing Up	3	1	0	4
2.	4	SOE 02 01 02C3104	Contemporary India and Education	3	1	0	4
3.	4	SOE 02 01 03C3104	Learning and Teaching	3	1	0	4
4.	2	SOE 02 01 04C2002	Understanding Discipline and Subjects	2	0	0	4
5.	2	SOE 02 01 05C0022	Reading and Reflection on Text	0	0	2	4
6.	2	SOE 02 01 06C0022	Understanding the Self	0	0	2	4
Discipline Centre Elective Courses (Any one from Sr. No. 7,8,9)							
7.	4	SOE 02 01 01DCEC3104	School Administration and Management	3	1	0	4
8.	4	SOE 02 01 02DCEC2024	Art in Education (Visual & Performing Arts)	2	0	2	6
9.	4	SOE 02 01 03DCEC3104	Health & Physical Education	3	1	0	4
10.	4	GEC	**To be taken from other Department/ MOOC**	4	0	0	4
	Total	**26**					

Generic Elective Courses (GECs)- Semester I

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
1.	4	SOE 02 01 01 GEC 3104	Value Based Education	3	1	0	4
2.	4	SOE 02 01 02 GEC 2024	Art in Education	2	0	2	6

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B.Ed. Semester-II

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
			Core Courses				
11.	4	SOE 02 02 07 C3104	Foundation of Education	3	1	0	4
12.	4	SOE 02 02 08 C3104	Creating an Inclusive School	3	1	0	4
13.	4	SOE 02 02 09 C3104	Value and Peace Education	3	1	0	4
14.	2	SOE 02 02 10 C2002	Language across the Curriculum	2	0	0	2
15.	2	SOE 02 02 11 C0022	Critical Understanding of ICT	0	0	2	4
16.	4	SOE 02 02 12 C0044	School Internship (Part-I)	0	0	4	8
			Discipline Centre Elective Courses (Any Two)				
17.	4	SOE 02 02 04 DCEC3104	Pedagogy of Hindi	3	1	0	4
18.	4	SOE 02 02 05 DCEC3104	Pedagogy of English	3	1	0	4
19.	4	SOE 02 02 06 DCEC3104	Pedagogy of Social Sciences	3	1	0	4
20.	4	SOE 02 02 07 DCEC3104	Pedagogy of Mathematics	3	1	0	4
21.	4	SOE 02 02 08 DCEC3104	Pedagogy of Life Science	3	1	0	4
22.	4	SOE 02 02 09 DCEC3104	Pedagogy of Physical Science	3	1	0	4
23.	4	SOE 02 02 10 DCEC3104	Pedagogy of Economics	3	1	0	4
24.	4	SOE 02 02 11 DCEC3104	Pedagogy of Commerce	3	1	0	4
	Total	**28**					

Generic Elective Courses (GECs)- Semester II

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
3.	4	SOE 02 02 03 GEC 2024	Essentials of Guidance and Counselling	2	0	2	06
4.	4	SOE 02 02 04 GEC 2024	Performing and Visual Arts	2	0	2	06

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B.Ed. Semester-III

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
25.	16	SOE 02 03 13 C 001616	School Internship (Part-II)	0	16	32	16
26.	04		To be taken from other Department/MOOC	4	0	04	04

Generic Elective Courses (GECs)- Semester III

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
5.	4	SOE 02 03 05 GEC 3104	Peace Education	3	1	0	4

B.Ed. Semester-IV

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
			Core Courses				
27.	4	SOE 02 04 14 C3104	Gender, School and Society	3	1	0	4
28.	4	SOE 02 04 15 C3104	Assessment for Learning	3	1	0	4
29.	4	SOE 02 04 16 C3104	Curriculum Transaction	3	1	0	4
30.	2	SOE 02 04 17 C0022	Yoga Education	0	0	2	4
31.	2	SOE 02 04 18 C2002	Environmental Education	2	0	0	2
32.	2	SOE 02 04 19 C0022	Art, Craft and Aesthetics	0	0	2	4

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33.	4	SOE020412 DCEC3104	Guidance and Counselling	3	1	0	4
34.	4	SOE020413 DCEC3104	Comparative Education	3	1	0	4
35.	4	SOE020414 DCEC3104	Life Skills Education	3	1	0	4
36.	4	SOE020415 DCEC3104	Web Technologies in Education	3	1	0	4
37.	4	SOE020416 DCEC3104	Human Rights in Education	3	1	0	4
38.	4	SOE020417 DCEC3104	Education for Mental Health	3	1	0	4
	Total	**26**					

Generic Elective Courses (GECs)- Semester IV

Sr. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
6.	4	SOE 02 04 06 GEC 3104	Educational Management and Leadership	3	1	0	4

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Year	I	**CHILDHOOD AND GROWING UP**	Credits	4
Semester	**I**		Course code	SOE 02 01 01 C3104

Learning Outcomes	After the completion of the course the pupil-teachers will be able to: ● Comprehend the developmental process of a child and recognize the role of heredity and environment in individual development. ● Analyze various theories of child development and their educational implications. ● Sensitize about various emerging issues of childhood and adolescence and recognize the need and importance of adolescence education programmes. ● Apply the knowledge of agents of the socialization process in management of personal and social life.
Course Content	
Unit -1	**Growth and Development** ● Growth and development: Concept, meaning and definition, differences between growth and development, principles of growth and development ● Stages of Development: Physical development, social development, emotional development and intellectual development during childhood and adolescence ● Role of Heredity and environment in growth and development of individuals. ● Individual Differences: Concept, types of individual differences, implications of individual differences for organizing educational programmes
Unit -2	**Theories of Child Development** ● Theory of Cognitive Development by Piaget: Concept, Stages and Implications ● Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications ● Kohlberg theory of Moral Development: Concept, Stages and Implications ● Vygotsky theory of sociocultural development and its implications
Unit -3	**Childhood and Adolescent** ● Emerging Issues of Childhood and Adolescent**:** Social issues, Emotional issues, Health issues ● Need and Importance of Adolescence Education Programme ● Significance of Life Skill Education for Adolescence ● Role of Teacher in addressing their emerging issues

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Unit -4	**Socialization of Children**
	● Meaning and definition of Socialization ● Aims and objectives of socialization process ● Types of socialization process ● Agents of socialization process: Parents and Family, Peer group, Classroom & School Climate, Role of Community
Transaction Strategies/ Teaching Learning Process	E-learning, Lecture cum discussion, power-point presentations, assignments on various topics, presentation and discussion, lecture cum demonstration, debate on various emerging issues of childhood and adolescence, in-depth analysis of various agents of socialization process by the student teachers and presentations will be encouraged.

Practicum:

- Assign a task to a student to speak 10 sentences about himself/herself and analyze them linguistically & psychologically.

- Organize a debate on the emerging issues of childhood and adolescence. Note down the main point spoken for and against.

- Administration and Interpretation of any one psychological test -(a) Intelligence (b) Creativity (c) Personality.

- Examine the physical hygiene of a school or any social place in order to make critical appreciation.

- Prepare a report on some existing social taboos and interpret it logically and scientifically.

Suggested Readings:

- Aggarwal, J. C. (2014). *Essentials of educational psychology (3rd Edition)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Ballantine., J. H. & Spade, J.Z. (2015). *Schools and society: A sociological approach to education.* New Delhi: Sage Publications, Inc.
- Bhatia, P.R. (2005). *Psychology of teaching learning process*. New Delhi: Anmol Publication Pvt Ltd.
- Chatterjee, S.K. (2002). *Advanced educational psychology*. Calcutta: Books and Allied Pvt Ltd.
- Dandapani, S. (2001). *A textbook of advanced educational psychology*. New Delhi: Anmol Publications.
- Dash, M. (1988). *Educational psychology*. Delhi: Deep and Deep Publication.
- Fontana, D. (1995). *Psychology for teachers (3rd edition).* The British Psychological Society, London: McMillan in association with BPS Books.
- Hill, D. & Cole, M. (Ed.). (2001). *Schooling and equality – fact, concept and policy*. London: Kogan page.

- James, A. & James, A. (2008). *Key concepts in childhood studies*. UK: Sage.
- Kakkar, S.B. (2005). *Educational psychology.* New Delhi: Prentice Hall of India Pvt. Ltd.
- Kumar, S. (2014). *Child development and pedagogy*. New Delhi: Pearson.
- Kundu C.L. & Tutoo, D.N. (1988). *Educational psychology.* New Delhi: Sterling Publishers Pvt. Ltd.
- Mahapatra, D. (2015). *Ubiquity of porn leading India to social crisis: CBI*. Times of India. Retrieved from http://timesofindia.indiatimes.com/india/Ubiquityof- porn-leading-India-to-social-crisis-CBI/articleshow/49306899.cms.
- Mangal, S.K. (2007). *Essentials of educational psychology.* New Delhi: Prentice Hall of India Pvt. Ltd.
- Mangal, S.K. (2019). *Psychology of learning and development*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mangal, S.K. & Mangal, S. (*2019). Childhood and growing up*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mathur, S.S (1994). *Educational psychology*. Meerut: Loyal Book Depot.
- Nagaraju M. T. V., Manivannan M. & Patteti A. P. (2015). *Psychology of teaching and learning.* Hyderabad: Neelkamal Publications Pvt. Ltd.
- Newman, D.M, (2014). *Sociology: Exploring the architecture of everyday life*. New Delhi: Sage Publications.
- Nirmala J. (2014). *Psychology of learning and human development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
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- Phens, J.M., and Evans, E.D. (1973). *Development and classroom learning: An introduction to educational psychology.* New York: Holt Rinehart and Winston Inc.
- Pruthi, R. K (2006). *Educational psychology*. New Delhi: Discovery Publishing House.
- Santrock, John W. (2007). *Adolescence (11th ed.).* New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Skinner, E.C. (1984). *Educational Psychology (4th Edition)*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Spinthall, N., and Spinthall, R.C. (1990). *Educational psychology (5th Edition).* Delhi: McGraw Hill Publishing Company.

Year	I	**CONTEMPORARY INDIA AND EDUCATION**	Credits	4
Semester	**I**		**Course code**	**SOE 02 01 02 C3104**

Learning Outcomes	After the completion of the course the pupil-teachers will be able to: • Explain about varied forms of Indian society along with the current problems, road safety measures and emergency first aid services. • Discuss the concept of education and its constitutional provisions. • Analyze the underlying philosophical reflections and educational thoughts of great educational thinkers. • Evaluate the contributions of various educational commissions and policies in Indian education system.
Course Content	
Unit -1	**Contemporary India: Issues and challenges**
	• Indian society: Concept, types, importance and ways of interaction • Impact of Urbanization, Industrialization, Globalization, modernization, economic liberalization and digitalization on Indian society • Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth • First Aid and Road Safety: Concept, importance, rules and basic procedures
Unit -2	**Contemporary Indian Education: Concerns and Issues**
	• Aims and purposes of education drawn from constitutional provision, Education and Fundamental Rights and Duties: Article 14,15,16,30 and 51A • Challenges in Implementation of RTE Act 2009 • Universalization of Elementary Education and related issues such as Mid-Day Meal (MDM), Sarva Shiksha Abhiyaan(SSA) and Rashtriya Madhiyamik Shiksha Abhiyaan(RMSA) • Critical review of present school system – non-formal school, educational guarantee scheme, Kendriya Navodaya and Pratibha Vikas Vidyalaya and Vision of common school system
Unit -3	**Educational Thinkers (Indian & Western)**
	• Analytical study of thoughts of the Indian thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:

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	• RabindraNath Tagore
	• Mahatma Gandhi
	• Pandit Madan Mohan Malviya
	• Analytical study of thoughts of the Western thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:
	    • Rousseau
	    • John Dewey
	    • Plato

Unit -4	**Policy Framework for Development of Education in India**

	• Overview of educational reform in the Pre-independence period: Macaulay's Minutes, Woods Despatch, Hunter Commission and Sargent Report
	• Overview and major recommendations of commissions, policies and mission of Education in Post-Independence Period:
	  a) Mudaliar Commission (1952)
	  b) Education Commission (1964-66)
	  c) NPE 1968
	  d) NPE 1986
	  e) National Knowledge Commission
	  f) National Curriculum Framework (NCF) 2005
	  g) National Education Policy (2020)

Transaction Strategies/ Teaching Learning Process	E-learning, Lecture cum discussion, Tutorials, Brainstorming Session, Recorded/ live Video and Audio lectures, Use of PPT, Film Shows (selected films), assignments on different key areas given in syllabus through Google Group, Google Classroom and other appropriate online apps. Workshop on Road Safety and First Aid, Setting up a road safety group.

Practicum:

- Study of the impact of Right to Education Act on schools.
- Critical Analysis of Committees, Commissions and Mission on education.

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- Panel discussion on Aims and purposes of education drawn from constitutional provision.
- Creating awareness among SC/ST students about various schemes and scholarships available.
- Any other activity suggested by the teacher.

Suggested Readings:

- Bhattacharya, S. (20016). *Sociological Foundation of Education*. Atlantic Publishers. New Delhi.
- Chand, B. (2017). *Education in Contemporary Indian Society*. Neel Kamal Publications. New Delhi.
- Dhankar, N. (2010). *Education in Emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Fagerling, I., and Saha, L.J.O. (1989). *Education and National Development (2nd Ed.)*. England: Pergamon Press.
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- Govt. of India. (1992). Ministry of Human Resource Development. The Revised Policy Formulation. New Delhi.
- Kakkar, S.B. (1995). *Changing Perspectives in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
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- Mehta, D. D. (2009). *Education in Emerging Indian Education*. Ludhiana: Tondon Publications, Books Market.
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- Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiana: Tondon Publication, Books Market.
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- Rao, D. B. (1996). *Global's Perception on Peace Education*. Vol. I, II & III. New Delhi: Discovery Publishing House.
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- Singh, Y.K. (2005). *Education in Emerging Indian Society*. New Delhi: APH Publishing.
- Thakur, A.S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.
Web Resources:

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- National policy on Education (1986). Available at www.ncert.ac.in
- National Policy on Education, 1986,http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
- http://samvada.org/2010/news/150th-birth-anniversary-of-malviya-ji/. Vishwa Samvada Kendra. 31 October 2010.
- https://www.youtube.com/watch?v=oxFrQd6lVzA YouTube (29 April 2015). Retrieved on 20 December 2020.
- http://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf EDUCATION COMMISSIONS AND POLICIES SINCE INDEPENDENCE.
- https://www.yourarticlelibrary.com/education/recommendations-of-indian-education-commission/84839 Recommendations of Indian Education Commission.
- https://www.youtube.com/watch?v=DZ22H1HFaEg

Year	I	**LEARNING AND TEACHING**	Credits	4
Semester	**I**		**Course Code**	**SOE 02 01 03 C 3104**

Learning Outcomes	At the end of the course, the pupil-teachers will be able to: ● Point out the significance of various learning theories and illustrate their educational implications. ● Elaborate and organize the various dimensions of creativity, intelligence and learning styles. ● Explain the various aspects of teaching and organize phases and levels of teaching. ● Critically evaluate the teaching profession and appraise the diverse role of teachers.

Course Content	
Unit -1	**Learning and It's Theories**
	● Learning: Concept, Characteristics and Factors affecting learning ● Behaviourist Theories: Concept of Connectionism (Thorndike) and Conditioning (Classical & Operant Conditioning) ● Cognitive Theory – Concept of Gestalt (Insightful Learning), Social Cognitive Theory – Vygotsky ● Meaningful Learning by Ausubel and Discovery learning by Bruner
Unit -2	**Creativity, Intelligence and Learning Styles**
	● Creativity: Concept, Relationship and differences between intelligence and creativity, Characteristics of creative person, Stages of creativity, Techniques of fostering creativity in classroom ● Intelligence: Concept and Nature ● Theories of Intelligence: Spearman's Two Factor Theory, Thurston's Group Factor Theory, Structure of Intellect by J.P. Guilford, Gardner's Theory of Multiple Intelligence ● Learning Styles: Concept & Implications for classroom environment (VARK Model & Kolb's Model of Learning style)
Unit -3	**Understanding the Teaching**
	● Teaching: Concept, Nature & Factors affecting teaching ● Principles and Maxims of Teaching ● Phases of Teaching ● Levels of Teaching
Unit -4	**Teaching as a Profession**
	● Teaching as a profession and professional ethics of teachers

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	● Role of a teacher (as Transmitter and Facilitator of knowledge) in teaching-learning process ● Reflective teaching: Concept and strategies for making teachers reflective practitioners ● Skills & Competencies of 21st century teachers
Transaction Strategies/ Teaching Learning Process	Lecture cum Discussion, Use of PPT, Assignments, Debate & Panel Discussion, Brainstorming Session, Use of multimedia applications like Google Classroom, Google Drive.

Practicum

- Creativity test and intelligence test.
- Presentation on the comparative analysis of the various learning theories through multimedia approach.
- Analysis of influential factors affecting learning to the same class and students on the basis of regular visit (one week) to school.
- Report on effective teacher behavior or classroom instruction strategies of effective teacher.

Suggested Readings:

- Bigge, M. L. (1982). *Learning theories for teachers* (4th edition). New York: Harper and Row Publishers.
- Chauhan, S.S. (2007). *Advanced educational psychology* (7th edition). New Delhi: Vikas Publishing House Pvt. Ltd.
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- Ormrod. J.E. (2006). *Educational psychology*: *Developing learners* (5th edition). New Jersey: Prentice Hall.
- Ormrod, J.E., Anderman, E.M., & Anderman, L.H. (2016). *Educational psychology* (9th). Delhi: Pearsons Publishing.
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- Santrock, J.W. (2018). *Educational psychology* (6th Edition). McGraw Hill Education.
- Siddiqui, M. H. (2005). *Techniques of classroom teaching.* Delhi: APH Publishing Corporation.
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- Snowman., & Baihler. (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
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- Wilkinson, B., & Vaughan, A. (2019). *Educational psychology for learners: Connecting theory, research and application* (2nd edition). Iowa, U.S.: Kendall Hunt Publishing.
- Woolfolk, A. (2017). *Educational psychology* (13th edition). Delhi: Pearson Education (Singapore) Pvt. Ltd., Indian Branch.

Web Resources:
- Chick, N. (2010). *Learning styles*. Vanderbilt University Centre for Teaching. Retrieved from https://cft.vanderbilt.ed/guides-sub-pages/learning-styles-preferences/.
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- Mathew a, P., Mathew, P., & Peechattu, P. (2017). Reflective practices: A means to teacher development. Asia Pacific Journal of Contemporary Education and Communication Technology, 3(1), 126-131. Retrieved from https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf

Year	I	UNDERSTANDING DISCIPLINE AND SUBJECTS	Credits	2
Semester	I		Course Code	SOE 02 01 04 C2002

Learning Outcomes	After the completion of the course, the pupil-teachers will be able to: ● Explain Academic discipline and different levels of integration of knowledge. ● Describe the nature of school subjects and their Inter & multidisciplinary linkage of subjects in curriculum.

Course Content	
Unit -1	**The Doctrine of Academic Discipline and Integration of Knowledge** ● Meaning, Concept, Classification of Academic Discipline; Approximate classification, Aristotle and Biglan taxonomy ● Historical, Philosophical, Sociological Perspective of Discipline (Knowledge) ● Integration of Knowledge: Transdisciplinary approach, Cross disciplinary approach, Multidisciplinary Approach ● Relationship between School Subjects and Academic discipline
Unit -2	**School Subjects & Interdisciplinary Learning** ● Meaning, Definition, Concept & Characteristics of School Subjects ● Nature & Importance of Subjects in school curriculum: Language, Social Science, Physical & Natural Science, Art & Crafts, Mathematics, Information Technology, Health & Physical Education ● Inter & Multidisciplinary subjects and Learning ● Interdisciplinary Learning and issues and concerns of interdisciplinary learning
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, assignments on various topics, discussion & Ppt presentations in class, sharing e-content, self-made content, MOOCs, recorded lectures, audio and video materials etc.

Practicum:

● Find out how many disciplines are there in your university and which subjects come under which Disciplines and prepare a chart/ppt.

● Prepare a report on any one school subject (CBSE & ICSE) and their interdisciplinary nature.

● Find out how your pedagogy subject is related to other academic disciplines.

● Prepare a chart/ppt on which school subjects are taught in CBSE, ICSE and SBSE at senior secondary level.

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- Choose any five topics of your subject and analyze the content knowledge from a different perspective.
- Prepare a report and presentation on historical evolution of pedagogy subjects.
- Choose any 2 topics from both pedagogy subjects and analyze the historical/ philosophical/ sociological evolution of that knowledge.
- Any other activity as suggested by the teacher.

Suggested Readings:

- Aram, John (2004), *'Concepts of Interdisciplinary: Configurations of Knowledge and Action'*, Human Relations 57(4), 379-412.
- Bryantala, L. H. and Niewolnyb, K., Clarkc, S. and Watson, C. Edward. (2014). *Complicated Spaces: Negotiating Collaborative Teaching and Interdisciplinarity in Higher Education.* The Journal of Effective Teaching, 14(2), 83-101. Retrieved from https://files.eric.ed.gov/fulltext/EJ1060430.pdf
- *Defining Interdisciplinary Studies.* (n.d.). Retrieved March 25, 2021 from https://www.sagepub.com/sites/default/files/upm-binaries/43242_1.pdf
- Dey, N. (2021 Jan. 29th). Understanding Discipline and Subjects. Retrieved from https://onlinecourses.swayam2.ac.in/nou21_ed05/preview
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Friedow, A. J., Blankenship, E. E., Green, J. L. and Stroup, W.W. (2012). Learning Interdisciplinary Pedagogies: Critical Approaches to Teaching Literature, Language, Composition, and Culture, 12(3), 405–424. Retrieved from https://core.ac.uk/download/pdf/188106944.pdf
- Golding, G. (2009*). Integrating the Disciplines: Successful Interdisciplinary Subjects*. University of Melbourne. Retrieved March 25,2021 from https://gened.psu.edu/sites/default/files/docs/LOA%20-%20InterdisciplinaryCourse_HowToGuide-Gooding.pdf
- Gandhi, N. (2016). *An Approach to Academic Discipline and subjects*. Indian Journal of Applied Research, pp. 576-578. Retrieved from https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/recent_issues_pdf/2016/June/June_2016_1464791567__183.pdf
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- झा, अ. कु. औरडे, ऐन . (२०१७). शास्त्रों व्विषयो की समझ.. नई दिल्ली: गुली बाबा पब्लिकेशन.

- Krishnan, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Repository eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- Monsilla, V. B. (2010). *MYP: Guide to interdisciplinary teaching and learning.* International Baccalaureate Organization. Retrieved from https://balimyp.files.wordpress.com/2010/05/myp-guide-to-interdisciplinary-teaching.pdf

- Stengel, B. S. (1997). *"Academic discipline" and "school subject": Contestable curricular Concepts.* Journal of Curriculum Studies, 29(5), 585–602.

- शर्मा, ज. (2017). अनुशासन व विषयो को समझना. आगरा, उत्तर प्रदेश: विनोद पुस्तक मंदिर.

- सिंह, एच. पि. और तिवारी, अ. (2017). अनुशासन व्विषय बोध. दिल्ली: बुकमेन.

- *Understanding Discipline and subjects.* (n.d.). Retrieved March 25, 2021 from https://snscourseware.org/drsnsce/files/1566453535.pdf

- वशिष्ठ, र. के. (2018). अध्यन्न क्षेत्रों व विषयो की समझ. नई दिल्ली: लक्ष्मी प्रकाशन.

Year	I	**READING AND REFLECTING ON TEXT**	**Credits**	**2 (Practical)**
Semester	**I**		**Course Code**	**SOE 02 01 05C0022**

Learning Outcomes	At the end of the course, the pupil-teachers will be able to: ● Read intensively, organize various vocabulary games, prepare vocabulary-book and assess the reading comprehension. ● Critically appreciate a variety of text.

Course Content	
Unit -1	**Enhancing Reading**
	● Concept of Reading, its components, methodology, levels, types and techniques ● Vocabulary games and Vocabulary book ● Reading comprehension and question-answers ● Reading beyond the text
Unit -2	**Critical Appreciation of the Texts**
	● Critical Appreciation of a short story ● Critical Appreciation of newspaper article ● Critical Appreciation of research paper ● Critical Appreciation of a book
Transaction Strategies/ Teaching Learning Process	Group work, pair work, Lecture, Discussion, Discussion-cum-Demonstration, Power-point presentations, Games, Exercises, use of audio-visual materials, Exposition, Field visit, reading demonstration, Games, Exercise, e-learning, Reading practice etc.

Practicum:
- Read a book, a journal Article, or a chapter and write a critical appreciation along with personal responses and summarize.
- Prepare presentations on literary text – Autobiography / ethnographic text.
- Beyond the textbook: reading comprehension and question –answers.
- Prepare a Vocabulary Book 100 words with Meanings, Usage (and also pictures wherever possible).
- Write a book review and critically analyze the Language and the ideas ingrained in the text.

- Any other project/assignment given by the institution.

