

MAHARSHI DAYANAND UNIVERSITY

MDU



B.Ed. (ODL) SYLLABUS

FACULTY OF EDUCATION

DIRECTORATE DISTANCE EDUCATION

MAHARSHI DAYANAND UNIVERSITY

SYLLABUS BASED ON CHOICE BASED CREDIT SYSTEM

BACHELOR OF EDUCATION (B.Ed.) THROUGH DISTANCE MODE REGULATIONS & SYLLABUS FROM ONWARDS

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I. PROGRAMME OUTCOMES

- The trained graduate teachers are professionally competent in knowledge, skills and attitude in the respective subject of specialization.
- The trained graduate teachers are capable of using the intellectual ability, social skills and emotional maturity to handle the subjects in teaching and learning with all the necessary educational technology devices.
- The trained graduates are good in management skills which would help them to enhance their leadership qualities in all aspects of teaching and learning.
- As the B. Ed. curriculum construction is naturally based on all the needs of the Indian citizen, definitely it will satisfy the local and national aspirations of India.
- All the trained graduates are good in professional ethics and takes responsibility to lead the young children to the development of the social and moral values.

II. PROGRAMME SPECIFIC OUTCOMES

- The core paper 'Knowledge and Curriculum' reflects the various ways and means to access the knowledge in the pedagogy of the subject specialization.
- The core paper 'Gender, School, Society and Inclusive School' covers the entire society as inclusive concept of education.
- The core paper 'Critical Understanding of ICT in Education' conveys the use of educational technology in teaching and learning any subject.
- The optional paper called 'Environmental Education' educates all the trained graduates to manage the environmental situation in a balanced way by considering all the environmental crises.

III. COURSE OUTCOMES

- The trained graduates shine as the best resourceful teacher with all necessary knowledge, skills and attitude needed in the field of teaching and learning.
- The trained graduates are capable of applying suitable educational technologies in teaching and learning.
- The trained graduates are intellectually good, socially useful and ethically sound in every kind of values.

1. PREFACE

The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality of education depends upon the quality of teachers, which in turn depends on the quality of teacher education. The two year B.Ed. programme (semester pattern) designed by the NCTE (2015) provides opportunities for the students to deepen their knowledge, understand education, specialize in selected areas and develop professional capacities. In order to revise the teacher education curriculum in tune with the vision of National Curriculum Framework for Teacher Education (NCFTE 2013), the Department of Education has designed the B.Ed programme for producing committed teachers with professionalism, academic leadership and research acumen. It has been planned to offer this two year programme under CBCS from

2024-25 onwards.

2. ELIGIBILITY

The eligibility criteria for admission to the **Bachelor of Education (B.Ed.)** programme are as follows:

- a. Candidates should have successfully undergone the **10+2+3 or 11+1+3** pattern of examinations in the following disciplines from a recognized university: B.A / B.Lit / B.Sc./ B.Com. / B.Tech / B.Voc. / B.F.A / BBA / BCA & Others UGC Recognized UG Degree.
- b. In case of Economics, Commerce and Home Science, the candidates **who fulfill the above norms** should also have studied the same subjects both at U.G and P.G levels.
- c. Rules of reservation for selection in admission will be as per the norms of Government.

3. OBJECTIVES

The curriculum aims at enabling the students to..

- Empower them to be professionally competent, committed, performing and reflective teachers for different stages of school education and teacher education
- Develop an understanding of the philosophical, sociological and psychological bases and the issues of Indian Education, Management of Education, Information and Communication Technology etc.,

4. DURATION

The B.Ed. Programme is for a period of **2 years (4 Semesters)**. In any case, the course will have to be completed by the student within the **maximum period of 4 years** from the enrolment.

5. MEDIUM OF INSTRUCTION

The medium of instruction will be in **English**. However, the students will be allowed to write the year-end examinations either in **English**.

6. DISTRIBUTION OF CREDITS (Programme Content)

The university follows the '**Credit System**' for its B.Ed. programme. Each credit is of 30 hours of study comprising of all learning activities. Thus, 4 credit courses involves 120 study hours. This helps the students to understand the academic efforts she/he has to put in order to complete the course. A student teacher secures 96 credits on the completion of B.Ed. programme

of two years (4 Semesters) successfully.

The maximum credits one has to secure in two years of B.Ed. programme through distance mode will be 96 of 4 semesters and there are 4 Theory Papers (**4x4=16 credits**) in the I Semester, 3 Theory Papers (**4x3=12 credits**) and Practicum Component-I (**24 credits**) in the II Semester, 3 Theory Papers (**3x4=12 credits**) in the III Semester and 3 Theory Papers (**4x3=12 credits**) and Practicum Component-II (**24 credits**) in the IV Semester. Hence, the student teachers have to undergo practical examinations both in II & IV Semesters along with the theory examinations. At the end of III Semester, the students have to have completed the Internship Teaching Practice (ITP) of 90 days (540 class teaching hours) including holidays. By assessing all the relevant records related to school and community activities (teaching / observation / lesson plan / observation / case study / album / charts / teaching aids / action research / seminars / workshops / field trip / education trip / visit to museum / visiting of inclusive school and yoga practice) through summative evaluation including Practical Examination-I (Semester II) and Practical Examination-II (Semester IV) for **24 credits** each making a total of **48 Credits**. The learning activities also include submission of Assignments and Take Home Test papers for all the theory papers. The teaching practice based activities include teaching and observation classes. The workshop based activities of I, II, III & IV Semesters (4 days each) are compulsory to take up their semester end examinations.

(A) COURSE DESCRIPTION (Theory Components)

iii. Core Courses (32 credits)

By considering the teaching objectives, the following nine core courses of 4 credits each are identified. (**1 credit = 25 marks**)

S. No	Theory Paper	Title of the Paper	Internal Marks	External Marks	Total Marks	Credits
1	Core Courses	Childhood and Growing Up	25	75	100	4
2		Contemporary India and Education	25	75	100	4
3		Learning and Teaching	25	75	100	4
4		Language Across the Curriculum	25	75	100	4
5		Assessment for Learning	25	75	100	4
6		Knowledge and Curriculum	25	75	100	4
7		Gender, School, Society and Inclusive School	25	75	100	4
8		Critical Understanding of ICT in Education	25	75	100	4
9		Environmental Education	25	75	100	4
Total					800	32

iv. Pedagogy of a School Subject-I (4 credits)

Out of the following list of school subjects, **one** course (**each of 4 credits**) has to be chosen by the candidates according to their basic subject in the Semester I, i.e., **Pedagogy of a School Subject-I (1 credit = 25 marks)**

S. No	Theory Paper	Title of the Paper	Internal Marks	External Marks	Total Marks	Credits
1	Pedagogy of School Subjects	Teaching	25	75	100	4
2		Teaching of English	25	75	100	4
3		Teaching of Mathematics	25	75	100	4
4		Teaching of Science	25	75	100	4
5		Teaching of Social Science	25	75	100	4
6		Teaching of Commerce	25	75	100	4
7		Teaching of Computer Science	25	75	100	4

iii. Pedagogy of a School Subject-II (4 credits)

Similarly, out of the following list of school subjects, **one** course (**each of 4 credits**) has to be chosen by the candidates other than their basic subject in the Semester II, i.e., **Pedagogy of a School Subject-II (1 credit = 25 marks)**

S. No	Theory paper	Title of the Paper	Internal Marks	External Marks	Total Marks	N
1	Pedagogy of School Subjects	Teaching	25	75	100	4
2		Teaching of English	25	75	100	4
3		Teaching of Mathematics	25	75	100	4
4		Teaching of Science	25	75	100	4
5		Teaching of Social Science	25	75	100	4
6		Teaching of Computer Science	25	75	100	4

iv. Optional Courses (4 credits)

Out of the following list of optional courses, **one course** has to be chosen by the candidates.

(1 credit = 25marks)

S. No	Theory Paper	Title of the Paper	Internal Marks	External Marks	Total Marks	Credits
1	Optional Course	Health and Physical Education	25	75	100	4
2		Peace Education	25	75	100	4

(B) SEMESTER WISE DISTRIBUTION OF COURSES (Theory Components) v. Paper Distribution for Semester I

S. No	Theory Paper	Title of the paper	Internal Marks	External Marks	Total Marks	Credits
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1	Core Course	Childhood and Growing Up	25	75	100	4
2		Contemporary India and Education	25	75	100	4
3		Language Across the Curriculum	25	75	100	4
4		Pedagogy of a School Subject*	25	75	100	4
Total					400	16

(The student teacher will undergo a teaching practice of 90 days including holidays.)

* Based on the subject of specialization, the student teacher will choose any one of the pedagogy courses from the following list.

- i. Teaching
- ii. Teaching of English
- iii. Teaching of Mathematics
- iv. Teaching of Science
- v. Teaching of Social Science
- vi. Teaching of Commerce
- vii. Teaching of Computer Science

vi. Paper Distribution for Semester II

S. No	Theory paper	Title of the paper	Internal Marks	External Marks	Total Marks	Credits
1	Core Course	Learning and Teaching	25	75	100	4
2		Assessment for Learning	25	75	100	4
3		Pedagogy of a School Subject**	25	75	100	4
Total					300	12

(The student teacher will undergo a teaching practice of 90 days including holidays.)

** The student teacher will choose any one of the pedagogy courses other than the subject of specialization from the following list.

- i. Teaching
- ii. Teaching of English
- iii. Teaching of Mathematics
- iv. Teaching of Science
- v. Teaching of Social Science
- vi. Teaching of Computer Science

vii. Paper Distribution for Semester III

S. No	Theory Paper	Title of the Paper	Internal Marks	External Marks	Total Marks	Credits
1	Core Course	Knowledge and Curriculum	25	75	100	4
2	Core Course	Gender, School, Society and Inclusive School	25	75	100	4
3	Core Course	Critical Understanding of ICT in Education	25	75	100	4
Total					300	12

(The student teacher will undergo a teaching practice of 90 days including holidays.)

viii. Paper Distribution for Semester IV

S. No	Theory Paper	Title of the Paper	Internal Marks	External Marks	Total Marks	Credits
1	Core Course	Environmental Education	25	75	100	4
2	Optional Course	Optional Course*	25	75	100	4
Total					200	8

(The student teacher will undergo a teaching practice of 90 days including holidays.)

*The student teacher will choose **any one** of the following optional courses.

- i. Health and Physical Education
- ii. Peace Education

(C) PRACTICUM COMPONENTS FOR I & II SEMESTERS (1200 Marks / 48 credits)**(i) Practicum Components for Semester II (600 Marks / 24 credits)**

The proficiency in preparing records and reports other than ITP based records and reports will be evaluated in the one day practical examination conducted at the respective PCP Centre in the following aspects.

S. No.	Teaching Competency / Records / Reports	Marks Allotted	Credits
1	Micro Teaching	100	4
2	Psychology Experiments	100	4
3	Educational Technology	100	4
4	Text Book Review	50	2
5	Library	50	2
6	Physical Education	50	2
7	Field Visit	50	2
8	Album	50	2
9	SUPW	25	1
10	Arts & Craft	25	1
Total		600	24

(ii) Practicum Components for Semester IV (600 Marks / 24 credits)

The teaching competency and the proficiency in preparing ITP based records and reports will be evaluated in the two day practical examinations conducted at the respective PCP Centre in the following aspects.

S. No.	Teaching Competency / Records / Reports	Marks Allotted	Credits
1	Lesson Plan	100	4
2	Teaching Competency	100	4
3	Teaching Learning Materials	100	4
4	Observation	100	4
5	Test and Measurement	100	4
6	Case Study	50	2
7	Action Research	50	2
Total		600	24

(D) TOTAL MARKS (Theory and Practicum Components)

Components	Total Marks	Credits
Theory Components (I, II, III & IV Semesters)	1200	48
Practicum Components (II & IV Semesters)	1200	48
Grand Total	2400	96

7. COUNSELLING AND WORKSHOP ACTIVITIES (Semesters I, II, III & IV)

S. No	Activity & Days	Total no. of Days	Total Hours
1	Counselling I - 4 Days	16@10 Hours/Day	160
2	Counselling II - 4 Days		
3	Counselling III - 4 Days		
4	Counselling IV - 4 Days		
5	Workshop I - 4 Days	16@8 Hours/Day	128
6	Workshop II - 4 Days		
7	Workshop III - 4 Days		
8	Workshop IV - 4 Days		
10	Internship Teaching Practice - 90 Days	90@6 Hours/Day	540
	Total	122	828

Total no. of Days = 122 Days (Excluding Examinations)

Total Hours = 828 Hours (Excluding Examinations)

8. INTERNSHIP TEACHING PRACTICE (ITP-90 Days)

Every student should compulsorily undergo 90 days of practice teaching in the school where he/she works under the supervision of a senior teacher including holidays. This school internship covers 540 class teaching hours which will be evaluated as per the marks allotted to the various ITP based records and reports.

9. EVALUATION**(A) SCHEME OF EXAMINATIONS****v. Theory Papers for Semester I**

S. No	Subject Code	Subject	Duration	Internal Marks	External Marks	Total Marks	Credits
1	24CED1	Childhood and Growing Up	3 Hours	25	75	100	4
2	24CED2	Contemporary India and Education	3 Hours	25	75	100	4
3	24CED4	Language Across the Curriculum	3 Hours	25	75	100	4

4	24CEDO:1-7	Pedagogy of a School Subject*	3 Hours	25	75	100	4
Total						400	16

(The student teacher will undergo a teaching practice of 90 days including holidays.)

* Based on the subject of specialization, the student teacher will choose **any one** of the pedagogy courses from the following list.

- Teaching (24CEDO:1)
- Teaching of English (24CEDO:2)
- Teaching of Mathematics (24CEDO:3)
- Teaching of Science (24CEDO:4)
- Teaching of Social Science (24CEDO:5)
- Teaching of Commerce (24CEDO:6)
- Teaching of Computer Science (24CEDO:7)

vi. Theory Papers for Semester II

S. No	Subject Code	Subject	Duration	Internal Marks	External Marks	Total Marks	Credits
1	24CED3	Learning and Teaching	3 Hours	25	75	100	4
2	24CED5	Assessment for Learning	3 Hours	25	75	100	4
3	24CEDO:1-7	Pedagogy of a School Subject**	3 Hours	25	75	100	4
Total						300	12

(The student teacher will undergo a teaching practice of 90 days including holidays.)