Suggested Readings:
- Beaumount, M. (1996). *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
- Glennie, A. (2017). *Reflective reading: engaging and practical ideas for teaching reading comprehension in the primary classroom*. Cranachan Publishing Limited.
- Moje et. al. (2020). *Handbook of reading research: Volume V*. Routledge.
- Perkins, M. (2015). *Becoming a teacher of reading*. Sage.
- Roberts, G.R. (1999). *Learning to teach reading.* London: Chapman.
- Underwood, G. & Batt, V. (1996). *Reading and understanding*. Oxford: Blackwell.

Web Resources
- An introduction to critical analysis of publications in experimental biomedical sciences. Retrieved on 24.03.2021. https://www.science.mcmaster.ca/biopharm/images/files/handouts/critanal.pdf
- Analysing novels and short stories. Retrieved on 24.03.2021. https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Analyzing-Novels-Short-Stories
- Critical Analysis. Retrieved on 24.03.2021. https://www2.southeastern.edu/Academics/Faculty/elejeune/critique.htm
- Critical Analysis of a newspaper article. Retrieved on 24.03.2021. https://medium.com/@garriottmk/critical-analysis-of-a-newspaper-article-the-deadly-fallout-b166d2f44b65
- Goodwyn, J. (2018). 9 Classroom Vocabulary Games to Use with Your Students. *Magoosh.* Retrieved on 24.03.2021. https://schools.magoosh.com/schools-blog/9-classroom-vocabulary-games-to-use-with-your-students
- How to write a critical analysis. Retrieved on 24.03.2021. https://www.indeed.com/career-advice/career-development/how-to-write-a-critical-analysis
- How to write a critical analysis. Retrieved on 24.03.2021. https://www.wikihow.com/Write-a-Critical-Analysis
- How to write a critical book review. Retrieved on 24.03.2021. https://txwes.edu/media/twu/content-assets/documents/history/CriticalBookReviewGuide.pdf
- How to write a critical book review. Retrieved on 24.03.2021. https://www.carleton.edu/history/resources/history-study-guides/criticalbookreview/
- How to write a critical review. Retrieved on 24.03.2021. https://writing.wisc.edu/handbook/assignments/crinonfiction/
- NCERT (2014). Learning indicators and learning outcomes. *National Council of Educational Research and Training, New Delhi.* Retrieved

on 04.02.2021. http://www.dsek.nic.in/misc/learningoutcome.pdf

- Reading beyond the text: Guiding students to inferential and evaluative levels of comprehension. Retrieved on 24.03.2021. https://content.schoolinsites.com/api/documents/321ef00700254f6686d4626b34aad795.pdf
- Reading Comprehension. Wikipedia. Retrieved on 24.03.2021. https://en.wikipedia.org/wiki/Reading_comprehension
- Reading Comprehension. [Youtube]. Retrieved on 24.03.2021. https://www.youtube.com/watch?v=W7BW9gv_OkU
- Vocabulary games only. *English Club.* Retrieved on 24.03.2021. https://www.englishclub.com/esl-games/vocabulary/
- Word games. *British Council.* Retrieved on 24.03.2021. https://learnenglishkids.britishcouncil.org/word-games
- Writing a Critical Analysis of a Short Story. Retrieved on 24.03.2021.
- https://www.mun.ca/writingcentre/resources/modelessay/index.php

Year	I		Credits	2 (Practical)
Semester	**I**	**UNDERSTANDING THE SELF**	**Course Code**	**SOE 02 01 06 C0022**

Learning Outcomes	After completion of the course students will be able to: ● Distinguish and explain the multiple ways for exploring the self. ● Conduct self-development activities and stress management.

Course Content

Unit -1	**Exploring the Self** ● Concept and fundamentals of self-exploration: Self-concept, Self-Identity, Self-Image, Self-Esteem, Self-motivation ● Factors affecting exploration of self: Heredity and environment ● Personality: Concept, Dynamic Approaches & Determining a Distinctive Personality ● Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
Unit -2	**Development of Self** ● Techniques of Self Reflection: Introspection, Reflective Diary, Reflective Dialogue, Discussion & social media ● Developing an understanding of one's own philosophical and cultural perspective as a teacher ● Development of resilience and techniques for Stress Management ● Professional ethics as a teacher to develop the Group & Social Harmony
Transaction Strategies/ Teaching Learning Process	Audio and Video Lecture, PowerPoint presentations, Group Discussions, Review of various literature available, Workshops, Collaborative activities, Field Visits

Practicum:
- Write a self-reflective journal (approx.600-800 words).
- Elaborate your own values towards self and society.
- Conduct any two activities for stress management on school students or peers.
- Review of movies with social messages.
- Strength, Weakness, Opportunity and Challenges (SWOC) analysis of one's own.

- Any other activity/assignment suggested by the teacher.

Suggested Readings:

- Adair, J., and Allen, M. (2018). *Time management and personal development*. London: Hawksmere.
- Farrell, T. S. C. (2019). *Reflective practice in action.* Thousand Oaks, CA: Corwin Press, Inc.
- Feldonan, R. S. (2019). *Essentials of understanding psychology*. (7th edition). New Delhi: Tata McGraw Hill.
- Gurol, A (2010) *Determining the reflective thinking skills of pre-service teachers in learning and teaching process.* Turkey: Firat University.
- Hadfield, J. A. (2016). *Psychology and morals. London*: Methuen & Co.
- Kubalker, R. (2015). *Know your stress-manage your stress*. New Delhi: Neel Kamal Publishers.
- Lewis, M. & Brooks-Gunn, J. (2009). *Self-knowledge and emotional development*. New York: Plenum Press.
- Luft J and Ingham H. (2017). *The Johari window: A graphic model for interpersonal relations.* University of California Western Training Lab.
- Rohrer, J. (2008). *ABC of awareness*. Oberurnen: UTD Media.
- Sheorron, B. (2008). *The presentation skills workshop*. New Delhi: Prentice Hall of India.
- Simanowitz, V., and Pearce, P. (2003). *Personality development*. Beckshire: Open University Press.
- Snyder, C. R. (2011). *Positive psychology: The scientific and practical explorations of human strengths.* New Delhi: Sage Publishers.

Web Resources:

- Factors affecting exploration of self https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3058678/
- https://www.cambridge.org/core/journals/behavioral-and-brain-sciences/article/abs/heredity-and-environment-how-important-is-the-interaction/FB98E30F10B1A8F5384A6C2A0AB960CA
- Personality: Dynamic Approaches & Determining a Distinctive Personality
- https://www.researchgate.net/publication/331350826_A_dynamic_systems_approach_to_personality_The_Personality_Dynamics_PersDyn_model
- https://www.britannica.com/topic/personality

Discipline Centre Elective Courses (DCEC)

Year	I	SCHOOL ADMINISTRATION AND MANAGEMENT	Credits	4
Semester	**I**		**Course Code**	**SOE 02 01 01 DCEC3104**
Learning Outcomes		After completion of the course, students will be able to: - Explain the various dimensions/aspects of educational administration and management. - Illustrate the role of various humane and physical resources in the organization of school. - Elaborate the various dimensions of educational supervision and critically judge the process of decision making. - Describe various aspects of school management and organize school activities.		
Course Content				
Unit -1		**An Overview of Educational Administration and Management** - Educational Administration: Concept, objectives, scope, types and functions - Educational Management: Concept, scope, types and principles - Difference Between Educational Administration and Educational Management - Qualities of a good educational administrator		
Unit -2		**School Organization** - School: Concept, functions and relationship with the society - School planning: building, library, various labs, play ground - Roles and Responsibilities of School Personals: Headmaster, Teachers, supporting Staff - School Management Committees (SMCs)		
Unit -3		**Educational Supervision** - Educational Supervision: Concept, nature and types - Principles and functions of Educational Supervision - Issues in present supervision and inspection. - Conflict management and decision-making dimensions of school planning		
Unit -4		**School Management System** - Issues and concern of school Management - Timetable: concept, Principles, types and Techniques of Time -table preparation		

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Transaction Strategies/ Teaching Learning Process	E-learning, Lecture and discussion on concept and objectives, Organization of debates and quiz on issues related to Educational Administration and Management, Review of existing role & functions of educational administrative bodies, Content analysis of various reports and other significant documents related to school administration and management, Field visits.

Practicum:
- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of the entire activity.
- Review research on educational management of secondary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for secondary students and present the report in a classroom seminar.
- Any other activity suggested by the teacher**.**

Suggested Readings:
- Agarwal, J. C. (2006). *School administration.* New Delhi: Arya Book Depot.
- Bhatnagar, R. P., & Verma, I. B. (2000). *Educational Administration*. Meerut: Loyal Book Depot.
- Bush T. L. B. (2003). *The principles and practice of educational management (ETD).* New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership.* New Delhi: Sage Publications.
- Chauhan,S.(2012). *Educational management.* New Delhi: Pearson Publication.
- Dhillan, S.S. (2019). *Educational administration: management and leadership*. New Delhi: Gyan Geeta Publications.
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Kimbrough, R. B., & Nunnery, M.Y. (1983). *Educational Administration: An Introduction.* New York: MacMillan Publishing Co. Inc.
- McCaffery, P. (2004). *The higher education manager's handbook.* New York: Routledge.
- Mohan, M. (2002). *School without Walls*. Heinemann. New Delhi pp 24- 40; 128
- Mukerji, S.N. (2007). *Administration of Educational Planning and Finance*. Baroda, Acharya Book Depot. Prentice Hall.
- Nangia, S. B. (2009). *Educational administration*. New Delhi: APH Publishing Corporation Publishing House.

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- Prasad, A. (2007). *University education administration and the law*. New Delhi: Deep & Deep Publications.
- Punia,V. (2004). *Managerial skills in educational administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Safaya, R. N., & Shaida, B. D. (2000). *School Administration and Organization*. New Delhi: Dhanpat Rai and Sons.
- Sayeed, O. B., & Pareek, U. (2000). *Actualizing managerial roles.* New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I. S. (2012). *Educational administration & management*. New Delhi: Pearson Publications.
- Srivastav, A. K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.

Web Resources:
- Concept and types of educational management, Retrieved from: https://www.yourarticlelibrary.com/educational-management/educational-management-meaning-definition-and-types/63721
- Concept importance scope and types of educational management, Retrieved from: https://www.preptoz.com/library/educational-management-concept-importance-scope-and-types-of-management/
- Headmaster duties and responsibilities, Retrieved from:https://www.slideshare.net/FousiyaOP/head-master-duties-and-responsibilities
- Meaning, scope, nature and type of Educational Supervision, Retrieved from: https://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235
- Scope and nature of educational management, Retrieved from: https://onlinenotebank.wordpress.com/2019/08/06/meaning-and-definition-nature-and-scope-of-educational-management/
- Time Table: Principles and types, Retrieved from: https://www.toppr.com/bytes/how-to-make-school-time-table/

Year	I	ART IN EDUCATION (VISUAL & PERFORMING ARTS)	Credits	4 (2 Theory+ 2 Practical)
Semester	**I**		**Course Code**	**SOE 02 01 02 DCEC 2024**
Learning Outcomes		After the completion of the course the pupil-teachers will be able to: ● Appraise the concept of Art and its integration in Education. ● Dramatize the various performing skills and in calcite the aesthetic sense. ● Use of various tools and techniques of Drama and Narratives Arts. ● Demonstrate the various designs of Printing, Painting & Crafting expression.		
Course Content				
Unit -1		**Concept of Art and its integration in Education (Theory)** ● Art: Concept, elements, forms, Importance and classification ● Importance of colours in human life ● Art in Education: concept, scope and its Significance in pedagogy subjects ● Folk Art: concept with reference to Madhubani and Warli		
Unit -2		**Aesthetic Sense and Performing Art (Theory)** ● Importance of Aesthetic sense in human life ● Transformation of art and aesthetic sense through education ● Introduction of Drama and its types, social and educational relevance of performing art and its place in contemporary Indian society ● General introduction of classical Dance styles, knowledge of Indian Dance & Drama traditions both in classical and Folk Song		
Unit -3		**Tool and techniques of Performing Art (Practical)** ● Meaning, concept and characteristics of narratives art, puppetry, mime and storytelling ● Stage craft & design, technology and direction of performance ● Acting for production, play production process, creative body movement ● Traditional folk and classical Performing arts		
Unit -4		**Method and Material of Printing, Painting & Crafting (Practical)** ● Making of Object Art: Still life, Portrait Painting, Clay Modeling, Rangoli, Glass Painting, Poster and Collage		

	● Making Show-Pieces by Paper-cutting and folding of different objects
	● Waste Utilization: New Paper, Cardboard and Plastic bottle
	● Block Painting with Ladyfinger, Potato, Onion, stencil and art of calligraphy
Transaction Strategies/ Teaching Learning Process	Hand-on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, slide/film show, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs, brain-storming, interaction with artists, lectures and demonstration.

Practicum:
- Making of Object: Still life, Portrait Painting, Clay Modeling, Rangoli, Glass Painting, Poster, Collage, Calligraphy (Hindi/English), Paper-cutting, Waste Utilization, Folk Art: Madhubani and Warli and Block Painting.
- Music, Dance, Theater (Performing Art), Mime, storytelling, puppetry and role play.

Suggested Readings:
- Chandok, A. (2016). *Art and education*. Delhi: Bookman.
- Chaturvedi, S. (2016). *Art education*. Delhi: Bookman.
- Chauhan, R. (2016). *Drama, Art and Education*. Agra: Agrawal Publications, Sanjay Place.
- Chawla, S. S. (1986). *Teacher of Art*. Patiala Publication Bureau, Punjabi University.
- Esther, S. M. & Anand, K. P. (2019). *Art in Education*. Hyderabad: Neelkamal Publications.
- Gill, R. (2017). *A textbook of art education*. New Delhi: Paragon International Publishers.
- Gill, R. (2018*). Art Education*. New Delhi: Paragon International Publishers.
- Jain, R. (2016). *Art education*. Delhi: Bookman.
- Kakkar, R. & Makkhar, R. (2018). *Drama, art and aesthetics in education*. Agra: Rakhi Prakashan.
- Kumar, R. (2016). *Drama and art in education*. Rajasthan: Jain Prakashan Mandir.
- Ravikant, R. K., & Ananad, K. P. (2019). *Drama and Art in Education*. Neelkamal Publications.
- Roy, R. (2017). *Perfect art education*. Arya: Publisher Company.
- Saxena, A., Sirth, S. (2016). *Drama, art and aesthetics in education*. Agra:Rakhi Prakashan.
- Sharma, R. P., Sharma, R. K. (2016). *Drama and art in education*. Agra: Radha Prakashan Mandir.

- Sharma, S. & Singh, K. (2016). *Art Education*. Delhi: Bookman.
- Singh, C. (2016). *Drama and art in education*. Agra: Vinod Pustak Mandir.
- Vatsyayan, K. (1977). *Classical India Dance in Literature and the Arts*. New Delhi: Sangeet Natak Akademi.

Web Resources:

- Centre For Cultural Resources and Training http://ccrtindia.gov.in/package_books.php
- Design and Formatting by David Talbot & Cecilia Tortoledo Printed by the San Bernardino County Superintendent of Schools (2008) Reinvigorating Arts Education in California An Initiative of the California County Superintendents Educational Services Association. Visual and Performing Arts. http://ccsesaarts.org/wp-content/uploads/2015/03/vapa_core_color.pdf
- Lalit Kala Akademi National Academic of Art, New Delhi https://www.lalitkala.gov.in/
- Ministry of Home Affairs (Govt. of India) http://www.dashboard-padmaawards.gov.in/?Year=1981-1981&Award=Padma%20Shri&Field=Art
- National gallery of modern Art, New Delhi http://www.ngmaindia.gov.in/
- NCERT (2006) Arts, Music, Dance and Theatre. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/pdf/focus-group/art_education.pdf
- NCERT (2015) Art Education for Primary Teachers Volume II. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/deaa/pdf/tpaev201.pdf
- NCERT (2015) theme based early childhood care and education programme. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/dee/pdf/deethemebased.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi https://itpd.ncert.gov.in/mss/course_content/Module%203%20-%20Art%20Integrated%20Learning.pdf
- SCERT Raipur (2013) http://www.scert.cg.gov.in/pdf/dedfirst2013/kalashikshan.pdf
- Understanding arts and arts education https://www.nios.ac.in/media/documents/dled/Block1_508.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India http://assets.vmou.ac.in/BED114.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India https://www.researchgate.net/profile/Dr_Akhilesh_Kumar2/publication/281834157_natya_evam_kala_siksa/links/55fa617208ae07629dfe648c/natya-evam-kala-siksa.pdf

Year	I	**HEALTH AND PHYSICAL EDUCATION**	Credits	4
Semester	**I**		**Course Code**	**SOE 02 01 03 DCEC 3104**

Learning Outcomes	After the completion of the course, students will be able to: - Explain the meaning, aims and objectives of health education and classify the communicable disease. - Use the concept, need and importance of physical education in their day-to-day life. - Create different aspects of health fitness, wellness programs and practice the posture analysis. - Organize the various school health programs and identify the nature of injuries and to provide first aid.
Course Content	
Unit -1	**Health and Areas of Concern** - Health: Concept, definition, dimensions and determinants - Health Education: Definition, aims and objectives - Communicable Diseases: Mode of Transmission, Methods of Prevention and Control - Nutrition: Elements of Balanced Diet, Food habits, Functions of food and Malnutrition
Unit -2	**Physical Education and Integrated Personality** - Physical Education: Concept, definition, aims and objectives - Need, scope and Importance of Physical Education Programs at different school levels - Rules, Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Football - Concept of integrated personality and its realization through physical education program
Unit -3	**Health and Wellness** - Concept of Wellness and measures to ensure wellness - Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises - Meaning of mental health - factors of mental health - mental health problem of college students, principles of mental health - Introduction of physical fitness components
Unit -4	**School Education and Health Services** - Recreation: Meaning, Significance and Recreational Programs in Schools and Recreation agencies. - Personal and Environmental Hygiene for schools - Objective of school health service, Role of health education in schools, policies related to health and physical education

	● Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.
Transaction Strategies/ Teaching Learning Process	Interactive discussion, group-work, sharing of experiences, organizing various activities, analyzing various topics by using charts, photographs and other materials on aspects of health-related issues, Organizing school health check-ups, practical classes for first aid, self-blood donation, defence, awareness rally in nearby areas, Lecture, PowerPoint presentations, MOOCs and e-platforms, Lecture cum discussion, Group Discussions, use of audio and video materials, Review of various literature available.

Practicum:
- Prepare a Project Report on: Three types of Sports Grounds.
- Write a detailed account of your participation in any team game (hockey, Volleyball and Football) or individual game.
- Write a detailed account of your participation in any Self-defense training camp.
- Write a detailed account of your participation in any Blood donation camp.
- Write a detailed account of your participation in Health Check-up camp.
- Write a Project Report on Awareness rally for prevention from communicable diseases.
- Any other, as decided by the institution.

Suggested Readings:
- Ajmer, S. (2003). *Essentials of physical education*. New Delhi: Kalyani Publishers.
- Chandra, S., Sothi, & Krishnan P. (2005). *Health education and physical education*. Delhi: Surjeet Publications.
- Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.
- John E, Nixon, Ann E. Jewett (9th Ed) (1980). "*An Introduction to Physical Education*. London: Thomson Learning.
- Kanele, B. S., & Kumar, C. P. (1996). *Text book on health and physical education*. Ludhiana: Kalyana Publishers.
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publication book market.
- 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.
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. *A new approach*. New Delhi: Vikas Publishers Ltd.
- Reema, K. (1996). *Physical fitness*. New Delhi: Khel Sahitya Sports Publication.

Generic Elective Courses (GEC)

Year	I	**VALUE BASED EDUCATION (GEC)**	**Credits**	**4**
Semester	**I**		**Course Code**	SOE 02 01 01 GEC 3104

Learning Outcomes	After the completion of the course, students will be able to: ● Describe the concept, need and classifications of values and adopt various values. ● Summarize the importance of value education and critically analyze the need for value education. ● Adopt various aspects of values for personal development. ● Inculcate and develop various social values.
Course Content	
Unit -1	**Understanding of Values** ● Concept, need and importance of values, classification of Values ● Core values- truth, righteous conduct, peace, love and non-violence ● Challenges of Values Adoption ● Strategies for inculcating values
Unit -2	**Value Education** ● Concept, need and importance of Value Education ● Values inherent in the preamble of Indian Constitution ● Roll of family, school and society in promoting Values ● Recommendations of Shri Prakash committee on value Education
Unit -3	**Values for Personal Development** ● Impact of Religion & Secularism ● Values for Character Development ● Integration of values in education ● Methods and approaches of inculcating values
Unit -4	**Values in Society** ● Positive Thinking -Concept, tips to develop positive attitude ● Emotional Maturity- Concept and levels

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	● Women's Empowerment – Concept and importance ● Environmental Awareness – Concept and importance
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPTs, Assignments on different key areas of Value related issues.

Practicum:
- Develop / compile stories with values from different sources and cultures, organize value based co-curricular activities in the classroom and outside the classroom.
- Develop value-based lesson plans, integrating values in school subjects.
- Study of any Model of integrated value education – case study of models expressed by Sri SatyaSai, J. Krishnamurti, etc.
- In addition, school and community-based activities may be organized.

Suggested Readings:
- Anchukandam, T. and J. Kuttalnimathathll (1995). *Grow free, live free*. Bangalore: Kristu Jyoti Publications.
- Arulsamy, S. (2016). *Peace and value education*. New Delhi: Neel Kamal Publication.
- Barash, P. David (2000). *Approaches to Peace*. New York:Oxford University Press.
- Behra, S.K., Duarah, Mouchumi and Mohakud, Lalit Lalitav (2018). *Value Education in the 21st Century*. New Delhi: New Delhi Publishers.
- Charles, K. (2016). *Value education*. New Delhi: Neel Kamal Publication.
- Charles, K., &Selvi, A. (2016). *Peace and value education*, New Delhi: Neel Kamal Publication.
- Govt of India (1983). *Report on education in human values in teacher training programmes*, New Delhi, and Ministry of Human Resource Development.
- Jacob, M. (2002). *Resource book for value education*. New Delhi: Institute for Value Education
- Kapani, Madhu (2000). *Education in human values – concept and practical implications*, New Delhi: Sterling Publishers.
- S. Ignacimuthu(1991). *Values for life* – Better Yourself Books, Mumbai.
- Sri Sathya Sai Bal Vikas Education Trust (1985). *Curriculum and methodology for integrating human values education*, PrashanthiNilayam (International Education).
- Sri SathyaSai International Center for Human Values (2009). *Education in human values*. Course Book for Training of Master Trainers, New Delhi.
- *The curriculum framework for quality teacher education* (1998) NCTE, New Delhi.

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Year	I	**ART IN EDUCATION (GEC)**	**Credits**	**4 (2Theory+ 2 Practical)**
Semester	**I**		**Course Code**	**SOE 02 01 02 GEC 2024**

Learning Outcomes	After the completion of the course, students will be able to: ● Explain various dimensions of Art Education and appraise the relevance of art in education. ● Critically appraise the various arts and their Educative values. ● Organize methods and materials of art and design different forms of art. ● Develop Skills to construct various artistic items using various materials.
Course Content	
Unit -1	**Introduction of Art Education (Theory)**
	● Art: Concept, and Elements and forms ● Colour wheel: Primary colour, secondary colour, tertiary colour and complementary colour ● Importance of Art in Life and Education ● Regional Arts & Craft and their relevance in Education
Unit -2	**Aesthetic Sense and Art Education (Theory)**
	● Importance of Aesthetic sense and Role of Education in promoting aesthetic sense ● Importance of Art Education with other subjects ● Folk Art: concept with reference to Kalamkari, and Miniature ● Role of art culture in the society
Unit -3	**Painting- Methods and Materials (Practical)**
	● Drawing and Painting: Memory Drawing, Life Study, Collage and Poster ● Making of Folk Art: Kalamkari, and Miniature ● Making of Rangoli ● Class room Decoration
Unit -4	**Painting & Crafting Skills (Practical)**
	● Paper cutting and folding ● Use of Waste Materials: News Paper, Magazine and Plastic Bottles ● Block Paintings with vegetables

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	● Illustration 2D and 3D Art and Calligraphy
Transaction Strategies/ Teaching Learning Process	Hand-on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, slide/film show, celebrations of Indian festivals, fairs, brain-storming, interaction with artists, lectures and demonstration.

Practicum:

- Memory Drawing, Life Study, Poster, Making of Kalamkari, Miniature, Rangoli, Block Paintings.
- Paper cutting, Use of Waste Materials, Collage.
- Illustration 2D and 3D Art and Calligraphy.

Suggested Readings:

- Chandok, Amargeet (2016). *Art and education*. Delhi: Bookman.
- Chaturvedi Snehlata (2016). *Art education*. Delhi: Bookman.
- Gill Rajesh (2017). *A Text book of art education*. New Delhi: Paragon International Publishers 5 Ansari Road, Daryaganj.
- Gill Rajesh (2018). *Art education*. New Delhi: Paragon International Publishers.
- Jain Ritu (2016). *Art education*, Delhi: Bookman.
- Kakkar Rehha & Makkhar Ragini (2018). *Drama, art and aesthetics in education*. Agra: Rakhi Prakashan.
- Kumar Rajender (2016). *Drama and art in education*. Jaipur: Jain Prakashan Mandir.
- Raw K. Ravikant &P. Ananad Kumar (2019). *Drama and art in education*. Hyderabad: Neelkamal.Publications.
- Roy Reeta (2017). *Perfect art education*. New Delhi: Arya Publisher Company.
- Saxena Avnish & Sirth Sushil (2016). *Drama, art and aesthetics in education*. Agra-2: Rakhi Prakashan Raman Tower, Sanjay place.
- Sharma R.K(2018). *Drama and art in education*. New Delhi: Radha Publications.
- Sharma Sudhir& Singh Kuljeet (2016). *Art education*. Delhi: Bookman.
- Suneela M. Esther &Kumar P. Anand (2019). *Art in education*. Hyderabad: Neelkamal Publications.

Web Resources:

- Centre For Cultural Resources And Training. http://ccrtindia.gov.in/package_books.php

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- Design and Formatting by David Talbot & Cecilia Tortoledo Printed by the San Bernardino County Superintendent of Schools (2008) Reinvigorating Arts Education in California An Initiative of the California County Superintendents Educational Services Association. Visual and Performing Arts. http://ccsesaarts.org/wp-content/uploads/2015/03/vapa_core_color.pdf
- Lalit Kala Akademi National Academic of Art, New Delhi. https://www.lalitkala.gov.in/
- Ministry of Home Affairs (Govt. of India). http://www.dashboard-padmaawards.gov.in/?Year=1981-1981&Award=Padma%20Shri&Field=Art
- National gallery of modern Art, New Delhi. http://www.ngmaindia.gov.in/
- NCERT (2006) Arts, Music, Dance and Theatre. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/focus-group/art_education.pdf
- NCERT (2015) Art Education for Primary Teachers Volume II. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/deaa/pdf/tpaev201.pdf
- NCERT (2015) theme based early childhood care and education programme. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/dee/pdf/deethemebased.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi. https://itpd.ncert.gov.in/mss/course_content/Module%203%20-%20Art%20Integrated%20Learning.pdf
- SCERT Raipur (2013). http://www.scert.cg.gov.in/pdf/dedfirst2013/kalashikshan.pdf
- Understanding arts and arts education. https://www.nios.ac.in/media/documents/dled/Block1_508.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India. http://assets.vmou.ac.in/BED114.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India. https://www.researchgate.net/profile/Dr_Akhilesh_Kumar2/publication/281834157_natya_evam_kala_siksa/links/55fa617208ae07629dfe648c/natya-evam-kala-siksa.pdf

Year	I	**FOUNDATION OF EDUCATION**	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 07 C 3104**

Learning Outcomes	After the completion of the course, students will be able to: ● Describe the various dimensions of education. ● Review, compare and appraise the various system of Indian education of different era. ● Explain the aspects of educational philosophy and appraise the contribution of schools of philosophy in education. ● Elaborate education from social perspectives and appraise the role of different social institutions in education.

Course Content	
Unit -1	**Meaning and Functions of Education**
	● Indian and Western Concept of Education ● Scope and Functions of Education ● Aims of Education: Holistic Development, Cultural and Vocational, Democratic ● Dimensions of Education ➢ The Learner– Nature of Learners, Learner-Centered Education ➢ The Teacher-Qualities and Responsibilities ➢ The Curriculum-Meaning, Need and Importance Curriculum and Co-curricular activities
Unit -2	**History of Indian Education System**
	● Education during Vedic Period ● Education during Buddhist Period ● Education during Islamic Period ● Education during British Period (Macaulay's Minutes, Wood's Dispatch, Sargent Report)
Unit -3	**Philosophical Foundations of Education**
	● Concept and Importance of Educational Philosophy ● Scope of Educational Philosophy ● Relationship between Philosophy and Education

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	• Schools of Philosophy and their impact on Education with specific reference to Aims, Curriculum and Methods of Teaching: Idealism, Naturalism, Pragmatism
Unit -4	**Sociological Foundations of Education**
	• Meaning and Nature of Educational Sociology • Relationship between Sociology and Education • Social Institutions of Education- Family, School and Society • Concept of Social Mobility – Role of Education in Social Mobility
Transaction Strategies/ Teaching Learning Process	Lecture cum Discussion Method, Tutorials, Brainstorming Session Use of audio-visual materials, Use of PPT, assignments on different key areas given in syllabus, debate on role of education in democracy, modernization, globalization and social mobility & panel discussion, brainstorming session and in-depth analysis of various other key aspects.

Practicum:
- Group discussion on the role of different social institutions in education.
- Debate on role of education in democracy, modernization, globalization and social mobility.
- Assignments on different key areas given in syllabus.
- Panel discussion on importance of education for national integration and international understanding.
- Report on impacts of modernization and globalization on education.
- Any other activity suggested by the teacher.

Suggested Readings:
- Aggarwal, J.C. (2014). *Philosophical and sociological perspective on education*. Delhi: Shipra Publications.
- Aggarwal, J.C. (2018). *Education in emerging India*. New Delhi: Doaba House.
- Chakraborty, A. K. (2003). *Principles and practices of education*. Meerut: Lal Book Depot**.**
- Chandra, S. S., Sharma, R., & Rajendra, K (2002). *Philosophy of education.* New Delhi: Atlantic Publishers.
- Chaube, A., & Chaube, S.P. (2020). *Philosophical and sociological foundations of education*. Agra: Shri Vinod Pustak Mandir.
- Dewey, J. (1916/1977). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dewey, J., (2017). *Democracy and education*. Delhi: Aakar Books Classics.

- Gordon, M., & English, A.R. (2020). John Dewey's democracy and education in an era of globalization (1st ed.). Routledge.
- Goswami, A.C. (2001). *Philosophical and sociological bases of education in emerging India*. Guwahati: Jyoti Prakashan.
- Gupta S. (2005). *Education in emerging India: Teacher's role in society*. New Delhi: Shipra Publication.
- Hemlata, T. (2002). *Sociological foundations of education*. New Delhi: Kanishka Publishers.
- McNergney, R.F., & Herbert, J.M. (1998). *Foundations of education: The challenge of professional practice*. Boston: Allyn & Bacon.
- Murthy, S.K. (2009). *Philosophical and sociological foundation of education*. Ludhiana: Tondan Publication.
- Ozman, H. (2011). *Philosophical foundations of education* (11th ed.). New York: Pearson Publishers.
- Raman Behari Lal, & Palod, S. (2016). *Philosophical and sociological perspectives of education* (1st ed.). Meerut: R.Lall Publications.
- Rusk, R. R. (2007). *Philosophical bases of education*. Delhi: Surjeet Publications.
- Sharma, R.K., & Chandra, S.S. (2006). *Sociology of education*. New Delhi: Atlantic.
- Singh, K.S. (2011). *Educational philosophies & thinkers* (1st ed.). Agra: H.P. Bhargava Book House.
- Singh, K.S. (2011). *Principles and development of education in India* (1st ed.). Agra: Rakhi Prakashan.
- Tubergen's. F.V. (2020). *Introduction to sociology* (1st ed.). Routledge.

Web Resources:

- National Council of Educational Research & Training. (2020). Equitable and inclusion: Learning for all. *Background Paper for Teacher's Fest*. Retrieved from https://www.education.gov.in/shikshakparv/docs/Inclusive_Education.pdf
- Raheem, A.A., & Muthaiyan, P. (2012). Education for socially and economically disadvantaged groups in India- An assessment. Retrieved from https://www.lap-publishing.com/catalog/details/store/gb/book/978-3-8473-4885-6/education-for-socially-and-economically-disadvantaged-groups-in-india
- Remi, A. L. (2019). Aiming at holistic development. The Progressive school. Retrieved from http://www.progressiveschool.in/aiming-at-holistic-development/
- Watson, S. L., & Reigeluth, C.M. (2008). The learner-centred paradigm of education. *Educational Technology, X*(x), 42-48. Retrieved from https://lidtfoundations.pressbooks.com/chapter/systemic-change/

Year	I	**CREATING AN INCLUSIVE SCHOOL**	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 08 C3104**

Learning Outcomes	After the completion of the course, students will be able to: ● Discuss the various aspects of inclusion. ● Identify CWSN and explain their diverse needs. ● Compare the national & international policies & programmes with respect to the children with special needs. ● Appraise the role of different specialists and inclusive practices to promote inclusion in the school.
Course Content	
Unit -1	**Conceptual understanding of Inclusive Education** ● Paradigm shift from segregation to inclusion: Special, Integrated and Inclusive Education ● Inclusive Education: Concept, Nature and Principles ● Models of Inclusion: Charity Model, Medical Model, Social Model, Human Rights Model ● Role of Stakeholders in Inclusive Education: Teacher, Peers, Parents, and Community
Unit -2	**An overview of Children with Special Needs (CWSN)** ● Concept of CWSN ● Classification of CWSN ● Characteristics of CWSN with specific reference to Visual Impairment, Hearing and Speech Impairment, Intellectual Disability, Autism Spectrum Disorder, Cerebral Palsy, Learning Disabilities (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia) ● Educational Programme of CWSN with specific reference to Visual Impairment, Hearing and Speech Impairment, Intellectual Disability, Autism Spectrum Disorder, Cerebral Palsy, Learning Disabilities (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia)
Unit -3	**National and International Policies for Inclusive Education** ● Salamanca Statement, 1994 ● Policies guidelines on Inclusive Education, UNESCO, 2009 ● RCI Act, 1992 ● PWD Act, 1995 & The Right of Persons with Disabilities Act,2016

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Unit -4	**Preparing Schools for Inclusion**
	● Infrastructural readiness of School ● Aids, Appliances and Information Communication Technology ● Strategies of Teaching-Learning and Evaluation ● Collaboration of different specialists: Speech Therapist, Braille Instructor, Sign Language Tutor, Counsellor
Transaction Strategies/ Teaching Learning Process	Lecture-cum-Discussion, Group discussion on various policies and programmes, PowerPoint presentation, Film shows, sharing of experiences of people regarding issues of disabilities, Preparation of projects on various issues related to special education and exclusion.

Practicum:

- Collection of data regarding children with special needs from school records.

- Visit to Inclusive Schools and observe classroom transactions and prepare a report of the same.

- Case study of one mainstreamed (Inclusive) student with respect to:
  1. Role of a parent
  2. Role of a teacher, special school teacher
  3. Role of counsellor

- Any other activity suggested by the teacher.

Suggested Readings:

- Alur, M., & Timmons, V. (2009). *Inclusive education across cultures: Crossing boundaries, sharing idea*. New Delhi: Sage Publications India Pvt. Ltd.
- Fimian, M.J., Fafard, M., & Howell, K.W. (1984). *A teacher's guide to human resources in special education: Para professionals, volunteers, and peer tutors.* Boston: Allyn and Bacon Inc.
- Frederickson, N., & Cline, T. (2009). *Special educational needs, inclusion and diversity* (2nd edition). New York: McGraw Hill Education Open University Press.
- Hallahan, D.P., & Kauffman, J.K. (1988). *Exceptional children: Introduction to special Education.* N.J.: Englewood Cliffs.
- Kapoor, S. (2015). *Index of inclusive school quality*. Delhi: Brotherhood Publisher.

- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage Publications.
- Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2018). *Exceptional learners: An introduction to special education.* (14th edition) New Jersey: Pearson Education.
- Kothari, R.G., & Mistry, H.S. (2011). *Problems of students and teachers of the special schools – A study of Gujarat state*. Germany: VDM Publication.
- Messily, K. (2012). *Confronting marginalisation in education: A framework for promoting inclusion*. London: Rutledge Publication.
- Mithu, A., & Michael, B. (2005). *Inclusive education: From rhetoric to reality.* New Delhi: Viva Books Pvt. Ltd.
- NCERT (2006). *National focus group on education of children with special needs*. New Delhi: NCERT.
- Oza, D., & Pandit, R. (2011). *Management of behavioral problems of children with mental retardation.* Germany: VDM Publication.
- Premavathy, V., & Geetha, T. (2006). *Integrated and inclusive education DSE (VI) Manual*. New Delhi: Krishna Publication.
- Reed, M. (1984). *Educating hearing impaired children.* Milton Keynes: Open University Press.
- Ysseldyke, J.E. (2016). *Special education: A practical approach for teachers* (1st Edition). Kanishka Publishers.

Web Resources:
- Children with Disabilities (2012), by UNESCO, 23 minutes. Retrieved from: http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2758
- Consortium for Research on Educational Access, Transitions and Equity. Retrieved from: http://www.createrpc.org/pdf_documents/PTA15.pdf
- Educational Resources for Teaching Special-Needs Students. Retrieved from: https://www.teachervision.com/teachingstrategies/special-needs
- IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out to All Learners: a resource pack for supporting Inclusive Education, Ibe.training@unesco.org. Retrieved from: http.//www.ibe.unesco
- Pedagogy for Inclusive Education. Retrieved from:http://www.rehabcouncil.nic.in/writereaddata/Block2accie.pdf
- Preparing Teachers for Inclusive Education in Botswana: The Role of Professional Development. Retrieved from: https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development
- The SALAMANCA statement and framework for action on special needs education. Retrieved from: www.unesco.org/education/pdfSALAMA_EPDF
- Video on A World for Inclusion (2007) by UNESCO, directed by David Atrakchi, 20 minutes. Retrieved from: http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=213

Year	I	**VALUE AND PEACE EDUCATION**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 02 02 09 C3104**

Learning Outcomes	After completion of the course, students will be able to: ● Illustrate the concept of values, classify it's various sources and critically appreciate the role of teachers in promoting values. ● Point out the importance of value education and compare the various models of value education. ● Reflect on ideas of distinguished thinkers and explain the challenges, need and role of UNESCO in promoting peace Education. ● Select and employ various approaches and techniques for teaching of value and peace education.

Course Content	
Unit -1	**Conceptual understanding of values** ● Concept, sources, classification and selection of values ● Values inherent in Preamble of the Indian Constitution ● Values prevalent in the contemporary society ● Role of teacher in calculating the Values
Unit -2	**An Overview of Value Education** ● Concept of value education ● Need for and importance of value education in the present scenario ● Recommendations of Sri Prakash Committee (1959) on value education ● Models of value education: Rationale building model, the consideration model, valuing process and clarification model

Unit -3	**Peace Education in Contemporary Era and its relevance**
	● Concept, importance of Peace, Needs of Peace Education in contemporary Society
	● Ideas of distinguished thinkers about Peace:
	    ➤ Mahatma Gandhi
	    ➤ J. Krishnamurthy
	    ➤ Swami Vivekananda
	    ➤ Rabindranath Tagore
	● Challenges to peace: Stress, conflicts, crimes, terrorism, violence and poor quality of life

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	● Role of UNESCO in promoting of peace Education
Unit -4	**Approaches and Techniques of Value and Peace Education**
	● Direct approach: Silent sitting, Yoga and Meditation, Value Based Story-Telling ● Group activities (Dramatization, Literary Activities, Games and Sports, Service Activities) ● Organizing value based co-curricular activities ● Guidance and Counselling
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPTs, Assignments on different key areas of Value and Peace related issues.

Practicum:

- Develop / compile stories with values from different sources and cultures.

- Organize value based co-curricular activities in the classroom and outside the classroom.

- Develop value-based lesson plans, integrating values in school subjects.

- In addition, school and community-based activities may be organized.

- Any other activity suggested by the teacher.

Suggested Readings:

- Arulsamy, S. (2016). *Peace and value education*. New Delhi: Neelkamal Publication.

- Barash, P. David (2000). *Approaches to Peace.* New York: Oxford University Press.

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- The Curriculum framework for Quality Teacher Education (1998). NCTE, New Delhi.
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Web Resources:
- Education for values in schools- a framework, NCERT: http://www.ncert.nic.in/pdf_files/Framework_educationCOMPLETEBOOK.pdf
- Position Paper National Focus Group on Education for Peace, NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf
- Values Education A Handbook for Teachers (2012), CBSE: http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

Year	I	**LANGUAGE ACROSS THE CURRICULUM**	Credits	2
Semester	**II**		**Course code**	**SOE 02 02 10 C2002**

Learning Outcomes	After the completion of the course, students will be able to: ● Critically examine the Language Across the Curriculum (LAC) approach. ● Explain the impact of multilingualism and related aspects.
Course Content	
Unit -1	**Language Across the Curriculum (LAC) Approach** ● Concept, nature and functions of language ● Concept of Language Across the Curriculum (LAC): Origin and basic tenets ● Goals, benefits and difficulties in LAC approach ● Role of a teacher and criteria for good teacher's language in LAC approach
Unit -2	**Multilingual Classrooms** ● 'Multilingualism & Language Diversity in class'- as a resource and challenges ● Language as a determinant of Access & symbol of aspiration in Indian Context ● Three-language formula ● Role of language in curriculum transaction
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPT, Film Shows (selected films), use of audio and video materials, Assignments on different key areas of gender related issues given in syllabus through multimedia approach and Group Discussion. Role plays to demonstrate optional learning, use of e-learning platforms, MOOCs, etc.

Practicum:

● Panel discussion on ways of communication.
● Report on different barriers of communication.
● Any other activity suggested by the teacher.

Suggested Readings:

● Akmajian, A. et al. (2018). *Linguistics: Introduction to Language and Communication.* (6thed.). Cambridge: MIT Press.

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- Fasold, R. & Connor-Linton, J. (2017). *An Introduction to Language and Linguistics.* (6thed.). Cambridge: Cambridge University Press.
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- Sharma, R.K., Dubey, S.K., Dayal, I. (2019). *Language Across the Curriculum and Reflecting on Texts.* Agra, Radha Prakashan Mandir Pvt. Ltd.

Web Resources:

- Activities for Developing Listening Skill. Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.htmlhttps://blog.udemy.com/listening-skills-exercises/
- Activities for Developing Speaking Skill. Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htmhttp://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html
- Courses on Communication Skills. http://nptel.ac.in/courses/109104030/
- First and Second Language Acquisition – A Brief Comparison. Retrieved from https://www.unidue.de/ELE/FLA_SLA_brief_comparison.pdf
- Language across the curriculum. https://www.universitas.com.pl/media/File/Fragmenty/TOWARDS/mart_2-3.pdf
- Learning curves: Language Education (2009), by Azim Premji Foundation http://azimpremjifoundation.org/pdf/LCIssue13.pdf
- Notes on Communication: Meaning, Nature and Importance https://www.businessmanagementideas.com/notes/management-notes/communication-management-notes/notes-on-communication-meaningnature-and-importance/5183
- Similarities and Differences between First and Second Language Acquisition. Retrieved from: http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition
- What is Language across the Curriculum? [Youtube] Retrieved from https://www.youtube.com/watch?v=_9HGofqxUKY

Year	I	**CRITICAL UNDERSTANDING OF ICT**	**Credits**	**2 (Practical)**
Semester	**II**		**Course code**	**SOE 02 02 11 C0022**

Learning Outcomes	After the completion of the course the pupil-teachers will be able to: ● Acquire knowledge of functionalities of computers and MS-Office. ● Appraise the importance of information & communication technology and work upon online learning platforms, environment and pages.
Course Content	
Unit -1	**Fundamentals of Computer and MS- Office** ● Computer and its components, Hardware and software, Input and output devices ● MS- Word**:** Introduction and handling of its various operations ● MS- Excel: Introduction and handling of its various operations ● MS- Power Point**:** Introduction and handling of its various operations
Unit -2	**Conceptual Understanding of Information and Communication Technology and Internet** ● Information and communication technology; Concept, synchronous and asynchronous communications and Challenges of Integration of ICT in School ● Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India and National Mission on Education through ICT (NMEICT) ● Internet: Ways of using the internet in teaching learning process; Google Drive, Google Docs, Google Slides, Google Sheet, Google Classroom, Google Forms, YouTube, Facebook, SWAYAM, Swayam Prabha ● Massive Open Online Courses, their development
Transaction Strategies/ Teaching Learning Process	Hands on experience in ICT Lab, Demonstration on various applications of MS- Office, Discussion on various ICT related issues, Online demonstration of related topics.

Practicum: Choose any three from the following and make a soft file of it for final submission: -

● Making of a resume in MS Word.

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- Making of a Lesson Plan in MS Word.
- Making a presentation in MS PowerPoint.
- Making of progress report-card in MS Excel.
- Graphical representation of data.
- Do a short term MOOC.
- Any other project/assignment given by the concerned teacher.

NOTE: External practical will be conducted by external examiner at the end of the semester.

Suggested Readings:
- Ara, A. Sujhatha, M. & Ramakrishna (2018). *ICT mediation in teaching learning.* New Delhi: Neelkamal Publications.
- Bansal & Kaur. (2016). *Critical understanding of ICT.* Ludhiana: Tandon Publication.
- Benkler, Y. (2016). *The wealth of networks: How social production transforms markets and freedom.* Yale: University Press.
- Brian K. W. & Stacey, S. (2005). *Using information technology,* 6th Edition Tata McGraw Hill, Curtin.
- Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III). John Wiley and Sons.
- Cheema, S.S., Kumar, G. &Preet, K. (2015). *ICT skill development.* Patiala: Twenty first Century Publication.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works,*New York: Prentice Hall Publications.
- DSERT, Karnataka (2012). *Position paper on ICT mediation in education.* DSERT.
- MHRD (2012*). National policy on information and communication technology (ICT) in school education.* MHRD, Government of India.
- MHRD, GOI (2004 revised 2010). *National ICTC schools' scheme, development of education and literacy.* MHRD, New Delhi
- NCERT (2013). *National repository of open educational resources,* CIET, New Delhi (nroer.gov.in)
- Sinha & Sinha (2005). *Computer fundamentals.* New Delhi: BPB Publications.

Web Resources
- 34 DTH channels | India - Swayam Prabhahttps://www.swayamprabha.gov.in/index.php/about
- 6 Effective Ways to Use Google Drive in eLearninghttps://elearningindustry.com/6-effective-ways-use-google-drive-in-elearning

- Components of a Computerhttps://www.d.umn.edu/~gshute/arch/computer-components.xhtml
- E-book: Getting Started with LibreOffice 3.4 available at http://wiki.documentfoundation.org
- Free Software Foundation, www.fsf.org
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
- Google Classroom: A Free Learning Management System For eLearninghttps://elearningindustry.com/google-classroom-a-free-learning-management-system-for-elearning
- Google Forms - A tutorial - SlideSharehttps://www.slideshare.net/andrewpp/google-forms-an
- How to install Microsoft Office https://www.youtube.com/watch?v=I0lDau83Cbc
- http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners
- Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf
- MS-Excel https://www.youtube.com/watch?v=-ujVQzTtxSg
- National Policy on Information and Communication Technology (ICT) In School Education, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
- Swayam - Hiralal Khatri - Google Bookshttps://books.google.com/books/about/Swayam.html?id=NVQpMgAACAAJ

Year	I	**SCHOOL INTERNSHIP (Part – I)**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 02 02 12 C 0044**

	After the completion of the course, students will be able to:

After the completion of the course, students will be able to:
- Classify and Identify with the various pedagogical skills.
- Practice the various pedagogical skills to develop professional competencies.
- Critically evaluate the lesson delivered by peers.
- Observe the school to gain real experiences.