** The student teacher will choose **any one** of the pedagogy courses other than the subject of specialization from the following list.

- Teaching (24CEDO:1)
- Teaching of English (24CEDO:2)
- Teaching of Mathematics (24CDEO:3)
- Teaching of Science (24CEDO:4)
- Teaching of Social Science (24CEDO:5)
- Teaching of Computer Science (24CEDO:7)

vii. Theory Papers for Semester III

S. No	Subject Code	Subject	Duration	Internal Marks	External Marks	Total Marks	Credits
1	24CDE6	Knowledge and Curriculum	3 Hours	25	75	100	4
2	24CDE7	Gender, School, Society and Inclusive School	3 Hours	25	75	100	4
3	24CDE8	Critical Understanding of ICT in Education	3 Hours	25	75	100	4
Total						300	12

(The student teacher will undergo a teaching practice of 90 days including holidays.) 11

viii. Theory Papers for Semester IV

S. No	Subject Code	Subject	Duration	Internal Marks	External Marks	Total Marks	Credits
1	24CED9	Environmental Education	3 Hours	25	75	100	4
2	24CEDE:1-2	Optional Course*	3 Hours	25	75	100	4
Total						200	8

(The student teacher will undergo a teaching practice of 90 days including holidays.)

The student teacher will choose **any one of the following optional courses.

- Health and Physical Education (24CEDE:1)
- Peace Education (24CEDE:2)

(B) PRACTICUM COMPONENTS OF I & II SEMESTERS (1200 Marks / 48 credits)**i. Practicum Components for Semester II (600 Marks / 24 credits)**

The proficiency in preparing records and reports other than ITP based records and reports will be evaluated in the one day practical examination conducted at the respective PCP Centre in the following aspects.

S. No.	Records / Reports (24SIRRP-I)	Marks Allotted	Credits
1	Micro Teaching	100	4
2	Psychology Experiments	100	4
3	Educational Technology	100	4
4	Text Book Review	50	2
5	Library	50	2
6	Physical Education	50	2
7	Field Visit	50	2
8	Album	50	2
9	SUPW	25	1
10	Arts & Craft	25	1
Total		600	24

ii. Practicum Components for Semester IV (600 Marks / 24 credits)

The teaching competency and the proficiency in preparing ITP based records and reports will be evaluated in the two day practical examinations conducted at the respective PCP Centre in the following aspects.

S. No.	Teaching Competency / Records / Reports (24SIRRP-II)	Marks Allotted	Credits
1	Lesson Plan	100	4
2	Teaching Competency	100	4
3	Teaching Learning Materials	100	4
4	Observation	100	4
5	Test and Measurement	100	4
6	Case Study	50	2
7	Action Research	50	2

Total	600	24
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(C) TOTAL MARKS (Theory and Practical Examinations)

Component	Total Marks	Credits
Theory Examinations (I Semester)	400	16
Theory Examinations (II Semester)	300	12
Practical Examination-I (II Semester)	600	24
Theory Examinations (III Semester)	300	12
Theory Examinations (IV Semester)	200	8
Practical Examination-II (IV Semester)	600	24
Grand Total (Semesters I, II, III & IV)	2400	96

(D) INTERNAL AND EXTERNAL ASSESSMENT MARKS a.

Mode of Internal Assessment for each Theory Course

Assignment	-10 marks
Home Take Test	-10 marks
Attendance	- 5 marks
Total	-25 marks

b. Mode of External Assessment

The external theory examination of each paper will be conducted for 75 marks

(E) QUESTION PAPER PATTERN (External Examination)

Section	Type of Question	No. of Questions	Marks	Total
A	Short Answer (50 words each)	10 (Answer all questions)	2	20
B	Short Essay (300 words each)	5 Out of 7 Questions	5	25
C	Essay Type (1000 words each)	3 Questions (Either/Or Type)	10	30
Total				75

(F) GRADING OF MARKS

Every candidate should appear for all the papers in the theory, practical examination and school internship. A candidate shall be awarded with the B.Ed., degree if only he/she passed the theory and practical examination and the compulsory Internship Teaching Practice of 90 days. A candidate who fails in one or more papers in the theory or practical examination shall be permitted to reappear again only for those papers in which he/she fails. A candidate who fails in the practical examination and fails to complete the school internship shall be permitted to appear again for the same and they are allowed to complete the degree within the maximum period of 4 years from the date of enrolment. There are no minimum marks for the internal assessment (core paper, pedagogy of a school subject and the optional, field experience and practicum) and the marks obtained will be carried over to the subsequent appearances. A candidate shall be declared to have passed the

theory examination by securing 40% in each of the theory paper and 30 marks each in the external examination is the minimum requirement for external assessment, failing which the candidate shall be declared as failure.

a. Classification of Successful Candidates

- Successful candidates who pass the theory examination with 40% in each paper can be declared to have passed in the theory examination.
- Successful candidates who pass the practical examination with a minimum of 50% can be declared to have passed in the practical examination.
- Those candidates who do not pass the theory with 40% each and practical examination with 50% can be declared to be failures.
- Failures will be given chances for reappearance of examination (Theory & Practical) to the period of 4 years maximum from the date of enrolment of the B.Ed. programme.

The system of evaluation both for theory and practical components are as follows:

Theory: For theory components, evaluation comprises two aspects.

a. Continuous evaluation in the form of submission of Assignments and Take Home Test papers for all the theory courses. This carries a weightage of 25% for each course. b. The semester end examination has a weightage of 75% for each course.

In each case, the student will have to obtain at least D grade in both continuous and terminal evaluation. If a student misses any semester examination of a course for any reason, he/she may reappear in the subsequent term end examination after attending the compulsory workshop. This facility will be available to the individual for the completion of the successful grade up to 4 years from the date of registration. The grade system is used for both theory & practical examinations. The letter grades are as follows:

Letter Grade	Qualitative Level	Grade Point(s)	Percentage
A	Excellent	5	80% & above
B	Very Good	4	60%-79.9%
C	Good	3	50%-59.9%
D	Satisfactory	2	40%-49.9%
E	Unsatisfactory	1	Below 40%

A student will be declared as passed in the theory and practical examinations if he/she secures D grade both in theory and practical examinations separately.

10. PRACTICUM COMPONENTS-I (Semester-II)

(Records and Reports)

- Microteaching Record :** Practice 4 microteaching skills each in the Pedagogy Subjects I & II
- Experiments in Educational Psychology :** Any five experiments falling within the topics listed below.

List of prescribed areas for experiments in Educational Psychology

1. Intelligence
2. Transfer of Learning
3. Aptitude
8. Attention
9. Perception
10. Leadership Styles

4. Adjustment
5. Self Concept
6. Interest
7. Personality Traits

iii. Educational Technology Record

Preparation of radio and television lessons. Every student teacher shall be given training in operating any three types of Audio-Visual apparatus such as Radio, Television, Tape Recorder, VCR, LCD Projector, Preparation of Power Point Presentations etc., As per the NCTE norms, each college should have Educational Technology Laboratory. So, the materials available in the present Audio-Visual Laboratory would be used suitably to establish the Educational Technology Laboratory.

iv. Physical Education Record

v. Yoga Record

vi. Library Record

vii. Text Book Review Record

viii. Field Visit Record

ix. Album

x. SUPW Record

xi. Arts & Craft Record

11. PRACTICUM COMPONENTS-II (Semester-IV)

(ITP based Records and Reports)

- ii. **Lesson Plan Record** : Writing 15 lesson plans each in the Pedagogy Subjects I & II
- iii. **Test and Measurement Record** : Construction and administration of an achievement test and interpretation of test scores in the Pedagogy Subject I
- iv. **Observation Record** : 5 observations each in the Pedagogy Subjects I & II.
- v. **Case Study Record**

The case study will be based on an individual student or on a comparative study of two pupils who markedly differ in their profiles e.g., gifted Vs backward, well-adjusted Vs Mal-adjusted.

vi. Action Research Record

Students can choose any problem related to teaching-learning situation and prepare a record.

vii. Teaching Learning

Materials Charts - 25

Static Models - 5

Working Models - 2

Power Point Presentations - 5 Lesson Plans

Cutouts, Flannel Board with Flash Cards etc.,

12. ELIGIBILITY FOR ADMISSION TO EXAMINATION

A candidate shall be admitted to the examinations of B.Ed. programme only if he/she forwards along with his/her examination application form with satisfactory evidences of having qualified himself/herself for a degree in this University or that of some other University accepted by the Syndicate as equivalent thereto and also should produce a certificate that he/she has undergone the course of study in a satisfactory manner having put in

not less than 75% of attendance along with the workshop attendance certificate of four days of every semester.

13. PRACTICAL EXAMINATIONS

With regard to the **Practical Examination-I (Semester II)**, the proficiency in preparing records and reports other than ITP based records and reports will be evaluated in the one day practical examination being conducted at the respective PCP Centre. In respect of the **Practical Examination-II (Semester IV)**, the teaching competency and the proficiency in preparing ITP based records and reports will be evaluated in the two day practical examinations being conducted at the respective PCP Centre. The Board of Examiners will examine the teaching competency of every candidate and his/her performance in the other components of practical examinations. The Board of Examiners shall report to the University the marks awarded to each student teacher in the practical examinations i.e., evaluation of School and Community based Records and Reports / Teaching Competency / ITP based Records and Reports will be made by the Board of Examiners appointed by the University whose decision on the marks to be awarded shall be the final. The members of the Board may be appointed from the University Department of Education and Colleges of Education. Sufficient number of skilled staff, clerical staff, technical staff, non-technical staff and students from schools may be appointed / arranged by the examination centre as per the rules and regulations of the University.

SEMESTER-I

CORE COURSES

CORE-I: CHILDHOOD AND GROWING UP

(COURSE CODE: **24 CED1**)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Appreciate the role of educational psychology in teaching and learning.
- Understand the salient features and problems of growth and development during childhood to adolescence.
- Understand the process of learning and factors influencing learning and to organize teaching for effective learning

- Understand the dynamics of personality development in order to facilitate student trainees' and their students' personal growth.
- Acquaint the teacher trainees with educational needs of special groups of pupils.
- Understand the concept of personality, Intelligence and creativity and motivation for the better teaching and learning process.
- Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

Course Content:

UNIT-I Educational psychology-Growth and Development

Nature of Educational psychology-purpose and principles in teaching and learning-Meaning of Growth and Development- Differences between growth and development, importance of growth and development Theoretical viewpoints to understand the human development process and concept of individual differences. (a) Biological (b) Psycho-analytical (c) Cognitive implications –Cognitive development-Attention-Factors relating to attention-span of attention-inattention and distraction-concept formation-types

UNIT-II Understanding Adolescent Learner

Understanding Adolescent Learner: Growth and Development: Physical, cognitive, social, emotional and moral development pattern .Adolescent period: Nature and peer factor influencing development; Behavioural pattern in terms of motivation, attitude and development of self-concept; Method of studying learner's behaviour at the adolescent stage: Observation, interview, experimentation and case-study

UNIT-III Learning

Learning by Trial and Error (Thorndike) - Learning by Stimulus--Response conditioning (Pavlov & Skinner-Classical conditioning -Operant conditioning) -Educational implications Gestalt theory- Theories of Development: Cognitive theory of Development (Piaget's) - Psycho-social theory of development (Erikson). Theory of Moral Development (Kohlberg's). -Theory of psycho- sexual development (Freud). Theory of Emotional Development (Goldstein). Factors

affecting learning and learning problems -Ways to enhance learning skills and minimizing learning Problems-Transfer of learning -Remembering and forgetting-curve of forgetting-individual differences in learning

UNIT-IV Motivation

Motivation: Kinds of motives-Theories of motivation: Hull's drive reduction, Maslow's need hierarchy, McClelland's achievement motivation-Fear of failure and hope of success; Motivation in the class room context: praise and blame rewards and punishments-levels of aspirations

UNIT-V Intelligence

Nature of intelligence- Theories of Intelligence: single, two factor and multi factor theories, Guilford's structure of the intellect-Individual differences and distribution of intelligence-Intelligence tests and their uses - Attention – factors influencing and distracting.

UNIT-VI Creativity

Concept of creativity: Identification of creative pupils-relationship and difference between intelligence and creativity; convergent, divergent and lateral thinking; Steps in the process of creativity-fostering creativity

UNIT-VII Personality

Personality: Meaning and definition of personality, Major determinants of personality-Theories of personality-Sigmund Freud-psycho analysis-Assessment of personality-projective techniques-TAT, Integrated personality

Practicum:

- Observe the various age group children (Earl' childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- Observe some successful individuals and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- Student teacher should practice –intelligence, personality ,attention and creativity tests and make a psychology record

Mode of Transaction: Lecture, Discussion, Case Study, Problem solving, Show, Online mode:

Google Meet, Zoom, WebEx.,

Course Outcomes:

At the end of this course, the student teacher has attained the ability to

- Appreciate the role of educational psychology in teaching and learning.
- Understand the salient features and problems of growth and development during childhood to adolescence.
- Understand the process of learning and factors influencing learning and to organize teaching for effective learning
- Understand the dynamics of personality development in order to facilitate student trainees' and their students' personal growth.
- Acquaint the teacher trainees with educational needs of special groups of pupils.
- Understand the concept of personality, Intelligence and creativity and motivation for the better teaching and learning process.
- Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

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CORE-II : CONTEMPORARY INDIA AND EDUCATION

(COURSE CODE: 24 CED2)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand the concept and aims of Education.
- Develop understanding about the social realities of Indian society and its impact on education
- Learn the concepts of social Change and social transformation in relation to education
- Understand the educational contributions of the Indian cum western thinkers
- Know the different values enshrined in the constitution of India and its impact on education
- Identify the contemporary issues in education and its educational implications
- Understand the historical developments in policy framework related to education

Course Content:

UNIT-I Concept and Aims Education

Meaning and definitions of Education-Formal, non-formal and informal education
Various levels of Education-Objectives-pre-primary, primary, secondary and higher secondary education and various statutory boards of education -Aims of Education in Contemporary Indian society Determinants of Aims of Education.

UNIT-II Social Realities of Indian Society and Education

Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization-Schisms in terms of Caste, Religion, Language, Region and their demands on Education-Forms and Bases of Social Stratification -Impact of Social Stratification on Education and Vice versa ;Culture and Education - Meaning and definitions of culture - Characteristics of culture-Dimensions of culture, cultural lag, cultural pluralism - Role of Education in preservation, transmission and promotion of culture.

UNIT-III Education, Social Change and Social Transformation

The concepts of social change –Technology Factors of social change -Role of education in the process of social change - Agencies of Socialization -Factors influencing the Learner - Socio-Cultural factors: Family, School environment, Community, Peer group -Political: policies, provisions -Socio-Economic: Poverty, Gender, Religion, Caste and Class -Psycho-Social: Parents. Teachers. Classroom Climate, School, Ethnicity

UNIT-IV Indian and Western Thinkers and their Contribution to Education

Gandhiji's Basic Education-Concept of Education-Gandhiji's conception of knowledge-method of instruction and evaluation-Tagore-Tagore's conception of knowledge-values-Freedom and discipline-method of instruction and evaluation-John Dewey-Dewey's concept of knowledge-values-method of instruction and evaluation-Rousseau - Rousseau's concept of knowledge-method of instruction and evaluation-J. Krishnamoorthy- concept of knowledge and

freedom in learning-Sri Aurobindo-Sri Aurobindo's concept of knowledge-method of instruction and evaluation.

UNIT-V Issues in Indian Society and Education

Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities-Population, poverty-illiteracy-measures adopted for eradicating illiteracy
Child labour-causes for child labour-government measures of child labour-Transit schools
Unemployment and under employment-Privatization in Education-New Education Policy-2020.

UNIT-VI Policy Framework for Public Education in India

Education in Pre-Independent India — significant recommendations of commissions and committees -Education in Post-Independent India — Significant recommendations of Commissions and Committees-National Policy on Education — 1986, 1992 -Universalization of Elementary Education — Sarva Shiksha Abhiyan, RTE ACT 2009, RMSA, MHRD and Elementary education, Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSCH in relation to the development of education.

UNIT-VII Innovative Trends

Introduction- objectives-community schools; Distance Education-need- objectives and features of distance education; Open –learning-common barriers to learning-open school system-open university and the major functions of DEB/DEC, Schools for the challenged-Adopting instruction-school education Globalization/Liberalization-Factors behind-Globalization and Education

Mode of transaction: Lectures, discussions, assignments, films on educational thinkers, Online mode: Google Meet, Zoom, WebEx.,

Practicum:

- Study the impact of Right to Education Act on schools
- Critical Analysis of Different Committees and Commissions on Education
- Study of Educational Process in Private Schools
- Planning and Implementation of Activities
- Eco-Club,
- Instructional material to inculcate values,
- Field visit to vocational institutes to make reports,
- Awareness development about population explosion in rural / slum areas,
- Creating awareness among SC/ST students about various schemes and scholarships available to them.

Course Outcomes:

At the end of this course, the student teacher has attained the ability to

- Understand the concept and aims of Education.
- Develop understanding about the social realities of Indian society and its impact on education

- Learn the concepts of social Change and social transformation in relation to education
- Understand the educational contributions of the Indian cum western thinkers
- Know the different values enshrined in the constitution of India and its impact on education
- Identify the contemporary issues in education and its educational implications
- Understand the historical developments in policy framework related to education

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CORE-III: LANGUAGE ACROSS THE CURRICULUM
(COURSE CODE: 24 CED3)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand nature, function and role of language across the curriculum
- Understand importance and use of first, second language and multi languages system and its significance on culture in developing language skills.
- Acquire knowledge about the communication, process and functions.
- Understand types of communication developing communication skills and its barriers.
- Understand fundamental objectives of language teaching and activities for developing skills on LSRW.
- Understand barriers to Listening, Speaking, Reading, Writing (LSRW)
- Understand and appreciate the various activities for developing language skills.
- Acquire knowledge about n the language laboratory and its importance on developing language skills
- Develop attitude being a good teacher with language proficiency.

Course Content:

UNIT-I Nature and function of Language

Language- meaning and concepts - Functions of Language — language learning - Theories of language learning – teaching language as skill rather than knowledge subjects - Role of Language across Curriculum - Barriers in using language and strategies in overcome them

UNIT-II Language diversity in classroom

Learning mother tongue - First language – significance of first language - role of home importing mother tongue - second language – significance teaching second language - Using first and second language in the classroom – tri language system – Multilingualism - relation of language with culture.

UNIT-III Communication

Communication, Meaning and concept - Elements of communication - Process of communication - Types of communication, Verbal and non-verbal communication - Interpersonal, intra-personal, group and mass communication - Ways and means to developing communication skills at schools – general barriers to communication.

UNIT-IV Developing LSRW skills and its barriers

Listening skills – sub skills of listening – listening for perception – listening for comprehension – three phases of listening - importance of listening skills - Barriers to listening

skills - Activities for developing listening skills: Speaking skills – importance of speaking skills -
Barriers to speaking skills: Reading skills – importance – process involved in reading – types of
reading - barriers to reading skills – Writing skills – importance – characteristics of good writing
- barriers to writing skills.

UNIT -V Activities for LSRW skills

Activities for developing Listening skills - listening to specific information and for general understanding - dictation – listening radio and television news – commentaries – listening to instructions: Activities for developing Speaking skills - conversation – group discussion – debate - interview - extempore speech: Activities for developing Reading skills – methods of teaching reading to beginners – Alphabet – Phonetic – word – phrase and sentence method: Activities for developing Writing skills – developing mechanical skill, grammatical skill, judgment skill and discourse skill.

UNIT- VI Language Laboratory

Language laboratory – role language laboratory developing language skills - planning and installing of language laboratory – basic materials required for language laboratory – strategy and effective use language laboratory.

UNIT- VII Teacher with language proficiency

A teacher with language proficiency – basic qualification of teacher and essential of language skill – role of language teacher developing language – language skill and language knowledge– developing techno pedagogy skills – characteristics of good of a good teacher as a good communicator - dating language skills through in- service training.

Mode of Transaction: Lecture, Discussion, debate, conversation, exercise, dramatization, assignments and language games, Online Mode: Google Meet, Zoom, WebEx.,

.Practicum:

- School visit to find out communication problem/Apprehension in students
- Designing games and Exercise for developing listening, speaking, writing and Reading skills
- Assigning Assignment on listening skills
- Assigning Assignments on developing speaking skills
- Assigning Assignments on developing reading skills
- Assigning Assignment for developing writing skills
- Organizing debate, discussion, seminar, stage speak, public speak and drama.
- Organizing essay writing competition
- Organizing oratory competition

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Understand nature, function and role of language across the curriculum
- Understand importance and use of first, second language and multi languages system and its significance on culture in developing language skills.
- Acquire knowledge about the communication, process and functions.
- Understand types of communication developing communication skills and its barriers.
- Understand fundamental objectives of language teaching and activities for developing skills on LSRW.
- understand barriers to Listening, Speaking, Reading, Writing (LSRW)
- Understand and appreciate the various activities for developing language skills.

- Acquire knowledge about n the language laboratory and its importance on developing language skills
- Develop attitude being a good teacher with language proficiency.

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TEACHING OF ENGLISH

(COURSE CODE: 24 CEDO:2)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- View the role of English in India in the right perspective and understand the rationale for learning English as a second language.
- Get familiarized with the nature of the language skills to be developed and evaluated.
- Know the language skills to be imparted to the learners.
- Know the different approaches, methods and techniques of ELT.
- Apply different strategies for facilitating the learning of English as a Second Language.
- Understand the current trends in the teaching of English.

Course Content:

UNIT - I

Role of English in the Present-day India – English as a National Link Language – English as a International Link Language - English as a Library Language – Rationale for learning English –Positions of English in the School Curriculum - Aims of teaching English at the Primary level, Secondary level and Higher Secondary level - Objectives of teaching English as a second language –Teaching the communication skills – Listening, Speaking, Reading & Writing.

UNIT – II

Contribution of Linguistics and Psychology to the teaching of English – Language Learning Theories - Learning a Language – Second Language Pedagogy – Language as Rule-governed behaviour – Language as a Skill – Teaching the communication skills – Listening, Speaking, Reading & Writing – Interrelationship of language skills – Teaching English as a skill rather than a knowledge subject – Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.

UNIT – III

Methods, Approaches and Techniques of ELT – Methods : Grammar Translation Method – Bilingual method – Direct Method – Dr. West’s new method – Audio Lingual Method - Merits and Demerits – Approaches : Structural Approach – Situational-Oral Approach –Communicative Approach – Communicative Language Teaching (CLT) – Eclectic Approach - Recent Trends in the Teaching of English.

UNIT – IV

Teaching the Four Skills of Communication – Linguistic Competence and Communicative Competence - Developing Listening Skills – Developing Spoken English- Phonetics of English: Stress, Rhythm and Intonation- Difficulties of Indian students – Remedial Measures – Vocabulary Enrichment – Enhancing Vocabulary-Lexical and Grammatical competencies –Use of dictionary & thesaurus - Enhancing Reading Skills – Types of Reading –

Study and Reference Skills - Teaching Writing – Teaching of Prose and Poetry – Composition –

Classroom practices – Testing and Evaluation of Language Skills – Types of Tests - Types of Achievement Tests – Construction of a good test - Objectivity – Reliability – Validity - Item analysis – Item difficulty – Discriminative index.

UNIT – V

Micro Teaching – Meaning, Definitions - Characteristics of micro teaching- Features of Indian Model of micro teaching – Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills: Reinforcement- Stimulus Variation- Explaining- Probing Questioning – Demonstration- Skill of Using Blackboard- need for link lesson in micro teaching

UNIT – VI

Instructional Aids – Audio-visual aids - Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches - Electronic aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television - Programmed Learning – Language Laboratory – Technology Enable Language Learning – Computer Assisted Language Learning (CALL) - Multimedia for ELT – Web-based Language Learning - Emerging Instructional Technologies: Teleconferencing – Blended Learning – Flipped Classroom – Learning Management System (LMS) - Moodle - Artificial Intelligence – Augmented Reality

UNIT - VII

Principles of Curriculum construction- Limitations in the existing school English language curriculum – Qualities of a good English language text book – Teaching prose, poetry, extensive readers, preparation of lesson plan.

Mode of transaction: Lectures, discussions, assignments, Online mode: Google Meet, Zoom, WebEx.,

Practicum

- Awareness of different phonemic scripts.
- Oral practices in sounds that cause difficulty.
- Oral practice in word stress and sentence stress
- An album of Phonetic scripts, and articulation of vowels and consonants.
- Preparation of aids to make the high school pupils and higher secondary students to understand certain grammatical concepts.
- An oral test assessing the teacher trainees, knowledge and mastery of the various areas in Grammar.
- Exercise in word formation.
- Practice in the use a dictionary.
- Note making and summary writing exercises
- Reviews to be written for five books and two English exercises.
- Practice in writing different types of composition exercises.
- Preparing language learning materials through computer.

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- View the role of English in India in the right perspective and understand the rationale for learning English as a second language.
- Get familiarized with the nature of the language skills to be developed and evaluated.
- Know the language skills to be imparted to the learners.
- Know the different approaches, methods and techniques of ELT.
- Apply different strategies for facilitating the learning of English as a Second Language.
- Understand the current trends in the teaching of English.

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TEACHING OF MATHEMATICS

(COURSE CODE: 24 CEDO:3)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Acquire knowledge of the nature of Mathematics and the aims & the objectives of teaching Mathematics.
- Understand the principles of curriculum construction in Mathematics with emphasis on content and organization.
- Apply the principles of evaluation and related concepts.
- Apply effective methods and techniques for teaching Mathematics.
- Understand the state syllabus for standards VI to XII.
- Develop effective instructional skills and suitable teaching methods for each unit.
- Develop ability to prepare and use effectively the audio visual aids.
- Develop ability to construct and administer a diagnostic test and interpret its results for
- Develop ability to prepare a blue-print for unit test and apply the principles of educational statistics to interpret the test results.
- Develop a positive and favorable attitude towards Mathematics teaching.
- Develop a sense of self satisfaction and pride in being a Mathematics teacher.
- Develop a sense of dedication and devotion to Mathematics teaching.
- Develop a scientific attitude.

Course Content

UNIT I Aims, Objectives and Values of Teaching Mathematics

What is Mathematics? - History of Mathematics - Characteristic of Mathematics - Nature of Mathematics: Objectivity, Logical Structure, Symbolism, abstractness, Brevity - Correlation of Mathematics with other school subjects: Languages, Physics, Chemistry, Biology, and Geography - Values of Mathematics: Practical values, Disciplinary values, Cultural values and Social values - Need and importance of objective- based teaching of Mathematics - Specification of objectives.

UNIT II Planning and Implementation of Instruction

Micro teaching: Meaning, Definitions, Origin, Need, Procedure, Cycle of operations, Steps of microteaching cycle, Characteristics and uses - Practice of relevant skills namely; reinforcement, Stimulus Variation, Explaining, Probing Questioning, Demonstration, Skill of Using Black Board - need for link lesson in micro teaching - Macro Teaching: Unit plan, Lesson plan, components of a lesson plan, need for writing a lesson plan, characteristics of a good lesson plan- Demonstration lesson.