Sr. No.	Total Marks Distribution (100)	Pedagogy-I (50)	Pedagogy-II (50)
1.	Internal Marks	15	15
2.	External Marks	35	35

Learning Outcomes

Schedule of School Internship Programme:

Sr. No.	Activity During Internship	No. of activities for Presentation (Minimum)
1.	Basic Skills Lesson Plan (Pedagogy-I)	10
2.	Basic Skills Lesson Plan (Pedagogy-II)	10
3.	Peer Observation (Pedagogy-I)	10
4.	Peer Observation (Pedagogy-II)	10
5.	Model lesson plan based on the integration of teaching skill (Simulated Lesson Plan) (Pedagogy-I)	1
6.	Model lesson plan based on the integration of teaching skill (Simulated Lesson	1

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		Plan) (Pedagogy-I)	
	7.	Prepare a school observation report on the basis of gaining real experience of school observation during the school visit	1

Discipline Centre Elective Courses (DCEC)

Year	I	PEDAGOGY OF HINDI	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 04 DCEC 3104**

	इस कोर्स को पूरा करने के बाद, छात्र शिक्षक:
सिखने के परिणाम	- हिन्दी भाषा अधिगम के आवश्यक तत्व एवम् उद्देश्यों की व्याख्या कर सकेंगे । - हिन्दी शिक्षण के विभिन्न भाषाई कौशलों एवम् सहायक सामग्री का प्रयोग कर सकेंगे । - हिन्दी शिक्षण की विभिन्न विधाओं की व्याख्या एवम् उनकी पाठ योजना का निर्माण कर सकेंगे। - हिन्दी शिक्षण में मूल्यांकन विधियों एवम् क्रियात्मक अनुसन्धान का विकास कर सकेंगे ।

पाठ्यक्रम की विषयवस्तु	
	हिन्दी भाषा अधिगम के आवश्यक तत्व एवम् उद्देश्य
इकाई -1	- हिन्दी भाषा की प्रकृति, महत्व, उद्देश्य एवम् हिन्दी भाषा अधिगम के सामान्य सिद्धान्त । - मातृभाषा शिक्षण का अर्थ, महत्व एवम् उद्देश्य। - हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता। - ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य।
	हिन्दी शिक्षण के भाषाई कौशल एवम् सहायक सामग्री
इकाई -2	- श्रवण कौशल के उद्देश्य, प्रकार एवम् शैक्षिक क्रियाकलाप। - मौखिक अभिव्यक्ति कौशल के उद्देश्य, विकास की क्रियाएं एवम् मौखिक अभिव्यक्ति सम्बन्धी त्रुटियों का निवारण। - पठन कौशल के उद्देश्य, प्रकार, पठन अभिरूचि का विकास, पठन सम्बन्धी त्रुटियों का निवारण। - लिखित अभिव्यक्ति कौशल के उद्देश्य, प्रकार, विकास की क्रियाएं, लिखित सम्बन्धी त्रुटियों का निवारण ।
	हिन्दी शिक्षण की विभिन्न विधाएँ एवम् उनका शिक्षण
इकाई -3	हिन्दी शिक्षण कौशलों का विकास एवम् प्रारूप : प्रस्तावना कौशल, व्याख्या कौशल, उदाहरण कौशल,उद्दीपन परिवर्तन कौशल और प्रश्न कौशल।

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	● शिक्षण सहायक सामग्री: अर्थ, महत्व एवम् प्रकार ।
	● गद्य एवम् पद्य शिक्षण: अर्थ, महत्व, विधियाँ एवम् पाठ-योजना निर्माण ।
	● व्याकरण शिक्षण: अर्थ, महत्व, विधियाँ एवम् पाठ-योजना निर्माण ।
इकाई -4	**हिन्दी शिक्षण में मूल्यांकन एवम् क्रियात्मक अनुसन्धान**
	● हिन्दी शिक्षण में सतत् एवम् व्यापक मूल्यांकन: अर्थ एवम् महत्व।
	● हिन्दी शिक्षण में परिक्षण पदों का निर्माण: प्रश्न पत्र एवम् नील पत्र (ब्लू-प्रिंट) निर्माण।
	● 360* समग्र मूल्यांकन : एन. ई. पी. अवलोकन ।
	● हिन्दी शिक्षण में उपचारात्मक शिक्षण एवम् क्रियात्मक अनुसंधान: अर्थ, महत्व एवं प्रक्रिया ।
कार्य सम्पादन रणनीतियाँ	व्याख्यान, समूह चर्चा, पावरप्वाइंट प्रस्तुतियाँ, एम ओ ओ सी और ई-लर्निंग का उपयोग, व्याख्यान, समूह चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियों और वीडियों सामग्री आदि का उपयोग, व्याख्यान विधि-समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावरप्वाईंट प्रस्तुति, ई-लर्निंग आदि का उपयोग, व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावरप्वाईंट प्रस्तुति, ई-लर्निंग, एम ओ ओ सी का उपयोग।

व्यवहारिक कार्य:

- छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा।
- श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने के लिए खेल और व्यायाम करना।
- श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने पर गतिविधियाँ- मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेनस्टार्मिंग, अनुच्छेद एवं निबंध लेखन।
- इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रो को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओ मे भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे ।

संदर्भ ग्रंथ सूची:

- अभिव्यक्ति और माध्यम, राष्ट्रीय अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।
- आंकलन स्त्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।
- ईलिच, आई. (1981). प्रीफेसटूपटनायक, मल्टीलिंगुएलिज्म एंड मदरटंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

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- बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एन.बी.टी, नई दिल्ली।
- मित्तल, एम. एल. (2008). *हिंदी शिक्षण,* लायल बुक डिपो, मेरठ ।
- मित्तल, एल. (2012). *हिंदी शिक्षण,* पियर्सन पब्लिकेशन ।
- राष्ट्रीय पाठ्यचर्चा की रूपरेखा (2005) प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।
- लाल, आर. वि. (2017). *हिंदी शिक्षण* (हिंदी शिक्षण विज्ञान) आर. लाल बुक डिपो, मेरठ ।
- शर्मा, आर. (2016). *हिंदी भाषा शिक्षण और प्रवीणता,* राधा प्रकाशन मंदिर प्रा. लि. ।
- शर्मा, आरण. (2006). हिंदी शिक्षण, संजय प्रकाशन, दिल्ली ।
- शिक्षामंत्रालय, शिक्षा आयोग ''कोठारी कमीशन'' 1964-1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966।
- श्रीवास्तव, आर. एन. (1984) (संपादक). भाषा शास्त्र के सूत्रधार, नेशनल पब्लिशिंग हाउस, नई दिल्ली ।
- सक्सेना, के. (2017). *हिंदी शिक्षण,* आस्था प्रकाशन, जयपुर ।
- समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।
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Year	I	**PEDAGOGY OF ENGLISH**	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 05 DCEC 3104**

Learning Outcomes	After the completion of the course, pupil-teachers will be able to: ● Explain the specificities of the English Language and develop basic language skills among the students. ● Critically examine and apply various teaching methods, techniques and approaches. ● Design, develop and conduct teaching using effective lesson-plans for various genres such as poetry, prose, grammar and composition incorporating teaching skills. ● Prepare lesson plans and explain various ways of assessment in pedagogy of English.
Course Content	
Unit -1	**An Overview of specificities of the English Language and Basic Language Skills** ● English language: Nature, functions and importance with specific reference to India ● English Linguistics and Language Teaching- Sound Patterns and Word Formation ● Teaching of basic language skills- Listening, Speaking, Reading, Writing ● Teaching of Grammar and Vocabulary
Unit -2	**Approaches, Methods and Techniques of Teaching English** ● **Approaches-** Structural, Lexical, Communicative, Constructivist approach ● **Methods-** Grammar Translation, Direct, Audio-lingual method ● **Techniques-** ICT integration, Discussions and Debates, Role Play, Language Games ● **Structure of Content and Basic Conceptual Schemes-** Principles, Guidelines, Sapir Whorf Hypothesis and implications of Conceptual Relativism
Unit -3	**Basic Teaching Skills Lesson Planning** ● Micro Teaching Skills: Skills of Introduction, Explanation, probing question, Illustration with examples, Stimulus Variation, Reinforcement, Class-Room Management, Using Writing Board ● Approaches to Lesson planning: Herbertarian and Constructivist ● Revised Bloom's Taxonomy of writing instructional objectives in behavioral terms ● Lesson Planning for Teaching of Prose, Poetry, Grammar and Composition: Micro, Simulated and Daily Lesson Plan
	Assessment

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Unit -4	● Formative and Summative Assessment, Continuous and Comprehensive Assessment ● Assessment of Listening, Speaking, Reading, Writing, Grammar and Vocabulary ● 360° Holistic Assessment: NEP Vision ● Remedial Teaching and Action Research
Transaction Strategies/ Teaching Learning Process	Lecture, Discussion, Debates, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, Short and long lecture, E-learning etc.

Practicum:

- Planning and presentation of lesson-plan on any topic demonstrating all the major teaching skills.

- Record of any event organized in schools to develop reading, writing, speaking and listening skills through extempore, declamation and discussion.

- PPT Presentation on given topic of syllabus.

Suggested Readings:

- Agnihotri, R.K., Khanna, A.L. (1994) (eds.), Second language acquisition: Socio-cultural and linguistic aspects of English in India (RAL1). New Delhi: Sage Publications
- Brown, H.D. (2010). *Language assessment: Principles and classroom practices.* Pearson Education.
- Chapman, D. (2011). *Teaching English as a second language: a guide for teaching children (TESL or TEFL)*. Trafford Publishing.
- Glennie, A. (2017). Reflective reading**:** engaging and practical ideas for teaching reading comprehension in the primary classroom. Cranachan Publishing Limited.
- Hall, G. (2016). *The routledge handbook of English language teaching*. Routledge.
- Leung, C., Davison, C. and Mohan, B. (2001). English as a second language in the mainstream: Teaching, learning and identity. Routledge.
- Moje et. al. (2020). *Handbook of reading research: Volume V*. Routledge.
- Perkins, M. (2015). Becoming a teacher of reading. Sage.
- Prabhu, N.S. (1987). Second language pedagogy. Oxford: Oxford University Press.

- Raman, G. &Katyayani, R.K. (2016). Pedagogy of English. New Delhi: Bookman
- Richard, J., Theodore, S. and Rodgers, T.S. (2001). Approaches and methods in language, 2nd Ed. Cambridge University Press.
- Tickoo, M.L. (2004). ELT in India. New Delhi: Orient Longman.

Web Resources:

- NCERT (2014). Learning indicators and learning outcomes. *National Council of Educational Research and Training, New Delhi.* Retrieved on 04.02.2021. http://www.dsek.nic.in/misc/learningoutcome.pdf

- NCERT (2005). National Curriculum Framework. *National Council of Educational Research and Training, New Delhi.* Retrieved on 04.02.2021. https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf
- NCERT (2006). Position Paper: National Focus Group on Teaching of English. *New Delhi: Orient Longman*. Retrieved on 04.02.2021. https://ncert.nic.in/pdf/focus-group/english.pdf
- NCERT (2008). Source Book on Assessment for Classes I-V, Language English. *National Council of Educational Research and Training, New Delhi*. Retrieved on 04.02.2021. https://ncert.nic.in/dee/pdf/CCE_English.pdf
- New Education Policy (2020). *Ministry of Human Resource Development, Government of India*. Retrieved on 04.02.2021. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Year	I	PEDAGOGY OF SOCIAL SCIENCES		Credits	4
Semester	**II**			**Course code**	**SOE 02 02 06 DCEC 3104**
Learning Outcomes		After completion of the course, pupil-teacher will be able to: ● Summarize the various aspects of social science and point out the objectives of teaching social science at different levels. ● Describe, select and demonstrate different pedagogical skills, approach and methods of teaching social science. ● Elaborate the process of curriculum design, arrange instructional materials, resource center and appraise the qualities of social science teacher. ● Use of various techniques of evaluation and construct achievement test in social science.			
Course Content					
Unit -1		**An Overview of Social Science**			
		● Social Science: concept, nature and scope ● Relationship of Social Science with other School Subjects (History, Sociology, Political Science, Economics, Mathematics, Science and Technology) ● Need and Importance of Teaching Social Science ● Objectives of Teaching Social Science at School Level: Elementary Level, Secondary Level			
Unit -2		**Pedagogy and Lesson planning**			

		● Pedagogical analysis: concept, importance, steps and Pedagogical Analysis of the following:
		   1) The Mughal Empire (class ix)
		   2) Constitutional Design (Class vii)
		   3) Human Environment: settlement, transport and communication (Class vii)
		   4) Poverty as a challenge (class ix)
		   5) Diversity and discrimination (Class vi)
		● Teaching skills: Questioning, Introduction, Explanation, Stimulus Variation, Board Writing, Illustration with example and Reinforcement
		● Methods: Lecture Cum Discussion, Project Method, Problem Solving, Storytelling, Source Method, Deductive & Inductive
		● Lesson Planning: Concept and Approaches			

		Curriculum, Teacher and Instructional Materials			

Unit -3	● Characteristics, types and Principles of designing a good curriculum of Social Science
	● Instructional Aids: Importance, Use and limitations
	● Need, importance and arrangement of Social Science Resource Centre
	● Characteristics and qualities of Social Science teacher
Unit -4	**Evaluation in Social Science**
	● Evaluation: concept, needs and types
	● Evaluation Tools: Check list, Observation and Interview
	● Test, its Types and Construction of Achievement Test
	● Diagnostic and Remedial Teaching: concept, need and importance
Transaction Strategies/ Teaching Learning Process	Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brainstorming and simulation in the form of mock sessions, Bal Panchayat etc.

Practicum: Arrange any two activities: each out of the following two groups:

- **Educational visit:** Historical places, Ecological places, Political places.

- **Organization of Programme:** Social Awareness, Election Awareness, Exhibition, Preparation of Annual Plan, Unit Plan and Lesson Plan, Scrapbook.

Suggested Readings:

- B.N. Dash, Dr. I.V. Radhakrishna Murthy. (2017). *Methods of teaching social studies.* Neelkamal Publication Pvt. Ltd.
- Binning, A.C. *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill and Co.
- Bhattacharya, S. & Darji, D.R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- Desai, D.B.: *Samaj Vidyana Shikshan*. Ahmedabad: Balgovind Prakashan.
- Konli, A.S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- Mehlinger. Howard, D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. UNESCO, London: Gareem Helm.
- Misra, S. & Ranjan, A. (2011). *Teaching of social science: history, context, challenges in Contemporary Trends in Education*. Delhi: Pearson

- Mangal, S.K. & Mangal, U. (2018). *Pedagogy of social sciences.* New Delhi: Phi learning Pvt. Ltd.
- Mehta, D. D. (2004). *Teaching of social studies.* Ludhiana: Tondon Publishers.
- Sharma, B.L., & Shukla, A.K. (2018). *Teaching of social science.* Meerut: R. Lal Publication.
- Webb, K. (1995). *An introduction to problems in the philosophy of social sciences*. London: Pinter.

Web Resources:

- Aims & Objectives Teaching of Social Science. Retrieved from: http://paleeri.blogspot.com/2017/08/aims-objectives-and-values-of-teaching.html
- Audio, Visual and Audio-visual Aids. Retrieved from: http://studylecturenotes.com/audio-visual-aids-in-education-definition-types-objectives/
- Diagnostic and remedial teaching. Retrieved from: https://sarkarinaukri-wala.blogspot.com/2015/08/diagnostic-and-remedial-teaching.html
- Importance of Social Science Retrieved from: http://www.progressiveteacher.in/the-importance-of-social-studies-in-the-school-curriculum/
- Micro Teaching Skills. Retrieved from: https://www.slideshare.net/JaySingh99/micro-teaching-skills-components
- Pedagogy of Social Sciences. Retrieved from: http://www.ignouhelp.in/ignou-bes-142-study-material/
- Qualities of a Social Science teacher. Retrieved from: https://jagandhere.wordpress.com/2017/05/21/qualities-of-social-science-teacher/
- Teaching of Social Science. Retrieved from:
  http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf
- Tools of evaluation. Retrieved from: https://www.slideshare.net/jkdange/tools-n-techniques-of-evaluation#:~:text=1)%20Teaching%20dossiers(files%2C,well%20as%20their%20individual%20limitations.&text=26.

Year	I	**PEDAGOGY OF MATHEMATICS**	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 07 DCEC3104**

Learning Outcomes	After the completion of the course, students will be able to: ● Identify a clear perspective of meaning and nature of mathematics for determining objectives of mathematics. ● Explain various approaches and basic teaching skills of mathematics. ● Applying teaching methods and basic teaching skills of mathematics strategies judiciously for transacting the subject contents with a view to realize the objective of mathematics education. ● Select appropriate tools for evaluating mathematics learning.

Course Content	
Unit -1	**Background for Teaching Mathematics** ● Mathematics- Nature and Scope ● Need and Significance of Mathematics Education ● History of Mathematics ● Contribution of Indian Mathematicians
Unit -2	**Aims and Objectives of Teaching Mathematics** ● Aim and Objectives of Teaching Mathematics ● Error's analysis and related of Learning and Teaching mathematics ● General Objectives of teaching mathematics at the upper and secondary level ● Bloom's taxonomy of writing Instructional objectives in behavioural terms
Unit -3	**Methods, Techniques and Resources of Teaching Mathematics** ● Approaches of Formulation of instructional objectives in Behavioural Term: RCEM, Constructivist, Herbart ● Methods of Teaching Mathematics: Inductive- Deductive Method, Analytic –Synthetic Method, Heuristic Method or Discovery Method, Activity Based Method, Project Method, Problem Solving Method ● Basic Teaching skills of Mathematics: Introducing the Lesson, Probing Question, Explanation, Illustration with Examples, Stimulus Variation, Board Writing ● Resources of teaching Mathematics: Text Book, Mathematics Labs, Mathematics Club, Mathematics Library, ICT equipped classroom, Mathematics Learning Software, Audio- Visual Aids

Unit -4	**Planning & Evaluation of Teaching Mathematics**
	● Planning: Yearly, Unit and Period plan ● Lesson planning: Herbert and Constructivist 5E model ● Tools and Techniques of Evaluation ● Construction of an Achievement Test with Blue Print
Transaction Strategies/ Teaching Learning Process	Lecture cum Discussion should follow around readings. Students should be given hands-on experiences and appropriate illustrations be made around methods and strategies, Visit to mathematics library and laboratory and hands on experience to students, e-platforms, library assignment, Critical analysis of the school textbook and syllabus will be made.

Practicum:

- Content Analysis of Position paper of National Focus Group on Teaching of Mathematics.

- Prepare a report about the contribution of Indian Mathematicians Mathematics.

- Prepare a report on the History of Mathematics (Number System & Measurement etc.).

- Critically Review of Mathematics Text book and make a report.

- Observation of children doing everyday Mathematics, community numeracy practices and making a report.

- Development and trying out a Teaching-learning strategy for teaching particular Mathematical concepts.

- Construction of Mathematical Working and Non-Working 2D and 3D Models.

- Development and use of Mathematics laboratory.

- Organizing a 'Mathmela' in a school or a locality and write a report.

- Lesson Plan on one topic from secondary school mathematics.

- Construction of an achievement test with blue print.

- PPT Presentation on given topic of syllabus.

Suggested Readings:

- Anice, J. (2016). *Methods of teaching mathematics*. New Delhi: Neelkamal Publications.

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- Ang. K.C. (2019). *Mathematical modelling for teachers*. London: Springer.
- Boston, M.L., Kendela, A.G. & Dixon, K.J. (2019). *Making sense for teaching of mathematics*. Bloomington: Solution Tree Press.
- Ediger, M., & Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Kadler, N., Larkin, K. & Sinclair, N. (2018). *Using mobile technologies in the teaching & learning of mathematics.* London: Springer.
- Kothari, R.G., & Mistry, H.S. (2012). *Diagnosis of learning difficulties on fractions and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G., and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students.* Germany: VDM Verlag Publishers.
- Kulshrestha, A.K. (ed.) (2016). *Pedagogy of school subject mathematics*. Meerut: R.Lall Publishing house.
- Leonard, J. (2019). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students.* New York: Routledge.
- Mason. J. H. (2016). *Mathematics teaching practice*. New Delhi: Elsevier Science & Technology.
- Nathan, D. L. Raad & Robert, J. M. (2019). *The new art and science of teaching mathematics*: (establish effective teaching strategies in mathematics instruction. Bloomington: Solution Tree Press.
- Raju, B.P.S. & CPS Chouhan, C.P.S. (2012). *Pedagogy of Mathematics*. New Delhi: NCERT.
- Nickson, M. (2006). *Teaching and learning mathematics*: A guide to recent research and its application. London: Continuum.
- Oldridge, M. (2018). *Teaching mathematics through problem solving in K12*. Boulder: Rowman& Littlefield.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, C. (2008). *Teaching mathematics*: *Developing as a reflective secondary Teacher*. New Delhi: Sage Publication.
- Rao, N.M. (2014). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Rock, D. & Brambhaug, D.K. (2013). *Teaching secondary mathematics*. Revised ed. Noida: Vikas Publishing House Pvt. ltd.
- Russel, J. (2007). *Teaching of mathematics*. New Delhi: Campus Books International.
- Singh, H., Avtar, R. & Singh, V.P. (2008). *A handbook for designing Mathematics.* New Delhi: APH Publishing House.
- Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi: APH Publishing House.
- Upadhyay, R. (2014). *Teaching of mathematics*. Meerut: R. Lall Publication.

Web Resources:

- https://www.youtube.com/watch?v=2AqXZJD92Ig
- https://www.youtube.com/watch?v=oEMOEjQocgY
- https://www.youtube.com/watch?v=hbDkSaSnbVM
- https://www.youtube.com/watch?v=IO19-MTwThI
- https://www.youtube.com/watch?v=MrIdc-Hs-is
- https://www.youtube.com/watch?v=lhwAMhZQ6kU
- http://mathigon.org/resources/value-of-mathematics.pdf

Year	I	**PEDAGOGY OF LIFE SCIENCE**	Credits	4
Semester	**II**		**Course code**	**SOE 02 02 08 DCEC 3104**
Learning Outcomes	After completion of the course, the students will be able to: ● Elaborate the dynamics of teaching of life science and plan instructions for teaching. ● Use various Skills, methods, approaches in teaching of life science and apply them in construction of micro lessons. ● Describe various instructional aids, learning resources for pedagogy of life science. ● Critically analyze the importance of various online and offline assessment tools & techniques in pedagogy of life science.			
Course Content				
Unit -1	**Teaching of Life Science** ● Life science as a Subject in school Curriculum. and Contribution of Indian biologist; Charak, Susruta, Dr. Hargovinda Khurana, Birbal Sahani ● Interdisciplinary linkage of Life Science ● Aims & Objectives of Teaching of Life Sciences. (As per NCF 2005 & NEP 2020) ● Bloom's Taxonomy, Planning (DLP and Unit plan) of writing of instructional Objectives using RCEM Approach			
Unit -2	**Teaching Skill, Method and Approaches** ● Teaching Skills: Introducing the lesson, Questioning Skill, Explanation Skill, Stimulus Variation Skill, Board Writing Skill, Reinforcement skill, Illustrations with example skill ● Approach; Inquiry, Problem Solving constructivist approach, cross curricular pedagogy approach ● Methods; Lecture cum Demonstration Method, Laboratory Method, Project Method, Heuristic Method ● Experiential Learning; Hands on activities, art integration Experimentation, flipped learning, blended learning, cooperative learning, Collaborative Learning			
Unit -3	**Instructional aids and Learning Sources in Life Science** ● Instructional Aids; concept, types (Audio/visual/ Audio Visual), importance, selection. Creating Charts using live.arm charts, Interactive Open Board ● Learning Resources: Community Resources, immediate surrounding, E- library, Text book & E books and its critical analysis ● Laboratory as a Learning Resource; Importance and Safety measures & precautions, Virtual labs OLABS Online Laboratory, learning biology through online Labs, Go Lab ecosystem			

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	● Role of ICT in teaching of Life Science; Mobile learning
Unit -4	**Assessment in Teaching of Life Science**
	● Assessment: Concept, need, importance, Types
	● Online & Offline tools and techniques of Assessment
	● Construction of online assessment test (quizzes) using different apps; google form, google classroom etc.
	● Online & offline assessment techniques of practical work & Project work
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

Practicum:

- Prepare and present a lesson plan using various basic teaching skills.
- Visit nearby 5 schools and prepare a report on the Science Laboratory.
- Presentation on Virtual labs.
- Construction of DLP.
- Construction of online assessment test/quiz.
- Critical analysis of a test paper of Biological Science.
- Critical review of a text book of science.
- Critically analyze the Practical Aspect /syllabi of science/ life science and prepare a report.
- Analysis of NEP 2020.
- Lesson planning based on 5 E instructional Model.
- Any other topic suggested by the teacher.

Suggested Readings:

Scheme and Syllabus of B.Ed. Programme w.e.f. Academic Session 2021-22

- Abraham, I., & Reiss, M. (2016). *Enhancing learning with effective practical science* (Ist ed.). London: Bloomsbury Publishing House.
- Agarwal, K. P., & Bain M. P. (2019). *Powerful teaching: unleash the science of learning.* New Jersey: Wiley publishing House.
- Ahmad, J. (2014). *Teaching of biological science*. Delhi: PHI Learning Private Limited
- Amit (2002). *Teaching of physical sciences*. New Delhi: Anmol Publications.
- Biswas, R. (2021). *Pedagogy of science teaching.* Kolkata: Aaheli publication.
- Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications (Pvt.) Limited.
- Keith, S. T. (2018). *Master class in science teaching* (1st Ed.). London: Bloomsbury Publishing House.
- Kohli, V.K. (1998): *How to teach science*. Ambala: Vivek Publishers.
- Kootchar, S.K. (2003). *Methods and techniques of teaching*. Sterling Publishers Pvt Limited.
- Kulshrestha, S.P. & Singh, G. (2013). *Teaching of physical science.* Meerut: R. Lall Book Depot.
- Kulshrestha, S. K. (2007). *Teaching of science*. New Delhi: Lotus Press.
- कुलश्रेष्ठ, एस. पी. औरतोमर, डी. (2016). जीव विज्ञान शिक्षण. दिल्ली: बुकमेन पब्लिकेशन.
- कुलश्रेष्ठ, ए. के. और कुलश्रेष्ठ,ऐन. के. (२०१६). विज्ञान शिक्षण. मेरठ: आर. लाल पब्लिकेशन.
- Kumar, R. & Kumar. (2000). *Teaching of science*. Mangal Deep Publication.
- Kumar, P & Ramaiah, K. & Sreedharacharyulu, K. (2016). *Pedagogy of physical science.* New Delhi: Neelkamal Publication.
- Rajlaxmi, R., Rajammal, S. & Vasudevan, V. (2016). *Pedagogy of biological science.* Retrieved from http://www.tnteu.ac.in/pdf/bs.pdf
- Laxmi, G. B.& Rao, Bhaskara (2004). *Methods of teaching life Science,* New Delhi: Neelkamal Publication.
- Mangal, S.K. (1997). *Teaching of life science*. New Delhi:Discovery Publishing House.
- Nagaraju, M.T. V&Vanaja, M. (2015). *Methods of teaching of physical science.* New Delhi: Neel Kamal Publications.
- Pahuja, S. &Ravikant. (2016). *Pedagogy of school subject biological science.* New Delhi: Neel Kamal Publication.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Prasad Janardan. (1999). *Practical aspects in teaching of science*. New Delhi: R. Lall Publication.
- R. vijaylatha, & Sunitha, D. (2016). *Pedagogy of Biological Science.* New Delhi: Kanishka Publication.

Web Resources:

- Creating Mind Map using Mindomo ICT tool (2021). Retrieved from https://www.youtube.com/watch?v=mzsKAd4jEFw
- Creating Charts using live.amcharts. (2021). Retrieved from https://www.youtube.com/watch?v=NdYv60XxD1w
- Creating a Quiz using G-class (2020). Retrieved from; https://www.youtube.com/watch?v=QfVNNbQLAH4
- Creating Assignment using Google Form. Retrieved from https://www.youtube.com/watch?v=QfVNNbQLAH4
- Formative Assessment using Goformative. (2021). Retrieved from https://www.youtube.com/watch?v=WO0HzkMpyvI
- Go Lab ecosystem. (2021). Retrieved from https://www.youtube.com/watch?v=3FSyMb6oeFM
- Interactive Open Board (2020). Retrieved from https://www.youtube.com/watch?v=Rn_x820LT4A
- Learning biology through online Labs. (2021). Retrieved from https://www.youtube.com/watch?v=vR2x6Hz1QIc
- NCERT. (2006). Position Paper on Teaching of Science. (2006). Retrieved from http://epathshala.nic.in/wp-content/doc/NCF/Pdf/science.pdf
- OLABS Online Laboratory. (2021). Retrieved from https://www.youtube.com/watch?v=LNPcRJwv--U
- *Pedagogy of biological science.* (n.d.). Retrieved March 25,2021 from http://simindia.co.in/pdf/1st%20sem%20biological%20science-.pdf
- Teaching of Science(n.d.). Retrieved from http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf
- Webinar on ICT Tools; creating interactive Lessons Using Near pod (2020). Retrieved from https://www.youtube.com/watch?v=P6Ju9UcUPV8

Year	I	**PEDAGOGY OF PHYSICAL SCIENCE**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 02 02 09 DCEC 3104**

Learning Outcomes	After the completion of the course, students will be able to: ● Develop conceptual understanding of teaching Physical Science and appreciate the contribution of great scientists in the field of Physical Science ● Acquaint with the aims, objectives and basic skills of teaching Physical Science ● Develop scientific thinking after getting acquainted with different teaching methods, strategies, pedagogical analysis, prepare lesson plan and assessment techniques ● Familiarize with the virtual learning resources, instructional aids and action research
Course Content	
Unit -1	**Conceptual Understanding of Teaching Physical Science** ● Concept, Nature and Importance of Physical Science as a Subject of the School Curriculum ● Correlation of Science with subjects (Mathematics, Social Studies, Geography, Health & Physical Education). ● Contribution of Great Scientists (C.V.Raman, Isaac Newton, Albert Einstein, Prafulla Chandra Ray, J.C. Bose, Homi Jahangir Bhabha, A.P.J. Abdul Kalam) ● Physical Science Teacher: Qualities and Duties
Unit -2	**Objectives and Basic Teaching Skills** ● Aims and Objectives: Meaning and Difference between the terms, aims of teaching Physical Sciences at Middle and Secondary level with special reference to NCF 2005 ● Bloom's Taxonomy: Traditional and Revised ● Approaches of writing objectives in behavioral terms: Robert Mager, Miller and RCEM approach ● Basic teaching skills: Meaning and Components of Skills (Skill of Introducing the Lesson, Skill of Reinforcement, Skill of Probing Questioning, Skill of Illustration with Example, Skill of Explanation, Skill of Stimulus Variation, Skill of Board Writing, Skill of Classroom Management
Unit -3	**Teaching Methods, Strategies, Pedagogical Analysis, Lesson Plan and Evaluation** ● Methods and Strategies of Teaching Physical Science: Lecture-Cum Demonstration, Project Method, Heuristic Method, Constructivist Approach, Brainstorming, Team Teaching, Panel Discussion, Field Trips, Science Club, Science Fairs

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	● Pedagogical Analysis: Steps, Pedagogical Analysis of any one topic of science from class 6th to 10th referred by NCERT ● Lesson Plan: Essential features, Requirement, Construction ● Evaluation**:** CCE, meaning and needs, Types, Qualities of a good test, Blue Print (In reference to NEP 2020)
Unit -4	**Instructional material, Textbook and Online Resources of Physical Science**
	● Instructional Aids: Meaning, Need, Types (Charts, Models, Display Boards, Black Board, Computer, Science Kit and their merits & demerits), Virtual teaching aids (Creating Charts using live.arm charts, Interactive Open Board), Improvisation: Meaning, need and importance ● Laboratory: Planning, equipping and organization, Virtual Laboratory Applications for Physics and Chemistry (OLABS, Go Lab Ecosystem) ● Text book: Meaning, Qualities of a good Science Textbook, Critical Analysis of a Secondary School Physical Science Textbook, Procedure of Textbook selection ● Action Research: Concept, Steps and Importance
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

Practicum:
- Lesson plan presentation on any topic of Physical Science book from Class VIth -Xth by using all (mentioned in syllabus) basic teaching skills.
- Presentation on any topic as suggested by the teacher.

Suggestive Readings:

- Albert, Paul (2017). *Pedagogy of Physical science*. New Delhi: Blue Rose Publishers.
- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt. Ltd.
- Kohli, V.K. (1998). *How to teach science*. Ambala: Vivek Publishers.
- Kulshrestha, S.P., Singh, Gaya (2013). *Teaching of physical science*. Meerut: Raj Printers.
- Kumar, Pramod, Ramaiah, K., Sreedharacharyulu, K. (2016). *Pedagogy of Physical Science*. Meerut: R. Lall.
- Mangal, S.K., Mangal, Shubhra (2018). *Pedagogy of Physical Sciences.* Meerut: International Publishing House.
- Nagaraju, M.T.V., Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: NeelKamal Publications.

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- NCF (2005). *National curriculum framework.* New Delhi: NCERT.
- NCERT. (2006). *Position paper on teaching of science.* New Delhi: NCERT.
- Pal, Sangeeta (2016). *Pedagogy of Physical Science*. Agra: Rakhi Prakashan.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Praveen, Manoj G., Haseen, Koya. M. P. (2016). *Teaching Science Resources, Methods and Practices - (Physical Science & Natural Science*. New Delhi: Neelkamal Publishers.
- Rahi, Avtar Singh (2018). *Pedagogy of Physical Sciences and Teachers*. Colorado (U.S.A.): Create space Independent Publishing Platform.
- Rajasekar, S. (2016). *Methods of Teaching Physical Science*. New Delhi: Neelkamal Publishers.
- Rao, N. Venkat, Ramulu, Ch. A. (2016). *Pedagogy of Physical Sciences*. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Sharma, R.P. (2010). *Teaching of physical science*. Meerut: R. Lall.
- Sood, J.K. (1992). *New directions in science teaching*. Chandigarh: Kohli Publishers.
- Tolman, Marvin N. (2006). *Hands on Physical Science Activities*. United States: Jossey Bass (Wiley).

Web Resources:
- Creating Charts using live.arm charts. (2020). Retrieve from https://www.youtube.com/watch?v=NdYv60XxD1w
- Go Lab ecosystem. (2021). Retrieved from https://www.youtube.com/watch?v=3FSyMb6oeFM
- Interactive Open Board (2020). Retrieved from https://www.youtube.com/watch?v=Rn_x820LT4A
- Learning Chemistry through online Labs. (2021). Retrieved from https://www.youtube.com/watch?v=O8wSNjAUxZo
- Learning Physics through online Labs. (2021). Retrieved from https://www.youtube.com/watch?v=EE22e2HnFII
- OLABS Online Laboratory. (2021). Retrieved from https://www.youtube.com/watch?v=LNPcRJwv--U
- The role, Education, Qualifications and Professional Development of Science Teachers. (2012). Retrieved from http://sprabhakngce.blogspot.com/

Year	I	**PEDAGOGY OF ECONOMICS**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 02 02 10 DCEC3104**

Learning Outcomes	After the completion of the course, students will be able to: ● Explain the concept, aims and objectives of Pedagogy Economics. ● Demonstrate the various skills of teaching, special qualities of an Economics teacher and critically analyze the text books of Economics. ● Classify the various methods, techniques of lesson plan and design of instructional aids in Pedagogy of Economics. ● Use of various evaluation techniques in Pedagogy of Economics.

Course Content	
Unit -1	**Concept, Place, Aims and objectives of Economics in School Curriculum** ● Concept, Nature, Scope, Need and Importance of economics ● Place of Economics in school curriculum at different stages ● Aims & Objectives of Pedagogy Economics ● Bloom Taxonomy & Instructional objectives using RCEM Approach
Unit -2	**Basic teaching skills, Teacher and Text book of Pedagogy Economics** ● Teaching skills: Introductory, Reinforcement, writing board, Stimulus variation, Probing questioning and Illustration with example ● Correlation of Economics with other subjects (Mathematics, History, Social Studies, Commerce) ● Importance of teacher & Desired qualities of Economics teachers as regard to the subject ● Text book: Characteristics of a good text book, analysis of text book in Economics
Unit -3	**Methods, Pedagogic Planning and Aids of Pedagogy Economics** ● Method of Pedagogy Economics (i) Lecture (ii) Project (iii) role-play (iv) Problem solving (v) storytelling ● Unit Plan: objective, needs and importance ● Lesson plan: objective, needs and importance ● Teaching Aids in Economics: Audio, Visual and Audio-visual (meaning, use, merit and limitation)
Unit -4	**Assessment Techniques of Evaluation** ● Critical understanding of the existing pattern of assessment & 360^0 Holistic Assessment: NEP vision ● Stages of evaluation: diagnostic, formative and summative

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	● Continuous and Comprehensive Assessment ● Objective testing: construction of test items
Transaction Strategies/ Teaching Learning Process	Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brain-storming and simulation in the form of mock session, case study of banks and insurance etc.

Practicum:

- Preparation of Annual plan, Unit plan and Lesson plan.
- Identifying and Evaluating ICT resources suitable for teaching Economics.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Action Research Project Report.
- Visits can be organized to: RBI and other Banks, Any Industry or Factory, Finance ministry.

* In addition, school and community-based activities may be organized with provisions for visits to innovative centers of pedagogy and learning, innovative schools, educational resource centers, etc. Action research based on teaching learning and school and community could be conducted.

Suggested Readings:

- Ahuja, H.L. (2016). *Micro economics*. S. Chand Publishers.

- Arora, P.N. And Shorie, J.P. (1986). *Open book examination question in economics*, New Delhi: NCERT.

- Assistant Masters Association (1974). *The Teaching of Secondary School Examinations*, London Cambridge University Press.

- Bawa M. S. (ed.) (1998). *Source Book on Strategies of Teaching Social Sciences*, IASE, Deptt. of Education, Delhi University.

- Bawa, M. S. (ed.) (1995). *Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels*, IASE, Deptt. of Education, Delhi University.

- Bawa, M. S. (ed.) (1996). *Evaluation in Economics*, IASE, Deptt. of Education, Delhi University.

- Blanchard, O., *Macroeconomics*, 4th Edition, Prentice Hall.

- Chakravorty, S. (1987). *Teaching of Economics in India*, Bombay, Himalaya Publishing.

- Dornbusch, R., Fischer, S & Startz, R., (2015). *Macroeconomics*, 11th edition, McGraw Hill.
- Dutt & Sundaram, (2016). *Indian economy*, S.Chand Publisher.
- Hicks, J.R. (1960). *The social framework- an introduction to economics*, London: Oxford University Press.
- Hodkinson, Steve, Whitehead & David J. (ed) (1986). *Economics Education: Research and Development Issues*, London, New York: Longman.
- Hazlitt, H. (2010). *Economics in one lesson: the shortest and surest way to understand basic economics. Currency.*
- Lekhi R.K., (2014). *Economics of Development and Planning*. kalyani Publishers.
- Mishra & Puri, (1995). *Economic development and planning*. Himalaya publishing house.
- Mishra & Puri (2015). *Indian economy*. Himalaya Publishing house.
- Salvatore, D., and Reed, (2013). *International economics* 11th edition, Wiley.
- Soderston, B.O. (1991). *International economics*, Macmillan.
- Siddiqi, M.H. (1998). *Teaching of economics*, New Delhi: Ashish Publishing House.
- Srivastava, H.S. (1976). *Unit Tests in Economics*, New Delhi, NCERT.
- Verma, S. (2018). *Bhartiya Arthvyavastha,* New Delhi: unique publisher.
- कुमार, राजीव. (2018). अर्थशास्त्र शिक्षण, आगरा, साहित्य प्रकाशन |

Web Resources:

- www.cseindia.org (for documentary films and DVD)
- www.india-seminar.com
- Janchetana.blogspot.com (Hindi and English)
- http://www.ibe.unesco.org/publications/educationalpracticesseries
- 1947PartitionArchive.org
- http://www.indiabudget.nic.in/survey.asp
- dsal.uchicago.edu
- http://bombay.indology.info/mahabharata/statement.html

- http://archive.is/http://www.sdstate.edu/projectsouthasia
- Position Paper National Focus Group on Teaching of Social Sciences, NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf
- Package in social science for professional development of in-service teachers, NCERT http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf

Year	I	**PEDAGOGY OF COMMERCE**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 02 02 11 DCEC3104**

	After the completion of the course, students will be able to:
Learning Outcomes	● Explain the concept, aims and objectives of Pedagogy Commerce. ● Demonstrate the various skills of teaching, general qualities of a Commerce teacher and correlation of Commerce with other subjects & critically analyze the text books of Commerce teaching. ● Classify the various methods, techniques of lesson planned design of instructional aids in Pedagogy of Commerce. ● Use of various skills of evaluation techniques in Pedagogy of Commerce.

Course Content	
	Concept, Aims and objectives of Commerce Teaching
Unit -1	● Concept, Nature, Scope, Need and Importance of Commerce ● Place of Commerce in school curriculum at different stages ● Aims & Objectives Teaching of Commerce Teaching ● Bloom Taxonomy & Instructional objectives using RCEM Approach
	Basic teaching skills, Teacher and Textbook of Commerce Teaching
Unit -2	● Teaching skills: Introductory, Reinforcement, writing board, Stimulus variation, Probing questioning and Illustration with example ● Importance and Desired qualities of Commerce teachers ● Correlation of Economics with other subjects (Mathematics, History, Social Studies, Commerce) ● Text book: Characteristics of a good text book, analysis of text book in Commerce
	Methods, Lesson Planning and Aids of Commerce Teaching
Unit -3	● Method of teaching Commerce (i) Lecture (ii) Project (iii) role-play (iv) Problem solving (v) storytelling ● Unit Plan: objective, needs and importance ● Lesson plan: objective, needs and importance ● Teaching Aids in Commerce: Audio, Visual and Audio-visual (meaning, use, merit and limitation)
	Assessment Techniques of Evaluation
Unit -4	● Concept and process of evaluation and measurement ● Difference between Measurement and evaluation & 360^0 Holistic Assessment: NEP vision

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	● Tools of evaluation in Commerce (Check list, observation, interview) ● Types of tests (Meaning, Construction, Merit, Limitation)
Transaction Strategies/ Teaching Learning Process	Lecture followed by discussion supplemented by searches on MOOCs and augmented by power- point presentation, analytical and synthetic discussions, Use of MOOCs, e-platforms, library assignment, PowerPoint presentations on various approaches to lesson planning, discussion on model lesson plan of commerce formulated by RIE's.

Practicum:

- Design and deliver a 15 Minutes presentation on any topic by using the Lecture method.

- Prepare a report on India's Trade pattern.

- Prepare PowerPoint presentation on any topic covered in pedagogy of commerce syllabus.

- Sessional work/unit test/practicum/ project-based activities and Terminal Assessments.

- Construction of Achievement test in commerce.

Suggested Readings:

- Agrawal, J.C. (2018). *Teaching of commerce: A practical Approach.* New Delhi: Vikas publishing House.

- Babu, M. (2009). *Teaching of commerce and accountancy*. Centrum Press.

- Bansal, R.R. (1994). *New trends in teaching of commerce; Models of teaching and conceptual learning.* Anmol Publishing House.

- Busham, Y.K. (1991). *Fundamentals of business organization & Management.* New Delhi: Sultan Chand & Sons.

- Chandra, S.S. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications.

- Doshi, S. (2009). *Modern methods of teaching commerce*. Paradise Publishers.

- Jawawi, R. (2010). Reflective practices in teaching economics and commerce. VDM Verlag Publications.

- Khan, M.S. (1982). *Commerce education.* New Delhi: Sterling Publications.

- Kumar, M. (2004). *Modern teaching of commerce.* Anmol Publishing House.

- Lloyd V. D. (1972). *Teaching business subjects (3rdEd.).* New Jersey: Prentice Hall Publications.

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- Singh, R.P. & Mansoori, I. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications.
- Singh, Y.K. (2018). *Teaching of commerce*. New Delhi: APH Publishing House.
- Tonne, H.A. (1975). *Methods of teaching business subjects*. New York: McGraw Company Ltd.
- Venkateswarlu, K. (1993). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.
- गुप्ता, रेनू (2018). वाणिज्य शिक्षण, लुधिअना ,टंडन पब्लिकेशन।
- सिंह, रामपाल (2017). वाणिज्य शिक्षण, आगरा, अग्रवाल पब्लिकेशन ।

Web Resources:

- https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.htm
- https://mamtacommerce.blogspot.com/p/blog-page.html
- https://www.researchgate.net/publication/268381623_Teaching_E-Commerce_A_Platform_For_Active_Learning
- https://jilt.com/blog/ecommerce-education-resources/

Generic Elective Courses (GECs)

Year	I	ESSENTIALS OF GUIDANCE AND COUNSELING	Credits	4 (2 Theory + 2 Practicum)
Semester	**II**		**Course code**	**SOE 02 02 03GEC 2024**

Learning Outcomes	After the completion of the course, students will be able to: ● Integrate the fundamental principles and techniques of guidance and counselling as required during the guidance and counselling process. ● Critically analyze the role of a teacher as a guide in guidance programme. ● Identify various qualities of a teacher necessary for a role counsellor. ● From the practical component they will learn how to administer psychological tests and prepare a case study, guidance programme for school.
Course Content	
Unit -1	**Conceptual Understanding of Guidance**
	● Guidance: Concept, functions and fundamental principles of guidance ● Need for Guidance Services in India ● Types of Guidance: Educational, vocational and Personal ● Role of a class teacher in Guidance programme
Unit -2	**Counselling**
	● Counselling: Concept, difference between Guidance and Counselling ● Counselling and other allied terms ● Types of Counselling: Direct Counselling, Indirect Counselling, Eclectic Counselling ● Teacher as a Counsellor in educational institutions
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, use of audio-visual learning material, discussion brainstorming reflection, conduct counselling sessions, assignments on various topics, and presentation of case study of students in need of counselling, group participation and group discussions conduct of psychological tests, project work and field.
Practicum: Select any three out of the following	

● Administration and interpretation of any two: Intelligence Test, Interest Inventory, Aptitude Test, Personality Test.

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- Prepare a case study of two students one general and one problem students.
- Planning/Preparing Guidance Programme for School.
- Plan a Motivational Schedule for enhancing learning.
- Create a School Development Plan for initiating a guidance and counselling programme in schools.

Suggested Readings:

- A case study of Kisumu district. *Educational research and reviews,* 5(5), 263–272. Retrieved from: http://www.academicjournals.org/ERR
- Ajowi, J. O., & Simatwa, E. M. W. (2010). *The role of guidance and counseling in promoting student discipline in secondary schools in Kenya*:
- Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling: A manual* (10th reprint). New Delhi: Sterling.
- Chadurvethi, R. (2006). *Guidance and counseling techniques*, Chennai: S B A Book.
- Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
- Chauhan, S.S. (2007). *Principle and techniques of guidance.* New Delhi: Vikas Publishing House.
- Dev, K. (2005). *Educational guidance*. New Delhi: Pragun Publication.
- Gibson, Robert L. & Mitchell, Marianne, H. (2016). *Introduction to counselling and guidance*. New Delhi: Pearson Prentice Hall in India.
- Gladding, R. (2018). Introduction to counselling. ND: Pearson.
- Hurlock, E. B. (2008). *Developmental psychology* (5th ed.). London: McGraw-Hill.
- Mehdi, B. (1967). *Educational & vocational guidance in India,* New Delhi: NCERT.
- Migel, J. (2001). *Counseling in careers guidance*, U S.: Open University Press.
- Nayak, A. K. (2007). *Guidance and counselling*. New Delhi: APH Publishing.
- Okum, B. F., & Kantrowitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7th ed.). Belmont: Thomson.
- Paterson, C.H. (1962). *Counseling and guidance in schools*, New York: Harper & Bros.
- Perry, W. (2008). *Basic counselling techniques: A beginning therapist's toolkit* (2nd ed.). Bloomington: Author House.
- Pesricha, P. (1976). *Guidance & counseling in indian education*, New Delhi: NCERT.
- Roeber, E. & Smith, G. D. (1955). *Organisation and administration of guidance programmes*, New York: McGraw Hill Book Co.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood and adolescence* (8th ed.). Belmont: Wadsworth.
- Traxler, A.E. (1961). *Techniques of guidance,* New York: Harper & Bros.
- Yuksel-Sahin, F. (2009). The evaluation of counselling and guidance services based on teacher views and their prediction based on some variables. *International journal of instruction,* 2(1).

Year	I	**PERFORMING AND VISUAL ARTS**	**Credits**	**4 (2Theory+ 2 Practical)**
Semester	**II**		**Course code**	**SOE 02 02 04 GEC 2024**

Learning Outcomes	After the completion of the course, students will be able to: ● Explain of Visual art and its various dimensions. ● Illustrate the different areas of Performing Art and organize various activities. ● Plan and design various creative Art. ● Organize and dramatize various Performing Art and integrate technology in art.
Course Content	
Unit -1	**Introduction of Visual Arts (Theory)**
	● Visual Art: Concept, Scope, Elements, Importance and Aesthetics ● Colour: Concept and Classification ● Advertising: Concept of Advertising, its Importance in Indian context ● Understanding of Folk and Tribal Arts
Unit -2	**Introduction of Performing Arts (Theory)**
	● Acting according to Natyashastra ● Concept of Direction and Design ● Introduction of Performing Arts in India (Music, Dance and Drama) ● Indian Classical Art, Forms and Narratives Arts
Unit -3	**Creative Art (Practical)**
	● Forms of Painting: Study of still life, Portrait, Poster, Paper Art and Collage ● Basics of Graphic Design and Calligraphy ● Folk and Tribal Arts: Pithora, Kalamkari and Gond Painting ● Making of Advertising ideas & posters
Unit -4	**Acting, Direction, Design Technology and Play Production (Practical)**
	● Acting (Rasa & Bhava), Acting Performance with Voice, speech and Body Movements ● Dance and use of body movements ● Stage Craft, Direction & Design Technology

	• Performance based on Mime, Storytelling & Role Play
Transaction Strategies/ Teaching Learning Process	Hand on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, slide/film show, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs, brain-storming, interaction with artists, lectures and demonstration.

Practicum:

- Making of Study of still life, Portrait, Poster (Social Activist), Paper Art, Collage, Graphic Design, Calligraphy, Waste Utilization, Folk and Tribal Arts: Pithora, Kalamkari and Gond Painting, Advertising posters.
- Acting (Integration of Performing Arts in Education), Direction, Stage Craft & Design Technology.

Suggested Readings:

- Chandok Amargeet (2016), *Art and Education*, Delhi: Bookman.
- Chaturvedi Snehlata (2016), *Art Education*, Delhi: Bookman.
- Chauhan Rita (2016), *Drama, Art and Education*, Agra: Agrawal Publications, Sanjay Place.
- Chetan Bharti (2016), *Drama and Art in Education*, Kalyani Publishers.
- Gill Rajesh (2017), *A Textbook of Art Education*, New Delhi: Paragon International Publishers.
- Gill Rajesh (2018), *Art Education*, New Delhi: Paragon International Publishers.
- Jain Ritu (2016), *Art Education*, Delhi: Bookman.
- Kakkar Rekha, Makkhar Ragini (2018), *Drama, Art and Aesthetics in Education*, Agra: Rakhi Prakashan.
- Kumar Rajender (2016), *Drama and art in education*,Rajasthan: Jain Prakashan Mandir.
- Raw K. Ravikant and P. Ananad Kumar (2017), *Drama and Art in Education*, Neelkamal.
- Roy Reeta (2017), *Perfect Art Education*, Arya: Publisher Company.
- Saxena Avnish and Sirth Sushil (2016), *Drama, Art and Aesthetics in Education*, Agra:Rakhi Prakashan Raman Tower, Sanjay place.
- Sharma R. P., Sharma R. K. (2016), *Drama and Art in Education*, Agra: Radha prakashan mandir.
- Singh Chitralekha (2016), *Drama and Art in Education*, Agra: Publisher Shri Vinod Pustak Mandir.
- Singh Yadav Narendra (2010), *Advertising Technical and Theory*, Rajasthan: Rajasthan Hindi Granth Academy, Jaipur.
- Singh Yadav Narendra (2012), *Graphic Design*, Rajasthan: Rajasthan Hindi Granth Academy, Jaipur.