UNIT III Strategies of Teaching Mathematics

Mathematics Teaching - Concept and meaning of Approaches, Methods and Techniques - Approaches - Constructivist, Discovery, Inductive and Deductive Methods - Analytic, Synthetic,

Problem solving, Laboratory, Project method. Modern techniques of Mathematics teaching: Brainstorming, Quiz, Seminar, Discussion, Scenario building

UNIT IV Curriculum Designing in Mathematics

Content - Selection - Principles - Up datedness - Interdisciplinary treatment - Content Organization - Topical - Logical - Psychological - Spiral and Concentric plan - Homogeneous grouping - Dalton plan - Supervised study - Curricular models - SMSG - SCERT - Assessment of various school curricula - Integrated treatment of subject matter.

UNIT V Models of Teaching Mathematics

Models of teaching Mathematics and Class Room Interaction - Formation and applications of mathematical concepts - Concept attainment model, advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis (Flanders Interaction Analysis Category System) and its implications in learning Mathematics.

UNIT VI Techno-based Teaching and Evaluation in Mathematics

Audio-Visual aids: Definition, psychology of using audio-visual aids, Principles of using audio-visual aids, Essential qualities of audio-visual aids, Staging of using audio-visual aids in teaching-Dale's Cone of experience - Classification of teaching aids - Hardware and software approaches - Preparation and use of software - Importance and limitations of audio-visual aids - Radio, Tape recorder, Television, Power Point Projection, LCD Projection, Educational Broadcasts: Radio and TV - Information and Communication Technology in Mathematics Teaching - CAI, ICAI, Intelligent Tutoring System, E-learning, Web based learning- Emerging Instructional Technologies: Teleconferencing – Blended Learning – Flipped Classroom – Learning Management System (LMS) – Moodle - Artificial Intelligence – Augmented Reality - Evaluation - Achievement test in Mathematics - Subjective and objective tests - Blueprint, CAE, On-line tests.

UNIT VII Mathematics Teacher and Strengthening Mathematics Education

Mathematics Teacher - Qualities of good mathematics Teacher - Academic and Professional Qualifications - Need of In-service Education - Membership of Professional Organizations. Mathematics club, Mathematics Fairs, Field trips, Mathematics Olympiad, Library - Mathematical Institutions/Organizations - Functions and Objectives, Celebration of Mathematics related events.

Mode of Transaction : Lecture, Lecture cum Discussion, Project Work, Demonstration of AVAids,

Action Research, , Field Visit, Group Work and its Presentation by students, Online mode: Google Meet, Zoom, WebEx.,

etc.,

Practicum:

- Preparation of programme of work for (a) a year (b) a term (c) a weak and (d) a lesson.
- Drawing up detailed notes of lessons for at least a dozen typical lessons.
- Preparation of brief teaching notes for any given lesson.
- Preparation of teaching aids.

- Learning to write and draw on the black board.
- Preparation and administration of diagnostic scoring, tabulation and interpretation of marks.
- Organization of outdoor activity in mathematics for the pupils.
- Formatting a mathematics club and utilizing it for standards of efficiency among the trainees.
- Practice of any 5 micro teaching skills.
- Tests and measurement – Mean, Median, Mode, Standard deviation, Percentiles, and
- Correlation between achievements in two optional and graphical representations.

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Acquire knowledge of the nature of Mathematics and the aims & the objectives of teaching Mathematics.
- Understand the principles of curriculum construction in Mathematics with emphasis on content and organization.
- Apply the principles of evaluation and related concepts.
- Apply effective methods and techniques for teaching Mathematics.
- Understand the state syllabus for standards VI to XII.
- Develop effective instructional skills and suitable teaching methods for each unit.
- Develop ability to prepare and use effectively the audio visual aids.
- Develop ability to construct and administer a diagnostic test and interpret its results for
- Develop ability to prepare a blue-print for unit test and apply the principles of educational statistics to interpret the test results.
- Develop a positive and favorable attitude towards Mathematics teaching.
- Develop a sense of self satisfaction and pride in being a Mathematics teacher.
- Develop a sense of dedication and devotion to Mathematics teaching.
- Develop a scientific attitude.

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TEACHING OF SCIENCE

(COURSE CODE: 24 CEDO:4)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand the nature of science and the aims and objectives of teaching of science.
- Understand the microteaching skills
- Acquire skills relating to planning the lessons and presenting them effectively.
- Develop theoretical and practical understanding of the various methods and techniques of teaching science.
- Understand the importance of educational technology for teaching science.
- Prepare audio-visual materials on the basis of the science lesson plans.
- Understand the evaluation techniques and construct achievement test to assess the learning outcomes and progress of pupils.
- Acquire favourable scientific attitude towards science teaching and values.

Course Content:

UNIT-I Nature, Aims and Objectives of Teaching Science

Definition of Science - Nature of Science - Scope of Science - Characteristics of Science - Inter Disciplinary Approach - Aims and Objectives of Teaching Science; Taxonomy of Educational Objectives - Classification of Educational Objectives - Bloom's Taxonomy - Categories in Cognitive Domain, Affective Domain and Psycho-motor Domain - Writing objectives in behavioural terms - Objectives of Science Education at Various Levels - Aims of Teaching Science at different levels : Primary, Secondary and Higher Secondary Levels

UNIT-II Unit Planning and Lesson Planning

Instructional Objectives - General Instructional Objectives (G.I.Os) - Criteria for writing General Instructional Objectives (G.I.Os) - Specific Instructional Objectives (S.I.Os) or Specifications – Functions of S.I.Os - Criteria for writing Specific Instructional Objectives (S.I.Os) or Specifications - Unit plan: Steps involved in developing a unit plan - Unit plan writing - The format of a unit plan - Lesson Plan : Criteria of a good lesson plan - Herbartian steps or steps involved in a lesson plan - Lesson plan writing - The format of a lesson plan – model Lesson Plan

UNIT-III Micro Teaching

Micro Teaching - meanings, definitions - Characteristics of micro teaching - features of Indian model of micro teaching - Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills - Reinforcement - Stimulus Variation - Explaining - Probing Questioning - Demonstration - Skill of Using Black Board - need for link lesson in micro teaching

UNIT-IV Methods of Teaching

General methods of teaching science: Teacher centered methods: Lecture method, Lecture cum demonstration method, Pupil centered methods: Laboratory method, Assignment method,

Discussion method, Heuristic method, Project method, Problem solving method, Scientific method - Panel Discussion, Seminar, Symposium, Workshop, Team teaching, Personalized System of Instruction, Computer Assisted Instruction, Modular approach, Active learning method, Activity based learning - Merits and Limitations

UNIT-V Science Curriculum

Science Curriculum - Modern concept of curriculum - Defects in the present curriculum construction - Principles of Curriculum construction - Factors that affect curriculum organization - Principles to be observed in the selection and organization of science content - Organization of content - Criteria for organization - Development of syllabus in relation to major concepts in science - Types of content organization - Approaches to curriculum organization - A critical study of Secondary Science Curriculum

UNIT-VI Science Teacher and Science Laboratory

Science Teacher - Academic and Professional Qualifications - Need of In-service Education - Membership of Professional Organizations - Publications in Science Education Journals - Some Suggestions to Science Teachers - Science Laboratory: Location and types of science laboratories, Planning a science laboratory - Purchase of apparatus and equipments: Procedure for the purchase, Stock registers, Improvised apparatus - Organization of practical works: Guidelines for teachers on organizing practical works, Laboratory records of students, Laboratory manual, Instruction cards - Laboratory techniques: Wet preservation, Herbarium, Leaf skeleton, Preservation of insects, Terrarium, Aquarium, Green house - Safety precautions: General safety rules for the lab, Some common laboratory mishaps and their remedies

UNIT-VII Technology and Science Teaching

Audio-Visual aids: Definition, psychology of using audio-visual aids, Principles of using audio-visual aids, Essential qualities of audio-visual aids, Staging of using audio-visual aids in teaching - Cone of experience - Classification of teaching aids - Hardware and software approaches - Preparation and use of software - Importance and limitations of audio-visual aids - Radio, Tape recorder, Television, Power Point Projection, LCD Projection, Educational Broadcasts: Radio and TV - Information and Communication Technology in Science Teaching – Definition – Dimensions - Educational Implications - Use of ICT from academic point of view - Utilization of e-resources in science class room - Role of internet in science teaching - Emerging Instructional Technologies: Teleconferencing – Blended Learning – Flipped Classroom – Learning Management System (LMS) – Moodle - Artificial Intelligence – Augmented Reality – Evaluation - Achievement test in Science - Subjective and objective tests – Blueprint.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Preparation of lesson/unit plan by following different methods of teaching
- Preparation of materials and programmes to inculcate scientific attitude
- Script writing for Radio/TV/Video on science topics
- Demonstration of Science Experiments.
- Analysis of text book

- Survey of Science Laboratory in a school

- Evolving suitable technique(s) to evaluate laboratory work
- Visit to Community Science Centre, Nature Park and Science City

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Understand the nature of science and the aims and objectives of teaching of science.
- Understand the microteaching skills
- Acquire skills relating to planning the lessons and presenting them effectively.
- Develop theoretical and practical understanding of the various methods and techniques of teaching science.
- Understand the importance of educational technology for teaching science.
- Prepare audio-visual materials on the basis of the science lesson plans.
- Understand the evaluation techniques and construct achievement test to assess the learning outcomes and progress of pupils.
- Acquire favourable scientific attitude towards science teaching and values

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TEACHING OF SOCIAL SCIENCE

(COURSE CODE: 24 CEDO:5)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Acquiring the knowledge of Social science and its association with other subjects
- Understand the aims and objectives of teaching Social science at secondary and senior secondary level.
- Prepare a lesson plan for effective instruction in social science
- Develop skills on the selection of method, media and materials
- Develop the professional development of teachers in terms of teaching competency
- Develop the skill to construct the Social science curriculum and its effective transaction with community resources.

Course Content:

UNIT-I: Social science and its relation with associated subjects

Social science – definition – meaning -Nature and scope of social science - correlation with other subjects like history, geography, civics and economics - Aims and objectives of teaching social science – syllabus of social science text book in secondary and senior secondary level-National and International understanding through teaching social science - Values of teaching social science.

UNIT-II: Acquiring of teaching skills and professional development

Micro-teaching, origin, history and development – micro teaching cycle - Important skills – questioning - explaining – stimulus variation – re-inforcement – black board operation - demonstration - observation-practicing - Integration of teaching skills - Professional development, pre-service and in-service – qualities of social science teacher - Social responsibility of social science teacher - problems faced by the social science teacher.

UNIT-III: Curriculum

Curriculum – definition - Meaning – importance of designing good social science curriculum – development of social science as a school subjects – approaches of social science curriculum – correlation, integration, concentric, unit, spiral and chronological approaches.

UNIT-IV: Planning

Planning - need and importance instructional planning - year plan - unit plan - lesson plan - Lesson Plan approaches – Morrison approach – Unit approach – Evaluation approach – RCEM approach -- Bloom's taxonomy of class room objectives - and different domains in teaching - A model lessons plan.

UNIT-V: Instructional methods and technological applications

Methods of teaching - Story telling method, Supervised study method, Text book method,

Source method, Lecture method, Demonstration method, Dramatization method, Team teaching

method, Problem solving method, Project method, Discussion method and its various forms - Educational Technology and its application in class room instruction – Edgar Dale’s cone of Experience –Audio Visual Aids- classification - Programmed instruction and its kinds- multimedia approach – CAI - Power point Presentation - Interactive White Board in class room instruction - application of Social media for up to date information on social science - Emerging Instructional Technologies: Teleconferencing – Blended Learning – Flipped Classroom – Learning Management System (LMS) – Moodle - Artificial Intelligence – Augmented Reality.

UNIT-VI: Resource and Equipment

Social science Library – Social science laboratory – museum for social science – study circles - community resources – social science clubs – celebration of national festivals, International days, national leaders’ birth days, conduct of mock parliament – organising field trips – excursion.

UNIT-VII: Contemporary India

Current issues and challenges of India – national integration – secularism – social justice – economic justice – empowerment of women – preservation of natural resources – sharing of natural resources like water and coal - equality in opportunity – education and health for all – national and international peace.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

Visit to

- Cultural and social places
- Historical sites
- Community centers
- Planetarium
- Museum

- Review of school social science text book
- Field trip
- Discussion
- Educational tour
- Guest speaker
- Exhibition

- National festivals
- National International days
- Birth day of eminent personalities
- Club activities.

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to..

- Acquiring the knowledge of Social science and its association with other subjects
- Understand the aims and objectives of teaching Social science at secondary and senior secondary level.
- Prepare a lesson plan for effective instruction in social science
- Develop skills on the selection of method, media and materials
- Develop the professional development of teachers in terms of teaching competency
- Develop the skill to construct the Social science curriculum and its effective transaction with community resources.

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TEACHING OF COMMERCE

(COURSE CODE: 24 CEDO:6)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Acquire the knowledge of commerce and accountancy and its association with other subjects
- Understand the aims and objectives of teaching commerce and accountancy at higher secondary level
- Prepare a lesson plan for effective instruction
- Develop skills on the selection of method and materials
- Develop the professional development of teachers in terms of teaching competency
- Develop the skill to construct the commerce curriculum and its effective transaction with community resources.

Course Content:

UNIT-I Commerce and its associated subjects

Commerce - Meaning - Concept – recent development in commerce – commerce education – meaning – definition – importance – fulfilling the present day needs – nature and scope commerce and accountancy – correlation of commerce and accountancy with economics, mathematics geography, business management- values of teaching commerce and accountancy- recent development in commerce.

Unit II Planning

Planning : need and importance -Instructional planning - year plan - unit plan and lesson plan. Lesson Plan :origin and development -- Bloom's taxonomy and different domains in teaching - preparatory process, model lesson plan and lesson plan preparation.

UNIT-III Acquiring of teaching skills and professional development

Micro-teaching, origin, history and development – micro teaching cycle - Important skills - explaining - demonstration - observation - practicing - Integration of teaching skills - Professional development, pre-service and in-service – qualities of commerce teacher - Social responsibility of commerce teacher- problems faced by the commerce teacher.

UNIT- IV Curriculum of commerce

Curriculum - meaning - importance - Principles in construction - curriculum organization – XI and XII standard commerce and accountancy syllabus – Syllabus of commerce and accountancy in state and CBSE board - academic and vocational curriculum.