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- Tivari Arjun (2010), *Modern Advertising Art and Behaviour*, Uttar Pradesh:Vishwavidyalaya Prakashan, Varanasi.
- Vatsyayan, kapila (1977), *Classical India Dance in literature and the Arts*, New Delhi: Sangeet natak Akademi.

Web Resources:

- Centre For Cultural Resources And Training http://ccrtindia.gov.in/package_books.php
- Design and Formatting by David Talbot & Cecilia Tortoledo Printed by the San Bernardino County Superintendent of Schools (2008) Reinvigorating Arts Education in California An Initiative of the California County Superintendents Educational Services Association. Visual and Performing Arts. http://ccsesaarts.org/wp-content/uploads/2015/03/vapa_core_color.pdf
- Lalit Kala Akademi National Academy of Art, New Delhi https://www.lalitkala.gov.in/
- Ministry of Home Affairs (Govt. of India) http://www.dashboard-padmaawards.gov.in/?Year=1981-1981&Award=Padma%20Shri&Field=Art
- National gallery of modern Art, New Delhi http://www.ngmaindia.gov.in/
- NCERT (2006) Arts, Music, Dance and Theatre. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/pdf/focus-group/art_education.pdf
- NCERT (2015) Art Education for Primary Teachers Volume II. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/deaa/pdf/tpaev201.pdf
- NCERT (2015) theme based early childhood care and education programme. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/dee/pdf/deethemebased.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi https://itpd.ncert.gov.in/mss/course_content/Module%203%20-%20Art%20Integrated%20Learning.pdf
- SCERT Raipur (2013) http://www.scert.cg.gov.in/pdf/dedfirst2013/kalashikshan.pdf
- Understanding arts and arts education https://www.nios.ac.in/media/documents/dled/Block1_508.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India http://assets.vmou.ac.in/BED114.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India https://www.researchgate.net/profile/Dr_Akhilesh_Kumar2/publication/281834157_natya_evam_kala_siksa/links/55fa617208ae07629dfe648c/natya-evam-kala-siksa.pdf

Year	II	**SCHOOL INTERNSHIP (Part – II)**	Credits	16
Semester	**III**		**Course code**	**SOE 02 03 13 C 001616**

	After the completion of the course, students will be able to:

Learning Outcomes

After the completion of the course, students will be able to:

- Design the lesson plan using appropriate skill, methods, approaches and techniques in their pedagogy subjects.
- Practice of various teaching skills in real classroom situations.
- Classroom management skills at school level.
- Organize the curricular activities and various community-based activities to aware the community.
- Use of various tools and techniques to assess the student's outcomes at school level.
- Design various instructional aids as per pedagogy subject.
- Construct achievement tests in their pedagogy subject.
- Prepare lesson plan file, reflective diary, peer observation report, community-based activities report and school report.

Sr. No.	Total Marks Distribution (400)	Pedagogy-I (200)	Pedagogy-II (200)
1.	Internal Marks	60	60
2.	External Marks	140	140

Schedule of School Internship Programme:

Sr. No.	Activity During Internship	No. of Activities (Minimum)
1.	Lesson Plan (Pedagogy-I)	30
2.	Lesson Plan (Pedagogy-II)	30
3.	Reflective Diary of each lesson plan (Pedagogy-I)	30
4.	Reflective Diary of each lesson plan (Pedagogy-II)	30

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	5.	Peer Observation (Pedagogy-I)	20
	6.	Peer Observation (Pedagogy-II)	20
	7	Community based activities	4
	8	Seminar Reports	2

Generic Elective Course (GEC)

Year	II	**PEACE EDUCATION**	Course Credits	4
Semester	**III**		Course code	**SOE 02 03 05 GEC 3104**

Learning Outcomes	After completion of the course, the students will be able to: ● Explain the concept of peace from different perspectives and critically appraise the ideas of thinkers pertaining to peace. ● Explain the concept of peace education and critically appraise the role of various agents in promoting peace education. ● Explain the various aspects of conflict and evaluate the role of peace education in conflict management. ● Select various techniques and approaches for teaching peace Education.

Course Content	
Unit -1	**Introduction to Peace** ● Concept, importance and Approaches of Peace ● Ideas of distinguished thinkers about Peace: Mahatma Gandhi, J. Krishnamurthy, Swami Vivekananda, Rabindranath Tagore ● Challenges to peace: Stress, conflicts, crimes, terrorism, violence and poor quality of life ● Peace in the context of individual, Social, National and International perspectives
Unit -2	**An Overview of Peace Education** ● Peace Education: Concept and Scope ● Needs and Importance of Peace Education in contemporary Society ● Role of Family, school and Society in the development of values for Peaceful coexistence ● Role of UNESCO in promoting Peace Education
Unit -3	**Conflict Management and Peace Education** ● Conflict: Concept, Types and Process ● Conditions of conflicts: limited resources, poverty, socio economic conditions ● Techniques of conflict Resolution ● Role of Peace Education in Conflict Management
Unit -4	**Approaches and Techniques of Teaching Peace Education** ● Yoga and Meditation

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	- Role Playing, Storytelling - Group activities (literary activities, games & sports, service activities) - Counseling and co-curricular activities
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPTs, Assignments on different key areas of Peace related issues.

Practicum:
- Seminar and group discussion on importance peace in the class.
- Chart preparation on various Peace Education topics.
- Reflection on various conflicts in day-to-day life.
- Organize mock activities on working of UNO for Peace Education.

Suggested Readings:
- Arulsamy, S. (2016). *Peace and value education.* New Delhi: Neelkamal Publication.
- Barash, P. David (2000). A*pproaches to peace*. New York: Oxford University Press.
- Charles, K., &Selvi, A. (2016). *Peace and value education.* New Delhi: Neelkamal Publication.
- Gandhi, M.K. (1944). *Non-violence in peace and war.* Ahmedabad: Navajivan Publishing House.
- Kapani, M. (2000). *Education in human values – concept and practical implications*. New Delhi: Sterling Publishers.
- National Curriculum Framework (2005). *National Focus group on Education for Peace*. New Delhi: NCERT.
- Pandey, S. (2004). *Education for peace, self-instructional package for teacher education*. New Delhi: NCERT.
- UNESCO (2001). *Learning the way of peace, "a teacher guide to education for peace*". UNESCO.

Web Resources:
- *Education for Peace.* Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf
- *Peace Education.* Retrieved from www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf

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- *The Five Steps to Conflict Resolution.* Retrieved from https://www.amanet.org/training/articles/the-five-steps-to-conflict resolution.aspx
- *Conflict management.* Retrieved from https://www.managers.org.uk/knowledge-bank/conflict-management
- *Importance of Peace* Retrieved from *cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi.../10472-10011.pdf*
- *शांति का महत्त्व.* Retrieved from *https://www.jagran.com/editorial/apnibaat-the-importance-of-peace 10751783.htmlhttps://www.quora.com/What-is-the-importance-ofpeace-in-our-life-Why-and-how-do-you-achieve-it*
- *Peace education: definition, approaches, and future directions.* Retrieved from *http://www.eolss.net/sample-chapters/c04/e1-39a-06.pdfhttps://unesdoc.unesco.org/ark:/48223/pf0000150262https://dialog1.webs.com/sejv2i1/samwaad_2.pdf*

Year	II	**GENDER, SCHOOL AND SOCIETY**	**Course Credits**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 14 C 3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Explain the concept of gender and it's related constructs, differentiate between sex and gender and judge gender roles. ● Point out the gender issues in schools & society level. ● Criticize the issues related to women and critically appraise the women role models. ● Critically judge the role of mass media and government pertaining to gender issues.
Course Content	
Unit -1	**Introduction to Gender** ● Gender: Concept, difference between gender and sex ● Gender related concepts: Sexuality, feminism, equity and equality ● Gender stereotyping: Physical appearance, domestic behaviour, occupation and personality traits ● Gender roles through social institutions: Family, community, society
`Unit -2	**Gender and School** ● Gender bias in school enrolments, dropouts, household responsibilities and societal attitudes towards girls education ● Gender Issues in Schools: Bullying, eve teasing, sexual abuse ● Gender construction through curriculum and hidden curriculum ● Gender Sensitivity Pedagogy
Unit -3	**Gender, Society and Media** ● Concept of Patriarchy and Matriarchy ● Issues related to Women/ Girl Child: Female foeticide and infanticide and, sex ratio, honour killing, dowry, property rights and divorce ● Role model for women: Phogat sisters, Ruma Devi, Dipika Karmakar, Gujan Saxena, Chhavi Rajawat ● Role of Print and Electronic Media in Gender Stereotyping
Unit -4	**Provisions for Developing Gender Parity** ● Domestic Violence Act (2005)

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	• Reservation for Women (2008) • Supreme Court Verdict about Transgender (2018) • National Policy for the Empowerment of Women, 2001
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Use of PPT, Film Shows (selected films), Assignments on different key areas of gender related issues given in syllabus through Google Group, Google Classroom and other online resources.

Practicum:
- Organizing debates on equality cutting across gender, class, cast and religion.
- Case study on how students perceive role models in their own lives.
- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare an analytical report on portrayal of women in print and electronic media.

Suggested Readings:
- Chaudhary, D. R. (2007). *Haryana at cross roads, problems and prospects*. New Delhi: National Trust of India.
- Chowdhary, P. (1994). *The Veiled Women. Shifting gender equations in rural Haryana* (1980-1990). New Delhi: Oxford University Press.
- Chowdhary, P. (2004). Caste panchayats and the policing of marriage in Haryana: Enforcing kinship and territorial exogamy. In *Contribution to Indians Sociology* (Vol. 38, (Jan to Aug 2004).
- Dasgupta, J. (2015). *Gender gap: Men get away with too many privileges*. Available:http://www.dailyo.in/politics/gender-equality-menget-toomany-privileges-no-country-for-women-india-gendergap-index/story/1/1478.html[Accessed 2015, September 14]
- Dhar, A. (2012). *42 per cent of Indian children are underweight*. The Hindu. October 10.
- FAO (2010-11). *The state of food and agriculture 2010-11: Women in agriculture*. Rome: Food and Agriculture Organization of the United Nations.
- Gandhi, R. (2015). *Women in business: Can P2P lending bridge gender gap in access to capital*. The Times of India. June 19.
- Gupta, S., & Dhull, K. (2018). *Gender, school and society.* New Delhi: Sudha Publication.
- International Labour Organization. (2014). *Global employment trends 2014: Risk of jobless recovery.*

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- Jammer, V. (1998). Attainment struggle to make healthier food choices: The importance of psychological and social factors. In *Psychological Health* (24 (9): 1003-20. 156)
- Kabir, N. (2014). *What works in reducing gender inequality*. Available : https://oxfamblogs.org/fp2p/whatworks-in-reducing-genderinequality-greatoverview-from-naila-kabeer/ [Accessed 2015, January, 12]
- Lal, N. (2016). *India needs to save its daughters through education and gender equality.* Inter Press Services, March 4.
- Malhotra, S. (2015). *India in the world economic forum global gender gap report 2015*. Business Today, November 23.
- Misra, U. (2015). *How India ranks on gender parity- and why?* Indian Express November 4.
- Nair, S. (2015). *More gender inequality in India than Pakistan and Bangladesh*: UN. Indian Express December 15.
- Pachauri, G. (2018). *Gender, school and society.* Meerut: R. Lal Publication.
- Pulugurtha, S. (2008). How a lack of education adversely affects girls. In *Psychological Health* 26 (9): 1005-20. 158 Available: http://empowermentinternational.org/2008/08/01/how-a-lack-of-educationadversely-affects-girls/[Accessed 2015, January 12].
- Salve, P. (2015). #Selfie with Daughter:Can India save 23 million girls? Available http://scroll.in/article/738068/selfiewithdaughter-can-india-save-23-million-girls[Accessed 2015, June 23].
- The World Bank (2014). *Financial inclusion data*. Global Index. Available http://datatopics.worldbank.org/financialinclusion/country/india [Accessed 2014, November 21].
- Wodon, Q. (2014). *Eliminating child marriage to boost girls' education*. The World Bank. Available: http://blogs.worldbank.org/education/eliminating-child-marriageboost-girls-education[Accessed 2015, January 6].

Web Resources:
- *Dipa Karmakar*. Retrieved from https://en.wikipedia.org/wiki/Dipa_Karmakar
- *Gender-Responsive Life Skills-Based Education.* Retrieved from http://unesdoc.unesco.org/images/0017/001781/178125e.pdf
- *Gender, School and Society.* Retrieved from
http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf
- *Gunjan Saxena*. Retrieved from https://starsunfolded.com/gunjan-saxena/
- *How can teachers be more gender inclusive in the classroom?* Retrieved from https://www.brookings.edu/blog/education-plus-development/2017/11/02/how-can-teachers-be-more-gender-inclusive-in-the-classroom/
- *Ruma Devi Biography.* Retrieved from https://hindi.oneindia.com/news/jaipur/ruma-devi-biography-in-hindi-know-her-journey-from-barmer-hut-to-europe/articlecontent-pf301835-573426.html

Year	II	**ASSESSMENT FOR LEARNING**	**Course Credit**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 15 C3104**

Learning Outcomes	At the end of the course, the students will be able to: - Elaborate and differentiate the fundamental aspects of evaluation. - Categorize the domains of knowledge, formulate instructional objectives and construct testing tools. - Differentiate the various assessment tools, critically examine the trends and issues of evaluation. - Employ and interpret the statistical techniques to analyze data and restate the properties of NPC.
Course Content	
Unit -1	**An Overview of Evaluation** - Concept of the terms: Test, Examination, Measurement, Assessment and Evaluation - Distinctions between 'Assessment of Learning', Assessment for Learning' and 'Assessment as Learning' - Types of Evaluation based on Purpose: Placement, Diagnostic, Formative and Summative - Continuous and Comprehensive Assessment: Concept, Nature and Process, 360° Holistic Assessment: NEP Vision
Unit -2	**Assessment Tools** - Assessment of Cognitive, Affective and Psychomotor domains of learning (Revised taxonomy of objectives) - Characteristics of a Good Test: Reliability, Validity, Objectivity and Usability (only concept and usage) - Preparation of an Achievement Test - Different kinds of tools: Project, Assignment, Practical Work & Kinds of Tests- Written and Oral
Unit -3	**Trends and Issues in Assessment for Learning** - Reporting students' performance: Progress Report, Cumulative Record, Constructing portfolios - Feedback – Concept and Purposes - Existing practices: Unit test, Semester system, Annual examination, Online Examination, Open Book Examination - Issues and Problems: Marking Vs. Grading, Choice based Credit System (CBCS), Menace of Coaching
Unit -4	**Application of Statistics** - Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (Range, Average Deviation, Quartile Deviation, Standard Deviation)– their uses and limitations - Percentile and Percentile Rank

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	● Correlation: Meaning, uses & calculation of correlation of coefficients by Rank Difference and Product Moment Methods ● Concept and Properties of Normal Probability Curve
Transaction Strategies/ Teaching Learning Process	Lecture cum Discussion Method, Use of PPT, Assignments and their presentation. Continuous practice of the computations of statistical techniques, Group discussion, Panel discussion and Brainstorming Sessions will be encouraged. Multimedia approaches namely Google Classroom, Google Drive will also be used.

Practicum:

- Preparation of Students' Portfolio.
- Designing of Feedback Performa.
- Constructing an Achievement Test of any School Subject.
- Collection of Examination Marks of examination of students and apply different statistical techniques to analyze data.

Suggested Readings:

- Agarwal, Y.P. (2002). *Statistical methods: concepts, applications and computation*. New Delhi: Sterling Publishers.

- Asthana, B. (2020). *Measurement and evaluation in psychology and education*. Agra (U.P.): Shree Vinod Pustak Mandir.

- Begum, A.J., & Reddy, G.L. (2015). *Assessment for learning*. Agra: Rakhi Prakashan.

- Black, P. (2015). Formative assessment – an optimistic but incomplete vision.In *Assessment in Education: Principles, Policy & Practice*, 22(1).

- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). *Working inside the back bos: Assessment for learning in the classroom*. Phi Delta Kappan*, 86*(1), 8-21.

- Bransford, J. Brown, A.L., & Cocking, R.R. (Eds), (2000). *How people learn: Brain, mind, experience and school*. Washington, DC P: National Academy Press.

- Burk, K. (2005). *How to assess authentic learning* (4th Ed). Thousand Oaks, CA: Corwin.

- Burk, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks: C.A. Corwin.

- Butler, S. M.,& McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. Jossey Bass.

- Carr. J.F., & Harris, D.C. (2001). *Succeeding with standards: Linking curriculum, assessment and action planning.* Alexandria, VA P: Association for Supervision and Curriculum Development.
- Freeman Richard, Lewis Roger (2016). *Planning and implementing assessment*. Routledge. ISBN-10: 0749420871, ISBN-13: 9780749420871.
- Garrett, H.E. (1973). *Statistics in psychology and education* (6[th]ed). Bombay: Vakils, Feffors & Simon.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery Learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Goswami, M. (2016). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Guskey, T.R. (2003). How classroom assessments improve learning. In *Educational Leadership*, 60(5), 7-11.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning.* Thousand Oaks, CA: Corwin.
- Marzano, R. J. (2012). *Formative assessment & standards-based grading* (The Classroom Strategies Series). Denver, Colorado: Marzano Research Laboratory.
- Natrajan V., & Kulshreshta, S.P. (1980). *Assessing non-scholastic aspects – Learning behavior*. New Delhi: Association of Indian Universities.
- Nawani, D (2012), Continuously and comprehensively evaluating children. In *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.
- Nawani, D (2015). Re-thinking assessments in schools. In *Economic & Political Weekly*, Jan 17, Vol L, No. 3.
- Nitko, A.J., & Brookhart, S. (2011). *Educational assessment of students*. Boston: Pearson.
- Popham, J.W. (2018). *Classroom assessment: What teachers need to know*. Boston: Allyn & Bacon.
- Reynolds, C.R., Livingston, R. B., Willson, V., & Jha, A.K. (2018). *Measurement and assessment in education* (2nd edition). Noida: Pearson India Education Services Pvt. Ltd.
- Ronald Jay Cohen, Mark, E. Swerdlik, and Medhe M. Kumtheker (2014). *Psychological testing and Assessment*. McGraw Hill Education (India) Private limited.
- Stanley, T. (2014). *Performance-based assessment for 21st-century Skills: Provides real-world examples, breaks down the process into easy steps, contains ready-to-use reproducible*. Prufrock.
- Stiggins, R. (2008). Assessment for learning. *The achievement gap and truly effective schools*. Portland: ETS Assessment Training Institute. Retrieved January 16, 2012 at http://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf

- Thorndike, R.M., Tracy M. Thorndike-Christ. (2009). *Measurement and evaluation in psychology and education* (8th ed.). Pearson Publishing.
- Waugh, C. K., & K., & Gronlund, N. E. (2012). *Assessment of student achievement*. Pearson Publishing.

Web Resources:

- Greenstein, L. (2010). Greenstein demonstrates how to provide specific and concise descriptive feedback on learner's work. Retrieved from https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx
- Hasan, M., & Parvez, M. (2015). Choice-based credit system in India: Pros and cons. *Journal of Education and Practice, 6*(25), 30-33. Retrieved from https://files.eric.ed.gov/fulltext/EJ1078492.pdf
- Rastogi, H. (2018). Choice based credit system (CBCS) – An innovative concept in Indian higher education. Research Review of International Multidisciplinary, 3(9), 627-633. Retrieved from https://rrjournals.com/wp-content/uploads/2018/09/627-633_RRIJM180309124.pdf
- Tan, J., & Biswas, G. (2006). The role of feedback in preparation for future learning: A case study in learning by teaching environments. International Conference on Intelligent Tutoring System, 370-381. Retrieved from https://www.researchgate.net/publication/334459238_Choice-Based_Credit_System_in_India_Pros_and_Cons

Year	I	**CURRICULUM TRANSACTION**	Course Credits	4
Semester	**IV**		**Course code**	**SOE 02 04 16 C3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Describe the fundamental aspects of the curriculum in education. ● Critically analyze Curriculum frameworks, models of curriculum development and compare them in terms of school curriculum. ● Elaborate the process of Curriculum development, and assess the need of curriculum organization. ● Describe and the process of Implementation, transaction & justify the need of evaluation of curriculum.
Course Content	
Unit -1	**Introduction To Curriculum (NCF & NEP)** ● Curriculum: Meaning, Characteristics and Significance ● Types of Curriculums with special reference to Child-centered curriculum, Subject centered curriculum, Activity curriculum and Hidden Curriculum ● Principles of Curriculum Construction ● Foundations of the Curriculum: Philosophical, Sociological, Psychological, and Historical
Unit -2	**Curriculum Framework & Models of Curriculum** ● NEP,2020; Recommendations on school Education ● NCF 2005 & NCFTE 2009 and Recommendations on Curriculum ● Curriculum Approaches; Academic, Behavioral, System approach ● Models of Curriculum Development; Tylor's Model and Hilda Taba's Model, Wienstien and Fantini Model
Unit -3	**Process of Curriculum Development** ● Meaning, Concept and Significance ● Process of Curriculum Development ● Selection of content & Curriculum organization ● Selection and organization of Learning Experiences
Unit -4	**Implementation, Transaction and Evaluation of Curriculum**

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	● Implementation: Concept and Nature & Curriculum Implementation Models: ORC Model and Organizational-Development Model
	● Curriculum Transaction: Meaning, Concept and online and offline Modes of Transactions
	● Curriculum Evaluation: Concept, Need and Sources of Curriculum Evaluation
	● Types of Curriculum Evaluation: Formative and Summative
Transaction Strategies/ Teaching Learning Process	Lecture cum Discussion Method, Assignments on various topics, PPT presentation followed by Discussion, Chart preparation on various Models of Curriculum Development, Group Discussion and Panel Discussion on various aspects of Curriculum Development and Transaction, Reviewing B.Ed. curriculum.

Practicum:

- Reflection on NEP 2020.
- Critical review of any one curriculum framework: NCF, 2005.
- Critical review of any one curriculum framework NCFTE, 2009.
- Practice of Team-Teaching Approach.
- Book Review.
- Critical analysis of online mode of transaction.
- Critical Analysis of a School Textbook.
- Prepare a report on NCF-2005 with special reference to recommendation for curriculum.
- Prepare a report on NCFTE-2009 with special reference to recommendation for curriculum.
- Any other topic approved by the teacher.

Suggested Readings:

- Aggrawal, J.C. & Gupta, S. (2005). *Curriculum development.* New Delhi: Shipra Publisher.
- Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of curriculum renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education.* New Delhi: Sterling Publishers.

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- Curriculum transaction and evaluation. (n.d.). Retrieved March 25, 2021from http://studymaterial.unipune.ac.in:8080/jspui/bitstream/123456789/5091/4/Unit%204%20indd.pdf
- Curriculum transaction and classroom situations. (n.d.). Retrieved March 25, 2021 fromhttp://egyankosh.ac.in/bitstream/123456789/8352/1/Unit-12.pdf
- D'Costa, Agnes, R. (2016). *Knowledge and curriculum.* Mumbai: Himalaya Publishing House.
- Jenkins, D. &Shifrnan, D.M. (1976). *Curriculum: An introduction.* London: Pitman Publishing House.
- Khan, M.I. & Nigam, B.K. (2007). *Curriculum reform change and continuity*. New Delhi: Kanishka Publication.
- Luke, A., Woods, A. & Weir, K. (1). (2013). *Curriculum, syllabys, design and equity; A primer model*. Newyork: Routledge.
- McKernan, J. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research.* U.K.: Routledge.
- Musgrave, P.W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- National Curriculum Framework (2005): New Delhi: NCERT.
- Nigam, B.K. & Khan, M.I. (1993). *Evaluation and research in curriculum construction*. New Delhi: Kanishka Publishers.
- Ornstein A. C., & Hunkins, F. P. (2009). *Curriculum foundations, principles and issues*. (5th edition). Boston, MA: Allyn and Bacon
- Panday, M. (2007). *Principles of curriculum development*. New Delhi; Rajat Publications.
- Sharma, R. (2002). *Modern methods of curriculum organization*. Jaipur: Book Enclave.
- Sharma, S.R. (1999). *Issues in curriculum administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the curriculum.* Britain: Pitman Press.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tala, M. (2012). *Curriculum development-Perspectives, principles and issues*. Delhi: Dorling Kindersley Pvt. Ltd.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Taylor, P. (2003): *How to Design a training course: A guide to participatory curriculum development*. London: Continuum.
- Walker, D. F. (1990). *Fundamentals of curriculum*. Fort Worth. TX: Harcourt Brace College.
- Yadav, S.K (2013). *School curriculum: Structure and practice*. New Delhi: NCERT.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi: Shri Sai Printographers.

Year	II	YOGA EDUCATION	Course Credits	2 (Practical)
Semester	**IV**		**Course code**	**SOE 02 04 17 C0022**

Learning Outcomes	At the end of the course, the students will be able to: • Explain the history of yoga, Ashtanga Yoga and apprise with the recent developments. • State and demonstrate different types of Yoga Asanas, Pranayama, Kriya, Bandh while observing precautions and practice meditation.

Course Content	
Unit -1 **(Practical)**	**Introduction to Yoga**
	• Etymology, Origin, History and Development of Yoga, Patanjali's Ashtanga Yoga, International Day of Yoga, Common Yoga Protocol • General Guidelines and Preparatory Steps for Yogasana and Pranayama • Loosening Exercices/ Sadilaja /CālanaKriyās /Sithlikaranvyayam • **Standing postures-**Tadasana, Trikonsana, Vrikashana, Garudasana, ArdhChakrasana, Chakrasana, Natarajasana,Virabhadrasana, ArdhaChandrasana, Utkatasana, **Sitting postures-** Sukhasana, Siddhasana, Padmasana, Vajrasana, Vakrasana, Paschimottanasana, Matsyasana, Gomukhasana, Ushtrasana, Shalabhasana, Mandukasana,**Upside postures-**Halasana, Sarvangana, Sheersasana, **Laying postures-** Uttanpadasana, VipreetKarni, AdhomukhVakrasana, Bhujangasana, Dhanursana, Mayurasana, Savasana, **Surya Namskar** • **Pranayamas-**AnulomVilom, Bhramari, Ujjayi, Bhastrika, Kumbhak, NadiShodhan, Shitli, Sheetkari • **Meditation, its preparation, steps and types-** Mantra Chanting, Third Eye, Chakra, Gazing, Kundalini, Naad/Sound, Zen, Vipassana, Mettameditations
Unit -2 **(Practical)**	**Introduction to Yoga Education, Yogic practices; their physiological and psychological effect**
	• Concept, Importance, Objectives in Yoga Education and Eight step teaching method and Assessment • Concept of Triguna and Yogic Diet • **Mudras:** Gyaan Mudra, Shunya Mudra, Apaan Mudra, Surya Mura, Varun Mudra, Haakini Mudra

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	• **Bandh**: Jalandra Bandha, Uddiyana Bandha, Moola Bandha. Tribandh
	• **Yogic Kriya:** KapalaBhati, Trataka, Neti – Jala Neti, Sutra Neti, Dhouti-Vamana dhouti, Vastradhouti, Basti
	• Yog Nidra
Transaction Strategies/ Teaching Learning Process	Lecture cum demonstration, Group discussion and presentation, Demonstration using audio-visual material, Excursion, Practicum.

Practicum:

- Surya Namaskar, its steps and benefits.
- International Day of Yoga; (Common Yoga Protocol).
- Any three Sitting Postures; their, steps, precautions and benefits.
- Any three Standing Postures; their, steps, precautions and benefits.
- Any three Laying Postures; their, steps, precautions and benefits.
- Any three Upside Postures; their, steps, precautions and benefits.
- Any three Pranayamas, their, steps, precautions and benefits.
- Any three Mudras; their, steps, precautions and benefits.
- Bandh; types and benefits.
- Any two Yogic Kriya, Their precautions and benefits.
- Any two Meditations.
- Yog Nidra.
- Any other as suggested by the teacher.

Suggested Readings:

- Besant, A. (2005). *An introduction to yoga,* New Delhi: Cosmo.
- Goel, A. (2007). *Yoga education: Philosophy and practice*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Gupta, S.K. (2019). *Yoga & concentration,* New Delhi publication, Delhi.
- Kaul, H.K. (2013). *Yoga asana for everyone.* Surjeet Publishers.
- Kubalker, R. (2015). *Know your stress-manage*, Neel Kamal Publishers.
- Mangal, S.K., Mangal, U and Mana, S. K. (2009). *Yoga education*, New Delhi: Arya Publication.
- NCERT (2015). *Yoga: A healthy way of living secondary stage*, New Delhi. (Also available in Hindi)
- NCERT (2015). *Yoga: A healthy way of living upper primary stage*, New Delhi (Also available in Hindi)
- Omand, S. (2006). *Patanjali yoga,* Pradeep Gorakhpur: Gita Press.
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Web Resources:

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- Yoga Vini (2017, July 22). How to do 12 Surya Namaskar postures – You should practice every morning. *Yoga Vini.* Retrieved on 07.01.2021 https://yogavinirishikesh.com/12-surya-namaskar-postures-practice/

Year	I	**ENVIRONMENTAL EDUCATION**	**Course Credits**	**2**
Semester	**IV**		**Course code**	**SOE 02 04 18 C2002**

Learning Outcomes	At the end of the course, the students will be able to: ● Differentiate environment & environmental education and discuss various dimensions of it in terms of human life and society. ● Critically analyze various issues, concerns and threats to environment and interpret different initiatives taken by govt to protect them.
Course Content	

Unit -1	**Conceptual Understanding of Environment and Its Education** ● Environment: Meaning, component and its types ● Ecological System; Concept, Structure (Biotic and abiotic factors) its Function and Human interaction and dependency on the Environment ● Concept, Components, Scope & need to promote of Environmental Education ● Role of Education, School and Teacher in Environment Conservation
Unit -2	**Issues, Concerns and Conservation of Environment** ● Air, Water, Soil and Noise Pollution; Causes, Preventions and its impact on health, ozone depletion & Greenhouse effect. ● Threats to natural resources and their conservation (Deforestation, Biodiversity & Wildlife), National River Conservation Plan (NRCP), NRLCP, Project Elephant, and Project Tiger, Forest conservation ● Sustainable Development ● Contribution of Prominent Indian Environmentalist: Sundarlal Bahuguna, M.S. Swaminathan
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Lecture cum demonstration, use of laptop as audio-visual aid, Assignments on various topics, Presentation and group discussion, and presentations by Pupil Teachers will be encouraged.
Practicum:	

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- Organize environmental awareness activities and prepare a video: how to use a dustbin, Road safety, Forest as a life line, Plantation, use of first aid, Polythene.
- Prepare a report on the environment standards and protection act.
- Prepare a report on administrative bodies in India working for Protection of Environment/Forest/Wildlife.
- Prepare a report on Govt. Initiatives for preservation of Natural Resources.
- Govt. Initiatives for saving Rivers.
- Analysis of National Green Tribunal Act.
- Any topic suggested by the teacher.

Suggested Readings:

- Aggarwal, J. C. (2010). *Education for values, environment and human rights.* Delhi: Shipra Publications.
- Ardoin, N. M. (2009). *Environmental Education: A Strategy for the future*. New York: EGMA. Retrieved, from https://nmardoin.people.stanford.edu/sites/g/files/sbiybj4916/f/documents/EE_Strategy_for_the_Future.pdf
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- Krishnamacharyulu, V. et al. (2017). *Environmental education*. New Delhi: Neel Kamal Publication.
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- Packiam, S. (2018). *Education for sustainable development.* New Delhi: Neel Kamal Publication.
- Palmer, P., & Neal, P. (2003). *The handbook of environmental education.* UK: Routledge Publication.
- Ramchandra, T. V. (2015). Environment Management. Bangalore: Energy & Wetlands Research Group Centre for Ecological Sciences Indian Institute of Science. Retrieved from https://nptel.ac.in/courses/120108004/module1/lecture1.pdf

- Ravinder, Ch. & Ramakrishna, A. (2017). *Environmental education issues and concerns*. New Delhi: Neel Kamal Publication.
- Reddy, V. Purushotham et al. (2013). *Environmental education*. New Delhi: Neel Kamal Publication.
- Saminathan, B. (2015). *Environmental education*. Retrieved from http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf
- Sharma, R. A. et. al. (2012). *Environmental education*. New Delhi: Surya Publication.
- Sharma, S. (2016). *Environment Education*. New Delhi: R. Lall Publication.
- United Nations. *Transforming Our world: The 2030 Agenda for sustainable Development*. New York City. Retrieved from https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf
- Verma, K. & Kaur, G. & Singh, P. (2010). *Introduction to environment*. New Delhi: Indira Gandhi National Open University.

Year	II	ART, CRAFT AND AESTHETICS	Credits	2 (Practical)
Semester	**IV**		**Course code**	**SOE 02 04 19 C 0022**

Learning Outcomes	At the end of the course, the students will be able to: ● Illustrate the process of creative art and develop interest and skills of design various art work. ● Critically appreciate the importance of play in teaching- learning process and enhance the skills of dramatization.
Course Content	
Unit -1	**Painting, Crafting and Creative Art** ● Forms of Painting: Still life, Landscape, Collage, Poster and Illustration Art ● Printing: Block Painting, Calligraphy and 2d-3d graphic design ● Construction (Using Waste Materials), Paper Crafts ● Preparation of Flash Cards, Charts, Map and Models
Unit -2	**Play and Design Production Process** ● Production Design, Direction and Stage Craft ● Acting, Mime, Storytelling, Role play, Traditional Performing Arts ● Play / Drama – distinctions & their role as teaching method ● Application of theatre Art in Education
Transaction Strategies/ Teaching Learning Process	Hand on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, slide/film show, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs, brain-storming, interaction with artists, lectures and demonstration.

Practicum:

- Making of Still life, Landscape, Collage, Poster, Illustration 2d-3d Art, Block Painting, Calligraphy, graphic design, Paper Crafts, Flash Cards, Charts, Map and Models.

- Acting (Integration of Performing Arts in Education), Direction, Stage Craft & Design Technology.

Suggested Readings:

- Gill Rajesh (2017). *A Textbook of Art Education*. New Delhi: Paragon International Publishers.

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- Gill Rajesh (2018). *Art Education*. New Delhi: Paragon International Publishers.
- Kakkar Rekha, Makkhar Ragini (2018). *Drama, Art and Aesthetics in Education*. Agra: Rakhi Prakashan.
- Raw K. Ravikant and P. Ananad Kumar (2017). *Drama and Art in Education*. Neelkamal Publishers.
- Roy Reeta (2017). *Perfect Art Education*. Arya: Publisher Company.
- Saxena Avnish and Sirth Sushil (2016). *Drama, Art and Aesthetics in Education*. Agra: Rakhi Prakashan Raman Tower, Sanjay place.
- Sharma R. P., Sharma R. K. (2016). *Drama and Art in Education*. Agra: Radha Prakashan Mandir.
- Singh Chitralekha (2016). *Drama and Art in Education*. Agra: Publisher Shri Vinod Pustak Mandir.
- Singh Yadav Narendra (2010). *Advertising Technical and Theory*. Jaipur: Rajasthan Hindi Granth Academy.
- Singh Yadav Narendra (2012). *Graphic Design*. Jaipur: Rajasthan Hindi Granth Academy.
- Tivari Arjun (2010). *Modern Advertising Art and Behaviour*. Varanasi: Vishwavidyalaya Prakashan.

Web Resources:
- Centre For Cultural Resources And Training http://ccrtindia.gov.in/package_books.php
- Design and Formatting by David Talbot & Cecilia Tortoledo Printed by the San Bernardino County Superintendent of Schools (2008) Reinvigorating Arts Education in California An Initiative of the California County Superintendents Educational Services Association. Visual and Performing Arts. http://ccsesaarts.org/wp-content/uploads/2015/03/vapa_core_color.pdf
- Lalit Kala Akademi National Academy of Art, New Delhi https://www.lalitkala.gov.in/
- Ministry of Home Affairs (Govt. of India) http://www.dashboard-padmaawards.gov.in/?Year=1981-1981&Award=Padma%20Shri&Field=Art
- National gallery of modern Art, New Delhi http://www.ngmaindia.gov.in/
- NCERT (2006) Arts, Music, Dance and Theatre. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/focus-group/art_education.pdf
- NCERT (2015) Art Education for Primary Teachers Volume II. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/deaa/pdf/tpaev201.pdf
- NCERT (2015) theme based early childhood care and education programme. National Council of Educational Research and Training, New Delhi https://ncert.nic.in/dee/pdf/deethemebased.pdf

- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf
- NCERT (2019) Art Integrated Learning. National Council of Educational Research and Training, New Delhi. https://itpd.ncert.gov.in/mss/course_content/Module%203%20-%20Art%20Integrated%20Learning.pdf
- SCERT Raipur (2013) http://www.scert.cg.gov.in/pdf/dedfirst2013/kalashikshan.pdf
- Understanding arts and arts education https://www.nios.ac.in/media/documents/dled/Block1_508.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India http://assets.vmou.ac.in/BED114.pdf
- Vardhaman Mahaveer Open University Kota, Rajasthan, India https://www.researchgate.net/profile/Dr_Akhilesh_Kumar2/publication/281834157_natya_evam_kala_siksa/links/55fa617208ae07629dfe648c/natya-evam-kala-siksa.pdf

Discipline Centre Elective Course (DCEC)

Year	II	**GUIDANCE AND COUNSELLING**	Course Credits	4 (2 Theory + 2 Practical)
Semester	**IV**		Course code	**SOE 02 04 12 DCE C3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Elaborate the concept of guidance and it's various aspects. ● Categories multiple Counselling Services and use various ethics, techniques and approaches of counselling. ● Organize Counselling programmes at school level and critically appraise & prepare a case study. ● Learn how to administer the psychological tests for guidance and counselling services.
Course Content	
Unit -1	**Fundamentals of Guidance (Theory)** ● Guidance: Concept, need, importance and basic principles ● Types of Guidance: Educational, Vocational, Social & Personal Guidance ● Types of necessary guidance services ● Role of parents and teachers in Guidance
Unit -2	**Counselling Services & Ethics (Theory)** ● Counsellor: Characteristics, Functions & Professional Ethics ● Importance & Dimensions of Counselling in schools ● Skills and Approaches of Counselling ● Organization of Counselling Programmes in schools
Unit -3	**Administration of Psychological tools for Guidance and Counselling (Practical)** ● Administration and Interpretation of (any two) Psychological tools: a) Personality Test b) Intelligence Test c) Interest Test d) Aptitude Test e) Achievement Test
	Counselling at School Level (Practical)

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Unit -4	● Conduct any two activities for Guidance Plan on school students or peers: a) Prepare techniques/procedure of Counselling for school level students b) Prepare a case study of two students: normal & problematic child at High schools' level c) Prepare Counselling plan for special children d) Prepare Counselling plan for drug addicts e) Guidance & Counselling in Promoting Mental Health f) Preparatory steps of Guidance in stress-management
Transaction Strategies/ Teaching Learning Process	Lecture cum discussions, use MOOCs and e-platforms. Group discussion and presentation, Conduct of Psychological Tests, observation of students, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc, Audio/Video Lectures and plans for counselling of school students, providing e-content to students, organizing tutorials if needed.

Practicum:
- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests.
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical writeups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.
- Any other project/assignment prescribed by the teacher.

Suggested Readings:
- Aggarwal, R. (2010). *Elementary guidance and counselling*. New Delhi: Shipra Publication.
- Bala, Rajni. (2007). *Guidance and counselling: Modern Review*. New Delhi: Alfa Publication.
- Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
- Chandra, R. (2009). *Career information and guidance and counselling*. Delhi: Isha Books.
- Charles, K. and Arul, V. (2015). *Peace and Value Education*. Selvi Publishers.
- Chauhan, S.S. (2007). *Principle and techniques of guidance*. New Delhi: Vikas Publishing House.
- Feldonan, R.S. (2009). *Essentials of understanding psychology seventh edition*. Tata Mc Graw Hill, New Delhi.

- Gibson, R. L. & Mitchell, M. (2008). *Introduction counselling and guidance*. New Delhi: PHI Learning Pvt. Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2016). *Introduction to counselling and guidance*. 6th edition, New Delhi: Pearson Prentice Hall in India.
- Gladding, R. (2018). *Introduction to counseling*. New Delhi: Pearson.
- Kochhar, S. K. (2006). *Educational and vocational guidance in secondary education*. Delhi: Sterling Publications.
- Kochhar, S.K. (2009). *Guidance & counselling in colleges & universities*. New Delhi: Sterling Publishers Pvt Ltd.
- Koshy, J. (2007). *Guidance and counselling*. New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). *Counselling theories & practices*. Cenage Learning: 1st Edition.
- Kubalker, R. (2015). *Know your Stress-Manage Your Stress*. Neel Kamal Publishers.
- Madhu kumar, I. (2007). *Guidance and counselling*. New Delhi: Authors Press.
- Mathur, S. S. (2018). *Fundamentals of guidance & counselling*, (2nded.). Agra: Aggarwal Publication.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan publishers.
- Oberoi, S.C (2015). *Educational vocational guidance & counselling*. International Publishing House.
- Pandey, V.C. (2006). *Educational guidance & counselling*. Delhi: Isha Books.
- Rao, S N. (2006). *Counselling and guidance*. Delhi: McGraw hill Publication.
- Saxena, A. (2006). *Organization of Guidance Service*. Delhi: Rajat Publications.
- Saxena, A. (2007). *Introduction to educational & vocational guidance*. Delhi: Rajat Publications.
- Sexena, A. (2007). *Modern techniques of counselling*. New Delhi: Rajat Publications.
- Sharma, R. A. (2011). *Fundamentals of guidance and counselling*. Meerut: R. Lal Book Depot.
- Sharma, S.P. (2008). *Career guidance & counselling*. New Delhi: Kanishka Publishers & Distributors.
- Sharma, Y.K. (2005). *Principles of educational & vocational guidance*. New Delhi: Kanishka Publishers.
- Sheorron, B. (2008). *The presentation skills workshop*. New Delhi: Prentice Hall of India.
- Snyder, C.R. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publishers.
- Steve, D. (2012). *The Basics of Communication*: *A Relational Perspective*. Sage Publishers
- Topichik, G.S. (2008). *Managing Workplace Negativity*. PHI, Delhi.
- Varky, B. G. & Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.
- Yadav, R.H. (2012). Guidance & Counselling. New Delhi: APH Publishing Corporation.

Year	II	**COMPARATIVE EDUCATION**	**Course Credits**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 13 DCE C3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Build perspective and understanding of concepts, approaches and scope of comparative education. ● Compare the primary, secondary and higher education system and its implications in India, U.K. and U.S.A. ● Analyze the need of distance education in India, U.K. and U.S.A. ● Identify and resolve the defects and issues of the prevalent system of education in India.
Course Content	
Unit -1	**Conceptual Understanding of Comparative Education** ● Comparative Education: Concept, history and developmental stages of comparative education, aims and scope of comparative education ● Comparison of National Policy of Education, 1986 and National Education Policy, 2020 ● Approaches to Comparative Education: Historical, philosophical, sociological and problem approach ● Factors affecting the education system
Unit -2	**Primary/Elementary Education in India, U.K. and U.S.A.** ● Primary Education: Concept, origin and development of primary education in India ● Pre-Primary Education with reference to National Education Policy, 2020 ● Concept of Universalization of Elementary education in India and its implications ● Comparison of primary education of India with U.K. and U.S.A. (Aims, salient features, content, methods & instruction and evaluation system)
Unit -3	**Secondary Education in India, U.K. and U.S.A.** ● Secondary education: Concept, meaning, structure, need and importance ● National Policy of Education 2020 with reference to secondary education ● Comparison of Secondary education in India, U.K. and U.S.A. (Aims, salient features, content, methods & instruction and evaluation system) ● Problems of secondary education in India and suggest their solutions
	Higher Education in India, U.K. and U.S.A.

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Unit -4	● Higher education- meaning, aims, features, content, methods & instruction and evaluation system with reference to NEP,2020 ● Comparison of higher education of India with U.K. and U.S.A. (Aims, salient features, content, methods & instruction and evaluation system) ● Defects of the prevalent system of higher education in India ● Online education mode: its needs and importance in light of NEP,2020
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, use of PPT, assignments on various topics, Lecture cum demonstration, ask pupil teachers to prepare write up on various factors influencing of education system and Comparative Education, debate on aims, content, methods & instruction and evaluation system in India, U.K. and U.S.A., chart preparation on education system in India, U.K. and U.S.A., In depth analysis of various education system by the student teachers and presentations will be encouraged.

Practicum:

- Write up on various factors influencing the education system.
- Chart preparation on the education system in India.
- Reflections on secondary and higher education in India, U.K. and U.S.A.

Suggested Readings:

- Andrey, A. & Howard N. (1978). *Developing curriculum: A practical guide*. London: George Allen and Unwin.
- Baradey, G.Z.F. (1964). *Comparative methods in education*. New Delhi: Oxford and IBH Publishing Co.
- Chaube, S. P. (2009). *Comparative education*. New Delhi: Vikas Publication.
- Chaube, S. P. (2017). *Features of comparative education*. New Delhi: Vikas Publication.
- Cowen, R. (2017). *Narrating and relating educational reform and comparative education*. Switzerland AG.: Springer Nature.
- Cramer, I.F. & Brown, G.S. (1965). *Contemporary education: A comparative study of the national system*. New York: Harcourt Brace & Company.
- Denis, L. (1986). *School curriculum planning*. London: Hodder and Stoughton.
- Dent, H.C. (1981). *Educational system of England*. London: George Allen and Unwin.

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- Edward, A. K. (1960). *The secondary school's curriculum*. New York: Harper and Row Publishers.
- Hans, N. (1961). *Comparative education*. London: Routledge and Kegan Paul.
- Harold A. &Elsic, J. A. (1957). *The curriculum*. New York: The MacMillan Company.
- Holmes, B. (2018). *Comparative education: Some considerations of method*. London: Taylor & Francis Group.
- International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
- Kandel, I.L. (1963). *Studies in comparative education*. New York: George Harrup.
- Marshall, J. (2019). *Introduction to Comparative and International Education*. New Delhi: SAGE Publication India Pt. Ltd.
- Parmaji, S, (1984). *Distance education*. New Delhi: Sterling Publishers Pt. Ltd.
- Rajput, J.S. (2004). *Encyclopaedia of Indian education*. New Delhi: NCERT.
- Sodhi T.S. (1988). *A text book of comparative education.* New Delhi: Association of Indian Universities, IGNOU.
- William, M. A. (1966). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston.

| Year | II | **LIFE SKILLS EDUCATION** | **Course Credits** | **4** |
| **Semester** | **IV** | | **Course code** | **SOE 02 04 14 DCEC 3104** |

Learning Outcomes	At the end of the course, the students will be able to: ● Explain the concept of life skills and the role of education in promoting life skills. ● Classify and use the thinking skills. ● Explain and develop coping skills related to emotions & stress. ● Hypothesize and choose social and negotiation skills in various spheres of life.
Course Content	
Unit -1	**An Overviews of Life Skills** ● Life Skills: Genesis of the concept (National and International) ● Need and Significance of Life Skills ● Life Skills Education in the Indian Context ● Role of teacher in encouraging core life skills to practice
Unit -2	**Thinking Skills** ● Nature and Elements of Thought ● Types of Thinking: Creative and Critical Thinking ● Problem Solving: Concept, Factors affecting and Steps in Problem Solving ● Decision Making: Concept, Process, Need, Consequences, Models of Decision Making and Goal Setting
Unit -3	**Coping Skills** ● Emotions: Concept types of emotions, causes and effects of different emotions ● Strategies of coping with emotions: Classroom discussion; brainstorming; role-playing, audio and visual activities (arts, music, theatre, dance; case studies, storytelling, debates) ● Coping with Stress: Concept, types and sources of stress ● The General Adaptation Syndrome Model of Stress and coping strategies
Unit -4	**Social and Negotiation Skills** ● Self-Awareness: Concept and types of self -self-concept, body image, self-esteem and techniques for developing Self-Awareness: Johari Window, SWOT Analysis

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	● Empathy –Concept, importance and teacher's role in developing empathy among learners
	● Effective Communication - Concept, functions, models and barriers
	● Interpersonal Relationship - Concept and factors affecting relationships
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Group discussion and presentation, Brainstorming Session, Use of PPT, Assignments on various topics, Lecture cum demonstration, Preparation of activity based on the strategies of life skills development in groups and discussion, Debate on various problems, panel discussion, in depth analysis of various life skills by the student teachers and presentations will be encouraged.

Practicum:

- Activities related to the various skills described.
- Organizing workshops on developing social and negotiation skills, thinking skills etc.
- Organize collaborative activities under the guidance of the teacher.
- Case Study in any of the areas.
- Any other activity as assigned by the teacher.

Suggested Readings:

- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

- Delors, Jacques (1997). *Learning; The Treasure Within.* Paris: UNESCO.

- Handbook for Teachers, Vol. I – IV (2008). *YUVA School Life Skills Programme*. Delhi: Department of Education and State Council of Educational Research and Training, Delhi.

- Kumar, J. Keval (2008). *Mass Communication in India.* JAICO Publication India Pvt. Ltd.

- Life Skills Resource Manual, Schools Total Health Program (2006). Chennai: Health Education and Promotion International Inc.

- Morgan and King (1993). *Introduction to Psychology.* New Delhi: Tata McGraw-Hill Publishing Company Ltd.