UNIT – V Instructional methods

Lecture method – demonstration method - demonstration method - , team teaching method, problem solving method – inductive and deductive method - project method, discussion

method and its various forms – surveys and market studies – socialised recitation method.

UNIT-VI Educational Technology

Educational Technology in learning commerce and accountancy – programmed instruction – types – personalised system of instruction (PSI) - Computer Assisted Instruction (CAI) - tele conferencing – video conferencing – interactive white board – smart class room – using web resources – using social media in learning commerce and accountancy - Emerging Instructional Technologies: Blended Learning – Flipped Classroom – Learning Management System (LMS) – Moodle - Artificial Intelligence – Augmented Reality.

UNIT-VII Commerce department and Community resources

Commerce department – library – equipment – records and registers – commerce club- community resources – uses in teaching and learning in commerce – establishing link among school, resources and community- inviting guest speakers – field trips – visit to banks and financial institutions - excursion – visit to industries.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students,
Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

Visit to

- Markets
- Industrial sites
- Commercial sites

Organization programmes:

- Field trip
- Discussion
- Educational tour
- Guest speakers
- Exhibition

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Acquire the knowledge of commerce and accountancy and its association with other subjects
- Understand the aims and objectives of teaching commerce and accountancy at higher secondary level
- Prepare a lesson plan for effective instruction
- Develop skills on the selection of method and materials
- Develop the professional development of teachers in terms of teaching competency
- Develop the skill to construct the commerce curriculum and its effective transaction with community resources.

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TEACHING OF COMPUTER SCIENCE

(COURSE CODE: 24 CEDO:7)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Acquaint with the aims and objectives of teaching computer science.
- Acquire knowledge of computer and its hardware, software components.
- Acquire skills of micro-teaching.
- Familiarize with the various methods that can be employed for the teaching of computer science.
- Acquaint in preparation of instructional materials.
- Acquire knowledge of latest trends in Information Technology and assessment techniques.
- Acquire knowledge of evaluation in computer science.

Course Content

UNIT I: Aims and objectives of teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels: primary, secondary and higher secondary levels – Attainment of the objectives of computer science teaching.

UNIT II: Hardware and Software of Computers

Hardware components of computer – Input and Output devices – types of computers – History of Computers – Network Communication – Computer viruses – Protective measures. Software: definition - System software – Application software –High level and Programming languages – use of computers in schools.

UNIT III: Micro Teaching

Micro Teaching - meaning, definition - Characteristics of micro teaching - features of Indian model of micro teaching - Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills - Reinforcement - Stimulus Variation - Explaining - Probing Questions- Demonstration - Skill of Using Black Board - need for link lesson in micro teaching.

UNIT IV: Instructional Methods

Year plan, Unit plan: Preparation and use of unit plan, Lesson Plan: Importance of lesson plan, writing instructional objectives and planning for specific behavioural changes. Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science. Individualized instruction – programmed instruction – Computer Assisted Instruction (CAI), Steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction.

UNIT V: Instructional Aids

Instructional material or teaching aids: Black board –Charts – Maps – Graphs – Diagrams
– Visual Media – Interactive White Board - Power Point Presentation (Multimedia presentation –
preparation and use of the instructional media).

UNIT VI: Latest Trends in Information Technology

Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, Modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ based learning – Teleconferencing – Video conferencing - Emerging Instructional Technologies: Blended Learning – Flipped Classroom – Learning Management System (LMS) – Moodle - Artificial Intelligence – Augmented Reality.

UNIT VII: Evaluation in Computer Science

The concept of evaluation – objectives based evaluation – tools and techniques in evaluation. Evaluation for achievement, diagnosis and prediction – Formative and summative assessment - Grading pattern – Computer Aided Evaluation - On line examination. E-assessment: definition, types of e-assessment – risk involved in using e-assessment – limitations of e-assessment.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Practice of a minimum of five skills on Micro teaching
- Preparation of Unit plan and Lesson plan
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Acquaint with the aims and objectives of teaching computer science.
- Acquire knowledge of computer and its hardware, software components.
- Acquire skills of micro-teaching.
- Familiarize with the various methods that can be employed for the teaching of computer science.
- Acquaint in preparation of instructional materials.
- Acquire knowledge of latest trends in Information Technology and assessment techniques.
- Acquire knowledge of evaluation in computer science.

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SEMESTER-II

CORE-IV: LEARNING AND TEACHING (COURSE CODE: 24CED4)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Be aware of the process of learning and information processing
- Understand the variables in the teaching-learning process
- Acquire knowledge about the taxonomy of educational objectives and delineate the instructional objectives
- Gain an understanding of different theoretical perspectives on learning
- Reflect on their own implicit understanding of the nature and kinds of learning
- Understand the various approaches of teaching
- Understand the instructional process and apply the basic teaching model
- Understand the principles of various teaching models
- Explore the possibilities of designing learning environment and experiences at school
- Apply the various skills and competencies in class room teaching and management
- Understand the relationship between teaching and learning
- Appreciate the role of a teacher as leader, organizer, manager and teacher

Course Content:

UNIT I: Process of Learning

Process of Learning - Concept of learning, types of learning and factors influencing learning - Learning process: Attention, sensation, perception and concept formation - Memory and forgetting: concept, types of memory, applicability to learning and strategies for better management of memory - Role of motivation in learning; methods of improving motivation

UNIT II: Learners and Principles of Teaching-Learning

Characteristics and needs of the learners - Dimensions of differences in learners - Physical, Cognitive, Affective, Psychomotor and Socio Cultural - Matching the Teaching Styles with the Learning Styles - Challenging the Learners and Evolving Teachers - Delineation of instructional objectives - Cognitive, Affective and Psychomotor - Skills of Teaching and Learning - Meaning, Principles and Significance of Learning - Factors affecting learning - Relationship between Teaching and Learning - Transfer of Learning - Teaching for Transfer of Learning

UNIT III: Theories of Learning

Behaviorist Perspectives of Learning - Trial and error - Thorndike, Laws of learning, 56

concept and principles and classroom implications - Classical Conditioning - Pavlov, concept and principles and classroom implications - Operant Conditioning - Skinner, concept and principles and classroom implications - Cognitive perspectives of learning (Insight learning - Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism - Vygotsky) - Humanist perspectives of learning (Learner centered approach - Rogers)

UNIT IV: Process of Teaching

Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science - Distinction between Instruction, training and teaching - Phases of teaching: planning, execution and reflection - Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher - Functions of a teacher in classroom, school and community

UNIT V: Learning Environment and Learning Engagement

Meaning of learning environment and learning engagement - Creating positive and productive environment for learning - creation of emotionally - Safe learning environment to increase learning - Development of emotional intelligence - Role of culture in the educative process, creating culturally responsive learning - environment, create cultural congruity between home and school - Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

UNIT VI: Approaches and Models of Teaching

Nature of Teaching - Phases and Levels of Teaching - Various Approaches to Teaching - Behaviourist, Cognitivist, Constructivist, Connectionist, Anticipatory, Cooperative, Personalized and Wholistic - Models of Teaching - Information Processing - Personal Development and Social Development - Energetic methods of Teaching - Lecture method, Lecture cum Demonstration - Laboratory method - Assignment method - Discussion method, Heuristic method - Project method

UNIT VII: Teaching as a Profession and Classroom Management

Teaching as Art, Science and Commerce - Teaching as Job - Occupation and Profession - Humane and Professional Teachers - Skills and Competence of a Teacher - Status of Teaching as a Profession - Teacher as a Mentor – Communication: Meaning and Principles - Basic model of Communication - Sender, Message, Medium, Receiver and Reach - Factors facilitating communication - Mapping and Management - Healthy Classroom Management - Classroom Ambience

Mode of transaction: Lectures, discussions, assignments, films on educational thinkers,

Online mode: Google Meet, Zoom, WebEx.,

Practicum:

- Prepare a list of study habits prevailing among students of a particular class through interaction of students
- A report on learning situations, learners attention, motivational status among the students of a particular class through observation
- Conduct a group discussion on strategies of memorization - Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
- Understanding the nature of interaction between teachers and students by Flanders's
- Interaction model and prepare a report
- Writing instructional objectives in behavioural terms

Course Outcomes:

At the end of this course, the student-teacher has attained the ability to

- Be aware of the process of learning and information processing
- Understand the variables in the teaching-learning process
- Acquire knowledge about the taxonomy of educational objectives and delineate the instructional objectives
- Gain an understanding of different theoretical perspectives on learning
- Reflect on their own implicit understanding of the nature and kinds of learning
- Understand the various approaches of teaching
- Understand the instructional process and apply the basic teaching model
- Understand the principles of various teaching models
- Explore the possibilities of designing learning environment and experiences at school
- Apply the various skills and competencies in class room teaching and management
- Understand the relationship between teaching and learning
- Appreciate the role of a teacher as leader, organizer, manager and teacher

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CORE-V: ASSESSMENT FOR LEARNING

(COURSE CODE:24CED5)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners' performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners' performance in schools
- Develop indicators to assess learners' performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Apply simple statistics to assess learning

Course Content:

UNIT I: Perspectives on Assessment and Evaluation

Meaning of Assessment, Measurement, Tests, Examination, Appraisal and Evaluation and their interrelationships - Purpose(s) and principles of Assessment, characteristics of quality assessment - Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment - changing the culture of classroom assessment - Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (self-referenced, norm-referenced, criterion - referenced) and context (internal, external)

UNIT II Characteristics of Instruments of Assessment

Characteristics of Instruments of Evaluation - Validity - different methods of finding validity - Reliability-different methods of finding reliability - Objectivity - Interdependence of validity, reliability and objectivity - Usability - Norms - Writing educational objectives - different kinds like knowledge, understanding and application - Relationship between educational objectives, learning experiences and assessment - Major techniques of assessment

UNIT III: Formative and Summative Assessments

Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative

assessments - Observation, questioning, reflection on learning as strategies for using assessment in the process of learning - Use of Projects, Assignments, Work sheets, Practical work,

Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- Summative assessment: meaning, purpose, summative assessment in practice, use of teacher - made and standardized tests - Aligning formative and summative assessments

UNIT IV: Tools of Assessment

Assessment of cognitive learning: understanding and application; thinking skills - convergent, divergent, critical, problem solving, and decision making; Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring - Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation - Assessment of Performance/ project - based assessment- meaning, characteristics, scope; using rubrics to grade a performance - based assessment

UNIT V: Planning, Construction, Administration and Reporting of assessment

Planning: Deciding on what, why and how to assess - difference between instructional, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time - Preparation of a blue print - Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure - manual and electronic - Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning - Reporting Student Performance - content and formats - Progress reports, Cumulative records, Profiles and Open house - Using feedback for reporting to different stakeholders - students, parents, and administrators - Use of Feedback for teachers' self-improvement and curriculum revision

UNIT VI: Issues, Concerns and Trends in Assessment and Evaluation

Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys - Management of assessment and examinations - Use of question bank - Issues and Problems: Marking Vs Grading, Non - detention policy, Objectivity Vs Subjectivity; Teacher assessment versus self and peer assessment - Scope and use of psychological tests and tools - Impact of entrance test and public examination on teaching and learning - the menace of coaching - Trends in assessment and evaluation: Online examination, Computer - based examination and other technology based examinations Standards - based assessment - international practices

UNIT VII Statistics and Educational Assessment

Raw scores and frequency distribution - Measures of Central Tendency: Mean, Median, Mode - Measures of Variability: Standard Deviation, Quartile Deviation and Range - Correlation co-efficient: Rank Order and Product Moment Correlation - Graphical representation of Data: Line, Bar and Pie Diagrams, Histogram, Frequency Polygon and Cumulative Frequency Curve - Fundamental idea of standard scores - Analysis and Interpretation of Students' Performance Processing test data: graphical representations - calculation of measures of central tendency and

variability and derived scores - percentiles, percentile rank, percentage score, grade point averages, z-scores and frame of reference for interpretation of assessment data: norm - referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students,
Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Plan and construct an achievement test in one of the methodology subjects
- Writing educational objectives, learning experience and corresponding assessment techniques, general and specific objectives
- Framing measurable and non-measurable outcomes
- Determining the objectivity given as answer key
- Determining the objectivity of a tool
- Finding out the validity of the given question paper
- Preparation of blue print and a question paper
- Administer an intelligence test on students of any class and interpret the results
- Preparation of graphs and use statistics for analysis of test result

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners' performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners' performance in schools
- Develop indicators to assess learners' performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Apply simple statistics to assess learning

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- Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning Pvt. Ltd.,
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

PEDAGOGY II

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

- The student teachers will choose another Pedagogy of a school subject other than their basic pedagogy which was chosen in the I semester from the following subjects;
- .Teaching (24CEDO:1)
- Teaching of English(24CEDO:2)

- Teaching of mathematics(24CEDO:3)
- Teaching of Science(24CEDO:4)
- Teaching of Social science and(24CEDO:5)
- TeachingofComputerScience(24CEDO:7)

(Refer the syllabus from pages..... to.....)

B. Ed Practical Examination-I

24SIRRP-I-PRACTICAL EXAMINATION

(Refer the regulations for the preparation and submission of the Records)

14. SYLLABUS
SEMESTER-III
CORE-VI : KNOWLEDGE AND CURRICULUM

(COURSE CODE:24 CED6)

Internal Assessment: 25

Total Marks: 100

External Assessment; 75

Duration of Examination: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Learn about epistemological bases of knowledge.
- Understand the concepts and maxims of education.
- Identify the concepts and approaches of curriculum development.
- Understand the bases and determinants of curriculum.
- Acquaint knowledge about the changing paradigms of education
- Understand need for curriculum reform in the present era
- Comprehend models and process of curriculum development
- Look at issues in curriculum development
- Understand the strategies of curriculum implementation
- Understand the ways of curriculum evaluation

Course Content

UNIT - I. Knowledge – Education - Curriculum - Perspectives

Concept of knowledge - Genesis of knowledge - Structures and Forms of knowledge - Ways of acquiring knowledge - Meaning of information – Wisdom - instruction - teaching – training - skills - Modes of education – Face to face - open and distance (OD) - Formal setting - Informal setting - Teaching in Multi cultural setting -Curriculum – meaning – nature, scope and importance of curriculum – determinants of curriculum - Philosophical, sociological and psychological foundations of curriculum.

UNIT – II Curriculum and development

Curriculum development – meaning – concept - basic principles of curriculum development - Theories of curriculum development - curriculum framework - Types of curriculum – Core - Hidden - Null and latent curriculum - Need and importance curriculum development - Principles of curriculum development - Theories of curriculum development – Different stages of specific curriculum – pre-primary level - Primary level - Secondary level - Higher secondary level – CBSC and state board syllabus - textbooks - Curriculum reforms in India.

UNIT-III Principles of Curriculum Construction

Principles of curriculum construction – Recommendations of Education Commissions to the

curriculum construction – Secondary Education Commission – Kothari Education Commission – New Education Policy-(1984) – National Knowledge Commission- curriculum issues in selected instructional fields – language – science – humanities subjects.

UNIT - IV Curriculum Change, Planning and Transaction

Changing paradigms in education - Curriculum change – need for curriculum change – changing strategies – curriculum planning – need and importance - transaction of curriculum – strategies for curriculum transaction – role media and agencies for curriculum change – curriculum development cell - National Curriculum frameworks (2005).

UNIT - V Curriculum Approach, Methods and Models

Meaning of curriculum approach- different methods of curriculum approach - Maxims of education – different modes of curriculum approach - curriculum approach and media - Print media - audio-visual media - electronic media - Models of teaching - Inquiry training model - Concept attainment model - Advance organizer model

UNIT – VI Curriculum development agencies and implementation

Agencies of curriculum development – Apex bodies in Higher education - central – state agencies - UGC – NCTE – Central Universities – State Universities – NCERT – SCERT – DTER – National curriculum Framework committee -Curriculum implementation team - functions at national and state levels - Tools of curriculum implementation – Manuals – Guides - Hand books - Textbooks – Modules - Instructional Guides and Materials – Training centers - pre- service and in-service training - training g teachers for curriculum implementation.

UNIT – VII Curriculum Evaluation

Curriculum evaluation – criteria for curriculum evaluation - curriculum evaluation plan – curriculum evaluation models – tyler’s evaluation model – Rober E. Stake’s model –Hilda Taba’s model – Mukhopadhaya’s model –Sara’s model – out come curriculum evaluation – issues of curriculum evaluation.

Mode of T r a n s a c t i o n : Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Textbook analysis
- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.
- Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.
- Policy analysis, National curriculum frame works.
- Identification of core, hidden null and latent curriculum in textbooks.
- Designing an activity based curriculum
- Analysis of school Curriculum at different stages.

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Learn about epistemological bases of knowledge.
- Understand the concepts and maxims of education.
- Identify the concepts and approaches of curriculum development.
- Understand the bases and determinants of curriculum.
- Acquaint knowledge about the changing paradigms of education
- Understand need for curriculum reform in the present era
- Comprehend models and process of curriculum development
- Look at issues in curriculum development
- Understand the strategies of curriculum implementation
- Understand the ways of curriculum evaluation

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CORE-VII : GENDER, SCHOOL, SOCIETY AND INCLUSIVE SCHOOL
(COURSE CODE:24 CED7)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Develop gender sensitivity among the student teachers.
- Develop clarity among the concept of gender and sexuality.
- Make students understand about the gender issues faced in school.
- Make students aware about the role of education in relation to gender issues.
- Understand the gender issues faced in society and educational implications.
- Get sensitized to and be able to appreciate the special needs of individuals with disability.
- Critically think on issues of special Education and inclusive Education.

Course Content

UNIT-I Introduction to Gender, Gender roles and Development

Introduction - Definition of Gender - Difference between Gender and Sex, The concept of Gender, sexuality and Development - Gender Dynamics and Development; Basic Gender Concepts and Terminology, Social Construction of Gender; Gender Roles - Types of Gender Roles - Gender Roles and Relationships Matrix; Gender based division and Valuation of Work; Exploring Attitudes towards Gender.

UNIT-II Gender and School

Gender bias in school enrollments, dropouts, household responsibilities, social attitudes towards Girl's education, value accorded to women's education; Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond; Adult education and non-formal education for women's development; Importance of vocational training and income generation for women, feminine selves; Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.

UNIT-III Gender and Society

History and current scenario of Indian Women; Concept of Patriarchy and Matriarchy and issues related to Indian Women; Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture(films, advertisements, songs etc), law and state; Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization.

UNIT-IV Gender and Law

Introduction to laws related to women (Rape, Dowry, Remarriage,

Divorce, Property 71

inheritance, Trafficking); Women's reservation bill – history and current status; The Indian constitution and provisions according to women; Human rights and women's right; Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female

feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime.

UNIT-V Concept of Inclusive Education

Inclusive Education – Concept, meaning, definition and importance; Concept of Impairment, Disability and Handicap; Factors affecting Inclusion; Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education; Need for Inclusive Education in India for children with special needs.

UNIT-VI Types and Characteristics of Children with Special Needs

Concept, types and characteristics of different types of children with special learning needs; Children with Physical challenges – Visual, Hearing, Loco-motor and Neurological; Children with Intellectual challenges – Gifted, Mentally Challenged, Autism(ASD) and Learning Difficulties (LD); Children with Emotional and Behavioural deviations with special reference to ADHD and Juvenile Delinquency; Children with Socio-cultural deviations (SC,ST, Minorities) and Linguistic Minorities.

UNIT-VII Inclusion in operation

Parameters of Inclusive Education, Challenges of Inclusive Education, Issues in Special Education and Inclusive Education; Early detection of disability, Parental attitude, Community awareness; Special School versus integrated school, Inclusive School; Rehabilitation of disabilities, Inclusive Education in the context of EFA, Models of Inclusive Education; Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher. Sustainable Practice; Characteristics of Inclusive School.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases
- To understand study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and feticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, and Power point Presentations.
- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Develop gender sensitivity among the student teachers.

- Develop clarity among the concept of gender and sexuality.
- Make students understand about the gender issues faced in school.
- Make students aware about the role of education in relation to gender issues.
- Understand the gender issues faced in society and educational implications.
- Get sensitized to and be able to appreciate the special needs of individuals with disability.
- Critically think on issues of special Education and inclusive Education

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CORE-VIII : CRITICAL UNDERSTANDING OF ICT IN EDUCATION
(COURSE CODE: 24CED8)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand and explain the concept of ICT.
- Understand the concept of ICT in Education.
- Use Word Processing, Spread sheets and Presentation software.
- Acquire the skill of using e-learning platforms.
- Understand the skill of communication associated with the use of ICT.
- Elucidate the application of ICT for Teaching Learning
- Acquire the knowledge regarding multimedia and web designing.

Course Content

UNIT-I Information and Communication Technology (ICT)

Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact; Information Technology – Knowledge Explosion, Preservation and Retrieval; Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication – Communication Technology – It's application in Education; Information and Communication Technology (ICT) – Concept, Importance, Scope and Characteristics; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India.

UNIT-II ICT in Education

Knowledge acquisition and Multi-sensory approach; Classroom Communication and Communicative skills for Teachers and Students; Individualised Instruction – Concept, Need, Principles and Techniques; Programmed Learning – Principles, Types, modes of presentation, development, application and role of teacher; Changing roles of the learner and the teacher in ICT – Integration and Challenges.

UNIT-III Computer Fundamentals and Applications

Types, Characteristics and features of Computers; Components of Computers – Hardware, Software, Memory and Maintenance of computers; Operating systems – DOS, Windows and Mobile Apps for Teaching; MS Word: Introduction – Concept of word processing – using a Document - Data entry, editing, saving and retrieval of data; MS Power Point: Basics of power point – creating a presentation, preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides; MS Excel: Concept of worksheet / Spread sheet working with excel.

UNIT-IV Internet and Educational Resources

Introduction to Internet, E-mail, Search Engines, Info-Savvy Skills, Digital Age Skills, safe surfing mode; Internet resources for different disciplines like natural sciences, social sciences, Humanities, and Mathematics; E-learning: Mobile-learning, On-line learning, Virtual

classroom, Smart boards, Tools and Opportunities, Wikipedia, Massive Open Online Courses (MOOCS); Social networking.

UNIT-V Techno-Pedagogic Skills

Media Message Compatibility - Contiguity of Various Message Forms - Message Credibility & Media Fidelity - Communication Speed & Control – Sender - Message- Medium-Receiver Correspondence; Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

UNIT-VI ICTs in Teacher Education

Integrating ICTs in Teacher Training – Needs of Teachers’- Barriers – Motivation of teachers’ ICT skill integration in Teacher Education – ICTs for improving quality of teacher training - ICTs for improving Educational management – ICTs for professional development of teachers.

UNIT-VII ICT Enriched Learning Experiences

Introduction to Multimedia – functions of Multimedia – creation of Multimedia – Uses of Multimedia – Educational software for classroom situations; HTML – Editing tools – Hyperlink and Images, Creating web pages – HTML tags, tables, frames, and forms; Blogs – creating a blog.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Installation of Operating systems, Windows, installation of essential Software and Utilities.
- Teaching with a power point presentation developed by the student.
- Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- Students progress record – Tabulation of results of an academic test.
- Cataloguing websites related school curriculum.
- Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.
- Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors MS Word/ Libre Office), Spread sheet and Slide Presentation (PPT/impress); and /or Creating and using Blogs and Google Groups, Google Docs.

Course Outcomes:

After the completion of this course, the student teacher will be able to

- Understand and explain the concept of ICT.
- Understand the concept of ICT in Education.
- Use Word Processing, Spread sheets and Presentation software.
- Acquire the skill of using e-learning platforms.

- Understand the skill of communication associated with the use of ICT.
- Elucidate the application of ICT for Teaching Learning
- Acquire the knowledge regarding multimedia and web designing.

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- Information Technology: The Breaking Wave, Tata Macgrow hill
- [http://en.wikibooks.org/wiki/Computers for Beginners](http://en.wikibooks.org/wiki/Computers_for_Beginners), An exhaustive source for beginners.
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
- Free Software Foundation, www.fsf.org/
- Information and Communication Technologies in School: A handbook for Teachers or How ICT can create New, Open Learning Environments.

SYLLABUS

SEMESTER-IV

CORE COURSE-IX: ENVIRONMENTAL EDUCATION (COURSE CODE: 24CED9)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Understand the concept of environment ecology and Education.
- Grasp the significance of environmental education.
- Understand the nature and scope of environmental education with regard to Indian policies.
- Have faith in conservation of bio-diversity and understand population and environment
- Understand the international effort and environment
- Know environmental laws and grasp the concept of environmental legislation and its application in international environmental agreement.
- Appreciate the concern of environment research programme

Course Content

UNIT-I Introduction to Environmental Education

Meaning and scope – Importance of Environmental Education - incorporating E.E at various levels- Primary, Secondary and Higher Secondary levels. Education about environment: Environment and Ecological factors –climate; Ecosystem –Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.

UNIT-II Environmental problems and protection

Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions - Urbanization and its impacts on environment - Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment.

UNIT-III India and Environmental Issues and Policies

Environmental Awareness – Environmental problems of India - Environmental ethics - Nature conservation education movement –CHIPKO movement, silent valley project - Social forestry scheme. Conservation of biodiversity :Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, IUCN Red list categories, hot spots.

UNIT-IV Human population and environment

Population growth, Indian population situations population explosion – family welfare programme – Environment and Human health.-Factors affecting environment-Acid rain, green house effect-Extinction of species-soil erosion and energy crisis.

UNIT-V International Efforts for Environmental Protection

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievement of

the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997 – present developments. The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration Kyoto conference and part on Global Warmi

UNIT-VI Environmental laws in India

Environmental Legislation, Acts, Rules, Notifications and Amendments.

International Environmental Agreements. Role of mass media and technology in developing awareness about environmental problems and its prevention; Role of NGO's and Government organization in developing Environmental education. Environmental Movements and Developments : Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa. - Conditions for achieving the goals of sustainable development Strategies for sustainable development in India.

UNIT-VII Environment research programme

Environmental Management – Data base Management for Environmental appraisal, Monitoring and warning system. Society, culture and environment: Meaning – Changes of Values, cultural values, aesthetic values, man and environment, the nature of scientific conclusions, the state of public knowledge of ecology, rights and responsibilities in ecology understanding.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Make a survey of your area and document all the environmental problems found along with photographs
- Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
- Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
- Conduct elocution and essay writing competitions for students on environmental issues and report

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Understand the concept of environment ecology and Education.
- Grasp the significance of environmental education.
- Understand the nature and scope of environmental education with regard to Indian policies.
- Have faith in conservation of bio-diversity and understand population and environment
- Understand the international effort and environment
- Know environmental laws and grasp the concept of environmental legislation and its application in international environmental agreement.
- Appreciate the concern of environment research programme

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OPTIONAL COURSE-I : HELTH AND PHYSICAL EDUCATION
(COURSE CODE: 24 CEDE:1)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives:

After the completion of this course, the student teacher will be able to

- Acquire knowledge about physical and health education.
- Understand the rules and the regulations of sports and games.
- Develop the skills in organizing the physical education programmes in schools.
- Develop the activities required for organizing physical education meets and events.
- Acquire knowledge about recreation, health and safety education
- Acquire knowledge about common communicable diseases.
- Understand the nature of injuries and to provide first aid.
- Acquire knowledge about yoga and physical exercises.
- Create awareness on different aspects of health and fitness.
- Understand the diet modification in the treatment of under-weight and obesity.

Course Content

UNIT I Introduction to Physical Education

Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education - Physical Fitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities.