- Nair.V. Rajasenan, (2010). *Life Skills, Personality and Leadership.* Tamil Nadu: Rajiv Gandhi National Institute of Youth Development. Page 8 of 62.

- Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour.* Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.

- Rao P.L. (2008). *Enriching Human Capital through Training and Development.* Delhi: Excel Books.
- Santrock, W. John (2006). *Educational Psychology*. (2nd Edn.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Singh, Madhu (2003). *Understanding Life Skills*, Background paper prepared for Education for All: The Leap to Equality
- Tull, M. (2010). *Post-Traumatic Stress (PTSD).* How to Monitor Your Emotions and Increase Emotional Awareness http://ptsd.about. com/ Accessed30/01/2010.
- UNESCO (1997). *Adult Education.* Paris: The Hamburg Declaration, UNESCO.
- UNESCO (2005). *Quality Education and Life Skills.* Paris: Darkar Goals, UNESCO.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). *Life Skills in Non-formal Education.* A Review
- WHO (1999). *Partners in Life Skills Education.* Geneva: Conclusions from a United Nations Inter-Agency Meeting, WHO.

Web Resources:
- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria: Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf
- Life Skills Based Education (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_educaion
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: http://www.nied.edu.na/publications

Year	II	**WEB TECHNOLOGIES IN EDUCATION**	**Course Credits**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 15 DCEC 3104**

Learning Outcomes	After the completion of the course the pupil-teachers will be able to: - Explain the concept of web technology. - Critically analyze and discuss various issues associated with using web-based learning platforms. - Use web-based learning platforms, environment and pages. - Elaborate the various web-based pages.
Course Content	
Unit -1	**Introduction to Web Technology** - Concept, Meaning and forms of Web Technology - Aim and importance of Web Technology - Contribution of Web Technology in teaching - Constraints in the use of Web Technology
Unit -2	**Web based learning: Issues and Challenges** - Security and privacy issues in using web-based learning sites and platforms - Technical support and infrastructure requirements of web-based learning - Administrative support and structure for web-based learning - Psychological aspects of using web-based technologies in teaching learning process
Unit -3	**An overview of Web based Learning Platforms** - SWAYAM, Unacademy and Coursera - NPTEL - Swayam Prabha - E-pathshala and Diksha
Unit -4	**An Introduction to Web based Environment and Pages** - Virtual classroom - Forum - Blogs

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	● Bulletin Board
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

Practicum:

- Assignments on various topics given in the syllabus.
- Visits in ICT Lab.
- First-hand experience of virtual learning.
- Panel discussion on issues related to Web based Learning.

Suggested Readings:

- Jereb, E., & Smitek, B. (2006). *Applying multimedia instruction in e-learning.* Innovations in Education & Teaching International, 43(1), 15-27.
- Koohang, A., & Harman, K. (2005). *Open source: A metaphor for e-learning.* Informing Science Journal, 8, 75-86.
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Web Resources:

- Brandon Hall, *E-learning*, A research note by Namahn, found in: www.namahn.com/resources/ .../note-e-learning.pdf, Retrieved on 05/08/2011.
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- Learning Management system: https://en.wikipedia.org/wiki/Learning_management_system, Retrieved on 05/01/2016.
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- Matt (2007). *Evolution of ICT*, a blog post retrieved from ICT in Ireland. Retrieved on 4th Jan, 2016.
- Roberta Gogos(2016).*A brief history of E-Learning (infographic).* https://www.efrontlearning.com/blog/2013/08/a-brief-history-of-elearning-infographic.html
- '*Troubleshooting Common Computer Problems'* http://www.baylor.edu/business/mis/nonprofits/doc.php/192118.pdf. Retrieved on 16-01-2016.
- UNESCO (2006*) Introduction to Information, Communication and Technologies: Teacher's Guide - Module 1*, Available at Introduction to information and communication Technology. Retrieved on 4th Jan, 2016.

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Year	II	**HUMAN RIGHTS IN EDUCATION**	**Course Credits**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 16 DCEC 3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Illustrate the concept of human rights, human rights education and restate the corresponding approaches and policies. ● Organize debates and discussion on emerging human rights issues. ● Elaborate human rights perspective in education at school level. ● Critically judge the various human rights issues and appraise the role of various agents for the promotion of human rights.
Course Content	
Unit -1	**Human Rights and Human Rights Education** ● Human Rights and Human Rights Education: Concept and importance in present context ● Human Rights Education with reference to philosophical, psychological, political, and sociological perspective ● Approaches to Human Rights: Western political liberalism, Socialism and social welfare principles, Cross-cultural rights traditions, The UN instruments ● Policies on Human Rights
Unit -2	**Emerging Concerns in Human Rights** ● Debates in the Human Rights discourse: Rights versus Human rights, Universal versus Relativism, Legal versus Ethical demands, Individual rights versus Collective, West versus Rest ● Methods of Human Rights Research and Human Rights as pedagogy ● Critical review of Democracy with reference to Human rights ● Inclusion and Exclusion
Unit -3	**Human Rights Perspective at School Education** ● Human Rights perspective in curriculum ● Human Rights perspective in teaching-learning Processes ● Human Rights Perspectives in Assessment ● Human Right Perspective and school ethos and culture
Unit -4	**Issues and Promotion of Human Rights** ● Human Rights issues with specific reference to children, women, minorities, dalits, differently abled and homosexuals

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	• Role of Government, Non-Government organizations, Education, Family and Self in promotion of Human Rights
	• Critical review of Human Right in globalized world
	• Revisiting of Indian Constitution with reference to Human Rights
Transaction Strategies/ Teaching Learning Process	Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brainstorming and simulation in the form of mock sessions, Bal Panchayat etc.

Practicum: Learner may take any two tasks from the following:
- Workshop/Seminar/Class presentation on Human rights in a socio-cultural context.
- Poster Presentation reflecting Human right issues.
- Identification of discriminatory practices at school level (Gender, Caste, Disability).
- Awareness Campaign to promote educational rights.
- Any other assignment given by the teacher.

Suggested Readings:
- Alam, Aftab (2000). *Human Rights in India: Issues and Challenges*. Delhi: Raj Publication.
- Bajpai, Asha (2010). *Child Rights in India: Law, Policy and Practice.* New Delhi: Oxford University Press.
- Baxi, Upendra (2010). *The Future of Human Rights.* New Delhi: Oxford University Press.
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- Byrne, Darren, J.O. (2000). *Human Rights: An Introduction*. New Delhi: Pearson Education Limited.
- Chandohoke, Neera (2012). *Contested Secession: Rights, Self-determination, Democracy, and Kashmir.* New Delhi: Oxford University Press.
- Chaudhary, Dashrath (2004). *Human Rights and Education.* New Delhi: Rainbow Publishers Ltd.
- Conventions on the Rights of the child (2000). MHRD Govt of India.
- Dagar, B.S. (1948). *Perspectives in Human Rights Education.* Chandigarh: Haryana Sahitya Academy.
- Das, Jogendra Kr. (2003). Reflections on Human Rights and the Position of Indian Women. In *The Indian Journal of Political Science* (Vol. 64, No. 3/4, 203-220). Indian Political Science Association.

- Dennis, Altman (2004). *Sexuality and Globalization, Agenda: Empowering Women for Gender Equity*, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004) on behalf of Taylor & Francis, Ltd.
- Desai, A.R. *Democratic and Authoritarian Faces of the Indian constitution, in A.R. Desai (ed.) Violation of Democratic Rights in India.* Bombay: Popular Prakashan.
- Donnelly, Jack (1982). Human Rights and Human Dignity. An Analytic Critique of Non-Western Conceptions of Human Rights. In *The American Political Science Review* (Vol. 76, No. 2, 303-316). American Political Science Association 3.
- Donnelly, Jack (1989). *Universal Human Rights in Theory and Practice.* Cornell: Cornell University Press.
- Elbers, Frank (2002). *Human Rights Education Resource book.* Cambridge, MA: Human Rights Education Associates.
- Emilie, M. Hafner-Burton and Kiyoteru, Tsutsui (2005). Human Rights in a Globalizing World. The Paradox of Empty Promises'. In *American Journal of Sociology* (Vol. 110, No. 5, 1373-1411). The University of Chicago Press.
- Fons Coomans, Fred Grünfeld, Menno T. Kamminga (2010). Methods of Human Rights Research. In *A Primer', Human Rights Quarterly* (Volume 32, Number 1, February 2010,179-186). The Johns Hopkins University Press.
- Gopalan, S.B. (1998). *India and Human Rights*. New Delhi: Lok Sabha Secretariat.
- Gupta, Madan (2001). *What will be the Human Rights of students? New* Delhi: Jnanada Pub.
- Hugh (1991). *The challenges of Human Rights.* London: Cassell, Education Ltd.
- Jain, Nilanjana (2006). *Human Rights under Democracy, The Indian Journal of Political Science, Vol. 67, No. 1 (JAN. - MAR., 2006), pp. 143-152*: Indian Political Science Association.
- Kothari, Rajni (1989). Human Rights – A movement in Search of Theory. In *Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action.* New York: New Horizons Press and Delhi: Lokayan.
- Kothari, Smitu (1989). The Human Rights Movement In India: A critical overview. In *Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action*. New York: New Horizons Press and Delhi: Lokayan.
- Krishanmurthy, J. (2001). *The First and Last Freedom.* Chennai: Krishanmurthy Foundation.
- Kumar, Sandeep (2012). *Human Rights and Pedagogy.* Delhi: Discovery publishing House.
- Macwan, Martin (2006). *Dalit Rights*. New Delhi: NHRC. 4.
- Mani, V.S. (1998). *Human Rights in India.* New Delhi: An overview, Institute for the world congress on Human Rights.
- Messer, Ellen (1997). Pluralist Approaches to Human Rights. In *Journal of Anthropological Research (Vol. 53, No. 3,*293-317). University of New Mexico: Universal Human Rights versus Cultural Relativity (Autumn, 1997).
- MHRD (2003). *Human Rights Education.* New Delhi: Teaching and Training, Indian Institute of Human Rights.

- Mittler, P. (2000). *Working towards Inclusive Education Social contexts.* London: David Fulton publishers.
- NHRC (2005). *Human Rights Education for beginners.* New Delhi: National Human Rights Commission.
- Pachuari, S.K. (1995). *Children and Human Rights*. Delhi: APH, Publication.
- Pachuari, S.K. (1995). *Women and Human Rights*. Delhi: APH, Publication.
- Patnaik, J. K. (2004). Human Rights: the concept and perspectives: a third world view. In *The Indian Journal of Political Science* (Vol. 65, No. 4, 499-514). Indian Political Science Association.
- Philip, Kavita (2004). *Constructing Human Rights in the Age of Globalization.* New Delhi: PHI.
- Sen, Amartya (2004). *Elements of a Theory of Human Rights.* Philosophy and public-Affairs, 32. No.4

Year	II	**EDUCATION FOR MENTAL HEALTH**	**Course Credits**	**4**
Semester	**IV**		**Course code**	**SOE 02 04 17 DCEC3104**

Learning Outcomes	At the end of the course, the students will be able to: ● Define the concept of mental health and recall the symptoms of bad mental health. ● Explain the importance of mental hygiene. ● Illustrate the methods of adjustment/Adjustment mechanism. ● Develop the understanding of the role of home and school in mental health.
Course Content	
Unit -1	**Mental Health** ● Concept, factors affecting mental health ● Characteristics of a mentally healthy person ● Symptoms and causes of bad mental health ● Role of the parents in developing mental health of their children
Unit -2	**Mental Hygiene** ● Concept, aspects, goals and principles of mental hygiene ● Nature and scope of mental hygiene, principles of guidance and counselling for mental health and hygiene ● Need, importance and functions of mental hygiene ● Principles of curriculum construction from a mental hygiene point of view
Unit -3	**Adjustment or mal-adjustment** ● Concept, process and perspective for adjustment ● Methods of adjustment/adjustment mechanism ● Concept and causes of maladjustment ● Effects of maladjustment on children/student's mental health
Unit -4	**Mental health in schools**

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

	● Mental illness/disorder (personality disorder, anxiety, mood disorder, substance related addictive disorder): types, symptoms and causes
	● Assessment of mental health status
	● Stress: types, symptoms of stress and Stress management for students
	● Role of teacher in fostering mental health, ways and means of improving mental health
Transaction Strategies/ Teaching Learning Process	E-learning, Lecture-cum-discussion, Tutorials, Brainstorming Session, Recorded/live Video and Audio lectures, Use of PPT, Assignments on different key areas given in syllabus through Google Group, Google classroom and other appropriate online apps.

Practicum:
- Case Study of Mentally Healthy and Mentally Retarded individual.
- Individualized Education Plan for Mentally Healthy and Mentally Retarded individual.
- Visit a nearby School, gather information and prepare a report on healthy mental habits adopted by school teachers for students.

Suggested Readings:
- Aggarwal, R. (2010). *Elementary Guidance and Counselling*. New Delhi: Shipra Publication.
- Arkoff Abe (1968). *Adjustment and Mental health*. New York: McGraw Hill Company.
- Bernard, Harold, W. (1952). *Mental hygiene for class-room teachers*. New York: McGraw Hill book Co.
- Bonny, M. E. (1960). *Mental Health in Education*. Boston: Allyn and Bacon.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to Counselling*. London: Allynand Bacon.
- Carroll, H. A. (1952). Mental Hygiene: *The Dynamics of Adjustment (3rd Ed.)*. New York: Prentice Hall.
- Carson, R. C., Butcher, J. N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
- Chauhan, S.S. (2007). *Advanced educational psychology*. New Delhi: Vikas publishing house limited.
- Coleman, J. C. (1968). *Abnormal Psychology and Modern Life*. Bombay: D. B. Company.
- Crow, Lester D. & Crow, Alince (1952). *Mental Hygiene*. New York: McGraw Hill book Co.
- Douglass, O. B. Holl and B. P. (1948). *Foundations of Educational Psychology*. New York: The MacMillan Co.
- Garg, B. R. (2002). *An Introduction to Mental Health*. Ambala: Associated Publications.
- Gibson, R.L. & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. New Jersey: Pearson Prentice Hall.

- Hadfield, J. A. (1952). *Psychology and Mental Health*. London: George Allen and Unwin Ltd.
- Jothi et.al. (2009). *Guidance and Counselling*. New Delhi: Centrum Press.
- Kulshrestha, S.P. (2009). *Educational psychology.* Meerut: R. Lall book depot.
- Kundu, C. L. (1984). *Educational Psychology*. New Delhi: Sterling Publishers Private Ltd.
- Mangal, S.K. & Mangal, S. (2019). *Psychology of learning and development.* Delhi: PHI Learning Private Limited.
- Naik, D. (2007). *Fundamentals of Guidance and Counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and Counselling*. New Delhi: A. P. H. Publishing Corporation.
- Neeraja, K.P (2011). *Essentials of Mental Health and Psychiatric Nursing*. New Delhi: Ajanta offset & Packaging's Ltd.
- Ranganathan, N. (Ed.) (2012). *Education for Mental Health*. New Delhi: Shipra publication.
- Sharma, R.N. & Sharma, R. (2013). *Guidance and Counselling in India*. New Delhi: Atlantic Publishers and Distributors Private Limited.
- Suraj, B. & Dutt, N. K. (1978). *Mental Health through Education*. New Delhi: Vision Books Publications.
- Thorpe, L. P. (1950). *The Psychology of Mental Health*. New York: The Ronald Press Co.
- Walia, J.S. (2014). *Learner, learning and cognition.* Punjab: Ahim Paul publishers.
- Watkins Ted. R. & Callicut, J. W. (1990). *Mental health: Policy & Practice Today*. New Delhi: Saga Publications.

Generic Elective Course (GEC)

Year	II	EDUCATIONAL MANAGEMENT AND LEADERSHIP	Course Credits	4
Semester	**IV**		Course code	**SOE 02 04 06 GEC 3104**
Learning Outcomes		After the completion of the course the pupil-teachers will be able to: • Explain the concept and various functions of Educational Management. • Use effective methods of communication in their life. • Analyse traits, skills and styles of leadership. • Compare roles and importance of educational administration in India at local, state and central level**.**		
Course Content				
Unit -1		**Educational Management: Conceptual Understanding** ● Meaning, Concept and importance of Educational Management ● Objectives & Scope of Educational Management ● Educational Manager: Characteristics, Functions and Roles ● Managerial Ethics and creativity		
Unit -2		**School Management and Communication** ● Role and functions of Headmaster, Principal and Teacher ● Process, Human Relations Approach to Management ● Communication: Types, methods and devices ● Barriers of Communication		
Unit -3		**Educational Leadership: traits and skills** ● Leadership: Concept, functions and roles ● Theories of leadership and management in educational organization ● Leadership Traits and Skills ● Functions and Styles of Leadership		
Unit -4		**Educational Administrative Bodies in India at National Level: Roles & Functions** ● Ministry of Human Resource Development (MHRD)		

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	● University Grant Commission (UGC) ● National Institute of Educational Planning and Administration (NIEPA) ● National Council of Educational Research and Training (NCERT) and National Council for Teacher Education (NCTE)
Transaction Strategies/ Teaching Learning Process	Lecture cum discussion, Tutorials, Brainstorming Session, Recorded/ live Video and Audio lectures, Use of PPT, Film Shows (selected films), assignments on different key areas given in syllabus through Google Group, Google Classroom etc.

Practicum:
- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of the entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.
- Any other activity/assignment suggested by the teacher.

Suggested Readings:
- Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing People*. New Delhi: Excel Books.
- Bush T., L. B. (2003). *The Principles and practice of educational management*, (Edited, Ed.). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan, S. (2012). Educational management. New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management thought*. New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Luthans, F. (2005). *Organizational Behavior*. New York: McGraw – Hills Inc.
- Lunenburg, F.C. & Orenstein, A.C. (2012). *Educational administration-Concept & practices*. USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). *The higher education manager's handbook*. NewYork and Canada: Routledge.
- Nair, S.R. (2004). *Organizational behavior- Texts and cases*. Mumbai: Himalaya Publication.
- Nangia, S.B. (2009). *Educational administration*. New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2018). *Leadership theory and practice*. New Delhi: Sage Publications.

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- Owens, R.C. (2001). *Organizational behaviour in education*. Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).*Managerial skills in educational administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I.S. (2012). *Educational administration & management*. New Delhi: Pearson Publications.

Acknowledgement

First and foremost, a deep sense of gratitude is expressed to all the faculty members of School of Education and external experts for their contribution in preparing the LOCF (Learning outcomes-based curriculum framework).

The timeline of the preparation of the entire curriculum as per LOCF is as follows.

A workshop titled 'Learning outcomes-based curriculum framework' was organized on 16th March 2021 at School of Education in Central University of Haryana. Following are the details:

Organiser	Resource Person	Beneficiaries
Prof. Parmod Kumar, Former Dean, School of Education (Project Coordinator, the scheme of PMMMNMTT)	Prof. Sangeeta, Former Chairperson & Dean, Department of Education, Kurukshetra University, Kurukshetra	Teachers of Central University of Haryana

After this workshop the curriculum was developed for B.Ed. program and then the draft was submitted to the Board of Studies meeting which was held on 7th Sep. 2021.

Members of Board of Studies	
Prof. Sarika Sharma, Dean & Head, School of Education	Chairman
Prof. Indira Dhull, Former Dean & Head, Deptt. of Education, M.D.U. Rohtak	Member Expert
Dr. Parmod Kumar, Associate Professor, School of Education	Member
Dr. Renu Yadav, Assistant Professor, School of Education	Member
Dr. Dinesh Chahal, Assistant Professor, School of Education	Special Invitee
Dr. Aarti Yadav, Assistant Professor, School of Education	Special Invitee

The members of Board of Studies finalized the draft of curriculum of B.Ed. program and further sent it to School Board of School of Education meeting which was held on 14th September 2021.

Members of School Board	
Prof. Sarika Sharma, Dean & Head, School of Education	Chairman
Prof. Shamsher Singh, Retd. Prof. Deptt. of Physical Education, C.D.L.U., Sirsa	Member Expert
Prof. S.V.S. Choudhary, Former Chairman, NCTE, New Delhi	Member
Prof. Jatinder Grover, Deptt. of Education, Panjab University, Chandigarh	Member

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Prof. Gurmeet Singh, Department of Physical Education, Panjab University, Chandigarh	Member
Prof. Ravinder Pal Ahalawat, Head, Department of Physical Education and Sports, Central University of Haryana	Member
Prof. Parmod Kumar, Associate Professor, School of Education, Central University of Haryana	Member
Dr. Jaiprakash Bhukar, Associate Professor, Department of Physical Education and Sports, Central University of Haryana	Member
Dr. Renu Yadav, Assistant Professor, School of Education, Central University of Haryana	Member
Dr. Dinesh Chahal, Assistant Professor, School of Education, Central University of Haryana	Member
Dr. Sandeep Dhull, Assistant Professor, Department of Physical Education and Sports, Central University of Haryana	Member

The School Board finalized the draft and further sent it to the Academic Council for final approval. Academic council meeting held on 12th Oct. 2021 approved the curriculum for implementation with effect from academic session 2021-22.

All the faculty members of School of Education are applauded for their efforts to design their respective syllabus with utmost care. Following list is enclosed herewith to acknowledge the sincere efforts of faculty members for preparing the LOCF for B.Ed. program as per the guidelines of NEP 2020 and UGC letter No.: F. No. 1-412018(LOCF/QIP) dated 17th December, 2019.

Faculty Members	Paper Titles
Dr. Amit Singh, Assistant Professor, School of Education	1. Childhood and Growing Up (SOE 02 01 01 C3104) 2. Essentials of Guidance and Counselling (SOE 02 02 03 GEC 2024) 3. Comparative Education (SOE020413 DCEC3104)
Dr. Rubul Kalita, Assistant Professor, School of Education	1. Learning and Teaching (SOE 02 01 03 C3104) 2. Foundation of Education (SOE 02 02 07 C3104) 3. Assessment for Learning (SOE 02 04 15 C3104)
Dr. Manju, Assistant Professor, School of Education	1. Contemporary India and Education (SOE 02 01 02 C3104) 2. Critical Understanding of ICT (SOE 02 02 11 C0022) 3. Web Technologies in Education (SOE020415 DCEC3104) 4. Educational Management and Leadership (SOE 02 04 05 GEC 3104)
Dr. Kiran Rani, Assistant Professor, School of Education	1. Reading and Reflection on Text (SOE 02 01 05 C0022) 2. Pedagogy of English (SOE 02 02 05 DCEC3104) 3. Yoga Education (SOE 02 04 17 C0022)
Dr. Saran Prasad, Assistant Professor, School of Education	1. School Internship (Part-I) (SOE 02 02 12 C0044) 2. School Internship (Part-II) (SOE 02 03 13 C 001616)

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	3. Pedagogy of Economics (SOE 02 02 10 DCEC3104)
	4. Pedagogy of Commerce (SOE 02 02 11 DCEC3104)
Mrs. Archana, Assistant Professor, School of Education	1. Understanding the Self (SOE 02 01 06 C0022)
	2. Language across the Curriculum (SOE 02 02 10 C2002)
	3. Pedagogy of Hindi (SOE 02 02 04 DCEC3104)
	4. Guidance and Counselling (SOE020412 DCEC3104)
Dr. Chandvir, Assistant Professor, School of Education	1. Value Based Education (SOE 02 01 01 GEC 3104)
	2. Gender, School and Society (SOE 02 04 14 C3104)
	3. Life Skills Education (SOE020414 DCEC3104)
	4. Human Rights in Education (SOE020416 DCEC3104)
Dr. Shankarlal, Assistant Professor, School of Education	1. School Administration and Management (SOE 02 01 01 DCEC3104)
	2. Value and Peace Education (SOE 02 02 09 C3104)
	3. Pedagogy of Social Sciences (SOE 02 02 06 DCEC3104)
	4. Peace Education (SOE 02 04 06 GEC 3104)
Dr. Neha Bishnoi, Assistant Professor, School of Education	1. Creating an Inclusive School (SOE 02 02 08 C3104)
	2. Pedagogy of Physical Science (SOE 02 02 09 DCEC3104)
	3. Education for Mental Health (SOE020417 DCEC3104)
Mrs. Meenakshi, Assistant Professor, School of Education	1. Understanding Discipline and Subjects (SOE 02 01 04 C2002)
	2. Pedagogy of Life Science (SOE 02 02 08 DCEC3104)
	3. Curriculum Transaction (SOE 02 04 16 C3104)
	4. Environmental Education (SOE 02 04 18 C2002)
Mr. Dilip Patel, Assistant Professor, School of Education	1. Art in Education (Visual & Performing Arts) (SOE 02 01 02 DCEC2024)
	2. Art in Education (SOE 02 01 02 GEC 2024)
	3. Performing and Visual Arts (SOE 02 02 04 GEC 2024)
	4. Art, Craft and Aesthetics (SOE 02 04 19 C0022)
Dr. Mahender Kakkerala, Guest Faculty, School of Education	1. Pedagogy of Mathematics (SOE 02 02 07 DCEC3104)
Dr. P. Kumar, Assistant Professor, Deptt. of Physical Education and Sports	1. Health & Physical Education (SOE 02 01 03 DCEC3104)

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