UNIT II Methods, Organisation and Administration

Methods of teaching physical activities - Parts and Preparation of general lesson plan - Fixtures: Single Knock out and Single League - Organisation of an athletic meet - Layout, Basic Skills, Rules and Regulation of Badminton, Cricket, Football, Hockey, Kabbadi and Volleyball- Organisation of Intramural and Extramural Competitions and Tournaments

UNIT III Concept of Health Education

Meaning, Definition, Aims, Objectives and Importance of Health Education - Personal Hygiene - Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with reference to Schools, Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

UNIT IV Causes and Prevention of Diseases

Life style disorders: Heart diseases, Cancer, HIV/AIDS, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes and Obesity - Back Pain: Causes, Symptoms and Prevention - Addiction: Alcoholism, Smoking and Drugs - Impact

of Pollution on Human health - Communicable diseases: Malaria, Swine flu, Chikungunya, Typhoid, Cholera, Small Pox, Tuberculosis and Dengue: Causes, Symptoms and Prevention.

UNIT V First Aid-Principles and Uses

Principles of first aid, First aid equipments, Fracture - causes and symptoms and the first aid related to them, Muscular sprain causes, symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heat stroke.

UNIT VI Yoga, Physical Exercises and Fitness

Meaning, Definition and Uses of Yoga - Essentials of Yogic Practices - Eight limbs of Yoga - Methods and Benefits of selected Asanas and Pranayama - Physical Exercises, Types: Aerobic, Anaerobic, Effects of Physical Exercises on various systems - Circulatory, Muscular, Digestive and Respiratory systems - Difference between Physical Exercises and Yoga - Fitness components and its importance - Effect of Physical Exercises on human body systems.

UNIT VII Food and Nutrition

Meaning of Food, Classification and Constituents of Food, Carbohydrate, Protein, Fat - Meaning, Classification and their functions - Role of Carbohydrates, Fat and Proteins during exercise - Vitamins, Minerals, Water - Meaning, Classification and their functions - Deficiency Diseases, Meaning of Nutrition, Malnutrition - Types, Causes - Balanced Diet - Food Guide Pyramid - Diet for Obesity and Under Weight - Nutritional Deficiency Diseases.

Mode of Transaction: Lecture, Discussion, Workshop, Practical Work, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Practicum:

- Preparation of first aid kit.
- First aid for road, water, fire accidents and athletic injuries
- Preventive measures for health hazards
- Yoga
- Demonstration of asanas and pranayama
- Power point presentations for a topic in the syllabus
- Playing Games
- Preparing a report of the achievements of eminent players
- Strategies for positive thinking and motivation

Course Outcomes:

After the completion of this course, the student teacher has attained the ability to

- Acquire knowledge about physical and health education.
- Understand the rules and the regulations of sports and games.
- Develop the skills in organizing the physical education programmes in schools.
- Develop the activities required for organizing physical education meets and events.
- Acquire knowledge about recreation, health and safety education
- Acquire knowledge about common communicable diseases.
- Understand the nature of injuries and to provide first aid.
- Acquire knowledge about yoga and physical exercises.
- Create awareness on different aspects of health and fitness.

- Understand the diet modification in the treatment of under-weight and obesity

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OPTIONAL COURSE-II : PEACE EDUCATION

(COURSE CODE: 24 CEDE:2)

Internal Assessment: 25
External Assessment: 75

Total Marks: 100
Examination Duration: 3 hrs.

Learning Objectives

After completing this course, the student teacher will be able to

- Acquire the knowledge of Nature, concepts, aims and objectives of peace education.
- Narrate the developments in peace education in India and Abroad.
- Acquire the knowledge of Education for peace.
- Develop skill to integrate peace education in the present curriculum.
- Understand dimensions of culture of peace.
- Understand the suitable methods of teaching peace education.
- Understand the models of Conflict Resolutions.

Course Content :

UNIT-I Peace Education

Peace education – Meaning, Definition, Concepts, Scope; Aims and objectives– at different level of Education - its relevance to the present global scenario; Human Miseries in the Modern World and Quest for Peace - Understanding Peace in the individual, social and international context, Gandhian concept of peace - Approaches to peace, Balance of Power, Establishment of Institutions, Pacifism and Education.

UNIT-II Historical Development of Peace Education

Historical Development of Peace Education in the world - Creation of United Nations, UNESCO, UNICEF, UNO-UNDP (United Nation Development Programmes), UNEP (United Nation Environment Programmes), UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights). Amnesty International –International Committee of Red cross –NGOs; Peace Education in India and its development. Gandhiji's contributions to peace movement: Non – Violence, Non – Aligned Movement– Nuclear Disarmament -Arms Reduction.

UNIT-III Education for peace

Paradigm shift from Peace Education to Education for Peace - Concept and Meaning of Education for Peace - Curriculum Development: Stage specific Approach – Early childhood, Elementary Stage, Secondary Stage, Higher Secondary Stage, Higher Education stage and Adult Education stage.

UNIT-IV Integrating Peace Education in the curriculum

Major Media of Integration: Subject context, subject perspectives, Curricular and Co – Curricular activities, staff development, Class room and School management.

UNIT-V Promoting Culture Of peace

Culture of peace – Focal areas – Fostering culture of peace through education promoting inner peace, understanding, tolerance, solidarity – Participatory Communication – democratic participation, gender equality – sustainable Economic and Social development – Non – Violence, International peace and security.

UNIT-VI Pedagogy of Education for Peace

Teaching Methodologies - Enquiry method, Value clarification, Jurisprudential model of Teaching, Role playing, Dramatics and Literacy Activities, Yoga and Meditation, Sports and Games, Counseling. Teacher Education for Peace - Teacher as a Role Model.

UNIT-VII Conflict Resolution

Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management; Model of Conflict Resolution: Dual Concern Model: A Concern for self (assertiveness), A Concern for others (empathy); Styles: Avoidance conflict – yielding conflict, competitive conflict – co-operation conflict, conciliation conflict. Thomas and Kilmann's style – Competitive, collaborative, compromising – Accommodating, Avoiding.

Mode of Transaction: Lecture, Discussion, Demonstration, Field Trip, Presentation by students, Online Mode: Google Meet, Zoom, WebEx.,

Course Outcomes:

After completing this course, the student teacher has attained the ability to

- Acquire the knowledge of Nature, concepts, aims and objectives of peace education.
- Narrate the developments in peace education in India and Abroad.
- Acquire the knowledge of Education for peace.
- Develop skill to integrate peace education in the present curriculum.
- Understand dimensions of culture of peace.
- Understand the suitable methods of teaching peace education.
- Understand the models of Conflict Resolutions

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15. EXAMINATIONS

University examinations usually will be held in the month of November /December and May

/ June respectively Odd and Even Semester every year. Examination hall ticket will be issued only on production of the identity card at examination centre or students may download the examination hall ticket from the University website.

16. CHANGE OF ADDRESS

All communications will be sent in the address given by the student in his/her application. Any change in the address should be intimated immediately with a D.D for Rs. 400/- drawn in favour of '**Bharathidasan University, payable at Tiruchirappalli**'

17. IDENTITY CARD

Each student will be provided with an identity card which is valid till he/she completes the course. If the identity card is lost, the student can obtain a duplicate card on payment of Rs. 200/- through a D.D accomplished by a requisition to that effect and a recent stamp size photograph.

18. GRIEVANCES

Students may represent their grievances such as submission of assignments, non-receipt of study materials etc., They can contact the University Co-ordinator in the respective PCP centre and get their grievances redressed then and there. Also, they can record their grievances in the grievance register available with the University representative or they write to the Director.

19. CERTIFICATES

i. Consolidated Mark Statement

The consolidated mark statement indicating marks scored in all the subjects will be issued when the students pass all the subjects of the B.Ed. programme. The prescribed fee for consolidated mark statement is Rs. 200/- (as of now). The students have to pay the fee for consolidated mark statement along with the examination fee while registering for the II year examination.

ii. Provisional Certificate

For those who are declared qualified for the B.Ed. degree, Provisional Degree certificate will be sent by post two months after publication of the results. All the students have to pay Rs.200/- (as of now). as fee for the provisional certificate along with II year Examination fee.

iii. Convocation/Degree Certificate

For those who are declared qualified for the B.Ed. degree, the convocation form will be sent by post on receipt of requisition to that effect from the student. The Degree certificate will be issued to the students only if they apply for the same in the prescribed convocation form along with the fee for convocation. The fee payable towards the convocation will be specified in the application

form.

3	2	1	Serial No.	
			Registration No	
			Name	
			50	Lesson Plan - I
			50	Lesson Plan - II
			50	Teaching Competency- Ped-I
			50	Teaching Competency- Ped-II
			100	Teaching-Learning Materials
			50	Observation - I
			50	Observation - II
			50	Test and Measurement -I
			50	Test and Measurement -II
			50	Micro Teaching - I
			50	Micro Teaching - II
			50	Case Study
			50	Action Research
			50	Psychology Experiments
			50	Educational Technology

form. The Degree will be conferred only in absentia and sent by Registered Post in about two months from the date of convocation.

Format for the B.Ed. Practical Examination (2015 Onwards)

Total Marks: 1000

SUPW	Arts & Craft	Library	Physical Education	Yoga	Album	Field Visit	Text Book Review	Total
25	25	50	50	50	50	50	50	1200

APPENDIX - I

WORKSHOP BASED PRACTICAL ACTIVITIES

Classroom instruction requires mastery of various methods and modes of communication with the students. Instruction includes proper planning of instruction, special techniques associated with teaching specific subjects and also general management strategies needed for organising teaching in a classroom. Apart from this, the teacher also has a multifaceted role of the manager, the research and the social welfare individual. To prepare you to effectively fit in all these roles, four workshops of 4 days each have been planned. Workshops will be conducted followed by the counseling sessions to each semester

To successfully complete the B.Ed. programme, you have to participate in all the activities of the workshop. The workshop facilitators and workshop directors specially oriented for the purpose will conduct the workshops. In the workshops you will participate individually as well as in groups, in various activities and will sharpen your teaching competence. Only those topics/activities which need guided experiences are included in the workshop. You will work on your activities under the direct supervision/guidance of teacher educators and the workshop will also give you an opportunity to work with your fellow student teachers. The quality and extent of participation and the progress made by you will be monitored and evaluated by the facilitators. Therefore, it is expected that you come to participate in the workshops with prior preparation. This preparatory phase has been called the **pre-workshop activity**. The tasks performed during the workshop are referred to as **during workshop activity**. All tasks done during workshop have to be followed up in teaching/learning situations and the descriptions of all these constitute the **post-workshop activities**. It is to be noted there that the first and second workshops corresponds to the first year practical examination oriented activities and most of the school based activities to be carried out during practice teaching. The third and fourth workshop corresponds to the second year practical examination oriented activities and some more school based activities. It also provides the final polish to your teaching and management skills inside and outside the classroom. Table I, II, III and IV provide a cursory overview of the activities of the four workshops. The details of these activities are present in the following pages.

DETAILS OF WORKSHOP BASED ACTIVITIES

DETAILS OF ACTIVITIES IN WORKSHOP I

In the workshop I and II, there will be 32 sessions (4 days x 4 sessions a day).
In the beginning of each day, a 15 minute slot has been provided for the presentation of a brief report of the previous day's activities. This will orient you better for further course of action.

Workshop - I

Sl.No	Activity Session –I 09.30 – 11.00 am	Activity Session –II 11.15 am – 01.00 pm	Activity Session –III 02pm – 03.30pm	Activity Session –IV 03.45pm – 05.00pm
1	Welcome & Introduction	About B.Ed. programme: Brief out line of aims and objectives of B.Ed., program and activities of the workshop	Observation - Class room observation – Types – Significance	Orientation to Microteaching – History- Significance- micro teaching in teacher preparation
2	Microteaching – microteaching Phases – microteaching Cycle - Skills	Demonstration of microteaching skills (Four Skills) Skill of Questioning, Skill of Explaining, Skill of Stimulus variation and Skill of Block Board Using	Plenary session and discussion: Use of psychological tests - Experiments in Educational psychology Psychology Tests – Significance in class room instruction	Paper pencil tests Attitude test Aptitude test Intelligence test Personality test
3	Performance tests Span of Attention Mirror Drawing Finger dexterity Behaviour interference test	Library – Uses – School Library – Library materials – optimum use of library- Preparation of Library Record	Physical Education – Activities in Physical Education - Importance of Physical education in schools – sports and games –Indoor games – out door games- Preparation of Physical Education Record	Yoga – Yoga related to Body and Mind – Aasanaas – Practices in daily life – Yoga for Healthy and Peace life – Preparation of Yoga Record
4	Text book review – importance – Criteria for TBR – Physical Review –	Debate on Child- Protection Activities	Field Visit – Preparation and Organisation of Field Visit – Record Wring	SUPW and Arts and Craft Record preparation and A session on Internship

	Content Review- Preparation of TB Record	Album – Types – Sources – Album making – Use of Album in classroom interaction		Teaching Practice
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Session-wise break ups of Workshop I are as follows:

Day 1

Session

(i)

Welcom
e and
Introduct
ion

Day 1

Session

(ii)

About B.Ed. programme: brief outline of aims, objectives and courses
(Theory and Practical activities)

Day I Session (iii)

Observation - Class room observation – Types – Significance s.

Day 1 Session (iv)

Orientation to Microteaching – History- Significance- micro teaching in
teacher preparation Pre-workshop activity

During Workshop activity

The workshop facilitator makes a presentation on the essential features and
procedure of Micro Teaching

Post-Workshop activity

You prepare a mciro lesson plan in your respective pedagogy subjects.

Day 2 Session (i)

Microteaching – microteaching Phases – microteaching Cycle – Skills

Day 2 Session (ii)

Demonstration of microteaching skills (Four Skills) Skill of Questioning, Skill of
Explaining, Skill of Stimulus variation and Skill of Block Board Using

Day2 Session (iii)

Plenary session and discussion: Use of psychological tests -Experiments in Educational psychology

Psychology Tests – Significance in class room instruction

Day2 Session (iv)

Paper pencil tests -Attitude test-Aptitude test -Intelligence test -Personality test

During Workshop activity

The workshop facilitator makes a presentation on Paper and Performance psychological tests

Post-Workshop activity

You answer a paper pencil test like teaching attitude test

Day 3 Session (i)

Performance tests - Span of Attention - Mirror Drawing - Finger dexterity - Behaviour interfering test

Day 3 Session (ii)

Library – Uses – School Library – Library materials – optimum use of library- Preparation of Library Record

Day 3 Session (iii)

Physical Education – Activities in Physical Education - Importance of Physical education in schools – sports and games –Indoor games – out door games- Preparation of Physical Education Record

Day 3 Session (iv)

Yoga – Yoga related to Body and Mind – Aasanaas – Practices in daily life – Yoga for Healthy and Peace life – Preparation of Yoga Record.

During Workshop Activities

Psychological Tests are explained with examples

Post Workshop Activities

Students are instructed to prepare any one paper pencil test

Day4 Session (i)

This session will serve to understand and analyse the Text Book Review

Day4 Session (ii)

Debate will be organised the during the session about child protection especially the child abusing and sexual harassment

Day4 Session (iii)

Exposure would be give to trainees to organise a Good Field Visiting

Day4 Session (iv)

This session will offer different experience and Social Useful Production Work with Art and Craft Experience

During Workshop Activities

Teacher Educator will offer the hands on experience Art and Crafts

Post Workshop Activities

You have to prepare improvised teaching aids for your class room instruction

Workshop-II

Sl.No	Activity Session –I 09.30 – 11.00 am	Activity Session –II 11.15 am – 01.00 pm	Activity Session –III 02pm – 03.30pm	Activity Session –IV 03.45pm – 05.00pm
1	Objectives of Workshop -II	A session on Internship Teaching Practice	Class room observation – Types – Significance- Classroom observation – mentor- Scheduling of observation – Preparing Observation Record	Bloom’s Taxonomy: Writing general (GIO) and specific instructional objectives (SIO)
2	Lesson Plan- Significance – types –Phases of Lesson plan	Lesson Planning methodology based Lesson Plan practicing	Lesson Planning methodology based lesson plan practicing –Pedagogy -I	Lesson Planning methodology based lesson plan practicing Pedagogy-II
3	Small group discussion: Methodology based practice in the preparation of blue print and achievement test (7)	Measures of central tendencies, variations and correlations - exercises on central tendencies, variations and correlations (7)	Measures of central tendencies, variations and correlations - exercises on central tendencies, variations and correlations (7)	Instructions on the I Year B.Ed Practical Examinations (24SIRRP-I)
4	Community Outreach Programme: Awareness on child friendly environment (1)	Educational Technology- Instructional Aids – Projected and Non- Projected Aids	Discussion on case studies provided to the students -teacher - case study record	Discussion on Action Research provided to the students -teacher – Action Research Record

Session-wise break ups of Workshop II are as follows:

Day 1 Session (i)

Aims and objectives of Second Workshop

Day 1 Session (ii)

Discussion on preparing Internship Teaching Practice

This session serves the purpose:

- To provide guide lines to you during your teaching practice.
- To make you aware of behavioural definition of teaching objectives.
- To help in the development of a scientific attitude towards teaching.
- To maintain the sequence of content presentation.

To develop reasoning, decision-making ability and imagination in

Day 1 Session (iii)

Classroom objectives, importance of observation and recording of observations

Day 1 Session (iv)

Blooms Taxonomy and its role on General Instructional Objectives and Specific instructional Objectives

Day 2 Session (i)

Orientation to Lesson Plan Preparation

Day 2 Session (ii)

Methodology based instruction to preparing Lesson Plan

Day 2 Session (iii)

Methodology based instruction to preparing Lesson Plan

Day 2 Session (iv)

Methodology based instruction to preparing Lesson Plan for pedagogy II

Day 3 Session (i)

Small group discussion: practice in preparation of blue print and Achievement test

Day 3 Session (ii)

Practice on measures of central tendencies, variation and correlation

Day 3 Session (iii)

Practice on measures of central tendencies, variation and correlation

Day 3 Session (iv)

Guidelines for appearing Practical examination I

During Workshop Activity

- To prepare lesson plans, on the basis of format provided, in your teaching

subject.

- To discuss lesson plans with peers and resource person.
- To modify and improve upon the lesson plans accordingly.

Post-Workshop Activity

Further practice and refinement of lesson plans.

Day 4 Session (i)

Outreach program on child and friendly environment

Day 4 Session (ii)

Discussion on the uses of Internet in schools and utilization of e-mails in education.

Day 4 Session (iii)

Guidance and counseling, role of teachers in the classroom:

Case Study Record. This session serves the purpose of:

- Helping you to provide career guidance, guidance to socially backward children, needy children, slow learners and others.
- Enabling you to listen to various problems of children and try to solve them with empathy.

Day 4 Session (iv)

Discussion and exchange of views: Action research and group project.

During Workshop activity

The resource person provides explanations to all aspects of practice teaching and also presents some model lesson plans.

Post-workshop activity

You have to prepare draft lesson plans on the basis of guidelines provided.

Workshop-III

Sl.No	Activity Session –I 09.30 – 11.00 am	Activity Session –II 11.15 am – 01.00 pm	Activity Session –III 02pm – 03.30pm	Activity Session –IV 03.45pm – 05.00pm
1	Objectives of	Diagnostic test and	Lesson delivery, discussion and	Lesson delivery, discussion and feedback

	Workshop –III	achievement test: Preparation and characteristics of a good test.	feedback (Lesson Plan Record –Pedagogy –I)	(Lesson Plan Record – Pedagogy –II)
2	Discussion on the use of Internet applications in schools (Educational Technology Record) (1)	Lesson Planning methodology based lesson plan practicing	Discussion and feedback on action research project report (Action Research Record) (1)	Discussion on case studies provided to the student-teacher (Case Study Record) (1)
3	Small group discussion: Methodology based practice in the preparation of blue print and achievement test (7)	Small group discussion: Methodology based practice in the preparation of blue print and achievement test (7)	Statistical analysis and interpretation of data (Test and Measurement Record)	Statistical analysis and interpretation of data (Test and Measurement Record) (1)
4	Special Event: Discussion on the training on child rights and their protection (1)	Educational Technology- Instructional Aids – Projected and Non-Projected Aids	Diagnostic test and achievement test: Preparation and characteristics of a good test.	Demonstration of teaching competence by student-teachers using teaching aids and models (Teaching Learning Materials) (1)

Session-wise break ups of Workshop III are as follows:

Day 1 Session (i)

Brief introduction about outline and objectives of Workshop – III

Day 1 Session (ii)

Exposure would be organized towards diagnosed test and achievement test

Day 1 Session (iii)

Discussion on lesson delivery and experience in pedagogy –I

Day 1 Session (iv)

Discussion on lesson delivery and experience in pedagogy -II

Day 2 Session (i)

Discussion on the uses of Internet in schools and utilization of e-mails in education.

Day 2 Session (ii)

Orientation to various method of teaching for regular classroom

Day 2 Session (iii)

Discussion and exchange of views: Action research and group project.

Day 2 Session (iv)

Guidance and counseling, role of teachers in the classroom and discussion on the case studies provided to the student teachers: Case study record. This session serves the purpose of:

- Helping you to provide career guidance, guidance to socially backward children, needy children, slow learners and others.
- Enabling you to listen to various problems of children and try to solve them with empathy.

Day 3 Session (i)

Orientation to preparing blue print for achievement test

Day 3 Session (ii)

Orientation to pedagogy based blue print preparation

Day 3 Session (iii)

Plenary session and discussion: Analysis and Interpretation of data

Day 3 Session (iv)

Orientation to question paper preparation and toward achievement test

Day 4 Session (i)

Discussion and special event on child rights and protection

Day 4 Session (ii)

Orientation to projected and non projected aids

Day 4 Session (iii)

Achievement test and characteristics of good achievement test

Day 4 Session (iv)

Orientation to teaching learning materials and models

Workshop-IV

Sl.No	Activity Session –I 09.30 – 11.00 am	Activity Session –II 11.15 am – 01.00 pm	Activity Session –III 02pm – 03.30pm	Activity Session – IV 03.45pm – 05.00pm
1	Introduction and Objectives of Workshop -IV	Experience in Lesson Delivery in ITP - Problems and challenges during ITP	Lesson delivery, discussion and feedback (Record)	Application of ICT in Class room Teaching – Using of Power Point Pre Instructions on
2	Discussion on the use of Internet applications in schools (Educational Technology Record) (1)	Using of Interactive White Board in Classroom and Using social media for class room instruction	Discussion and feedback on action research project report (Action Research Record) (1)	Discussion on case studies provided to the student-teacher (Case Study Record) (1)
3	Field Visit	Field Visit	Field Visit	Field Visit
4	Special Event: Discussion on the awareness and training on child rights and their protection (1)	Educational Technology- Instructional Aids – Projected and Non-Projected Aids	Instructions about the II Year B.Ed Practical Examinations (24 SIRR- II)	Experience of B.Ed program and Feed Back.

Session-wise break ups of Workshop IV are as follows:**Day 1 Session (i)**

The workshop facilitator will present the objectives and purpose of the workshop, describe the linkages between the third and the fourth workshop, list out the outcomes of this Workshop and what is expected of you in this workshop.

Day 1 Session (ii)

Discussion on lesson delivery experience in terms of problems and challenges

Day 1 Session (iii)

Discussion of feedback on internship teaching practice

Day 1 Session (iv)

Orientation to power point preparation

Day 2 Session (i)

Orientation to internet applications in class room instruction

Day 2 Session (ii)

Orientation to using interactive white board in class room and application of social media for instructional purposes

Day 2 Session (iii)

Orientation to action research and its related action research project

Day 2 Session (iv)

Guidance and counseling, role of teachers in the classroom and discussion on the case studies provided to the student teachers: Case study record. This session serves the purpose of:

- Helping you to provide career guidance, guidance to socially backward children, needy children, slow learners and others.
- Enabling you to listen to various problems of children and try to solve them with empathy.

Day 3 Session (i)

The student teachers are taken out to a nearby place of educational importance as a field visit- Field Visit Record

Day 4 Session (i)

The special event on the child rights and protection

Day 4 Session (ii)

Orientation to Projected aids and non projected aids and its uses

Day 4 Session (iii)

University coordinator offers instructions about the practical examination-II and preparing student teachers for the year end practical examination

Day 4 Session (iv)

Feedback obtained from student teachers about B.Ed program

APPENDIX - II

TEACHING PRACTICE

Practice teaching is a learning process that provides experiences to students teachers for development of their teaching competence. In practice teaching, you will plan your lesson, deliver them under the supervision of your mentor and/or supervisor and get feedback to improve your teaching competence as result of guided experiences.

Practice teaching will commence after you have attended the first workshop of first year. The activities undertaken in the workshop will provide you some understanding and competence required in teaching skills. You will also get an opportunity to further sharpen you teaching competencies by way of various activities

Your role in practice teaching is as follows.

- You have to select a secondary/senior secondary school (may be your own schools) and seek the Principal's permission to undertake practice teaching in that school.
- You have to prepare 20 lessons for each pedagogy and get those approved by the mentor/supervisor.

A generalized lesson plan format is given in appendix I for you reference.

- You have to deliver at least 30 lessons spread over a period of 90 days based on the written lesson plans.
- You have to teach 20 lessons in each pedagogy you opted for the B.Ed. programme.
- You have to coordinate with your mentor and supervisor while preparing your practice teaching schedule.
- You have to ensure that twenty lessons are supervised by the mentor.
- You have to prepare a lesson plan notebook for each subject. The notebook should be available with you while delivering lesson(s) in the classroom

You should develop at least 10 lesson plans using innovative/learner centered teaching methods such as digital lesson planning, power point presentations, brain storming, simulation, role play, project method, group interaction, problem solving etc.

- You should develop appropriate teaching aids to present your lessons effectively.
- You should try to observe at least 10 lessons in each pedagogy of your peers or senior teachers in your school.

ROLE OF THE MENTOR AND THE SUPERVISOR

The mentor will be a senior teacher with B.Ed., degree teaching in the same school as yours and should have same subject background as yours. He / She can also be the principal/headmaster/headmistress of that school.

The supervisor will be from the Department of Education, Centre for Distance and Online Education of Bharathidasan University. He will visit the school from time to time.

The mentor and supervisor will encourage, assist, guide, observe and motivate you. They will write a comprehensive report on your practice teaching and evaluate each lesson on the basis of a five-point scale Teaching Assessment Battery (TAB). Their role in practice teaching is as follows:

- The mentor and supervisor will function as your guide and will help you in the planning and delivery of lessons.
- The mentor will supervise at least twenty lessons. He will record his comments on the TAB. The supervisor will also supervise at least ten lessons and will use TAB for his/her comments.
- The mentor and supervisor will award you a grade on every presentation based on your performance rated on TAB. You will also be awarded a cumulative grade based on your overall consistent performance towards the end.
- They will ensure that you are regular and punctual in classroom. They will have pre- lesson and post-lesson discussions with you.
- They will suggest strategies for class management and help you in organizing your class time.
- They will provide you with feedback on teaching skills, mannerisms, speech, teaching aids, lesson planning etc.,
- They will discuss ten lessons in detail with you.

CHECK LIST FOR TEACHING PRACTICE

(To be used by the student teacher)

1. Did you prepare 15 lesson plans in each pedagogy ?
2. Have you prepared at least Six lesson plans based on innovative teaching methods ?
3. How many lessons have you been discussed with supervisor and mentor (specify date, subject and nature of lessons like micro teaching/simulated teaching/real classroom teaching?
4. How many lessons have been supervised by (a) headmaster/mentor/principal (b) supervisor? (Specify date, subject and person)
5. How many lessons of your peer and senior teachers have been observed by you (specify date, topic and subject) ?
6. Did you prepare any teaching aids? Specify subject and type of teaching aids prepared by you?
7. Have you submitted records (lesson plan and teaching aids) to your mentor and for getting signature from them?
8. Have you prepared PPT for your Pedagogy subjects?
9. Have used Interactive White board in your classroom?
10. Is there your school conducive for using ICT based techniques and devices?
11. How was your experience with you mentor?
12. How do you feel the experience of students with higher classes

**Signature of the Student Teacher
of the Mentor**

Signature