Bachelor of Education (B. Ed.)

Two Year (Four Semesters) Programme

Choice Based Credit System (CBCS)

Regulations and syllabus

Effective from

Academic session 2023 – 24 onwards

CENTRAL UNIVERSITY OF KARNATAKA

Department of Education
School of Education and Training
Central University of Karnataka
Kalaburagi – 585367

Preamble

Education stands as a cornerstone in the advancement and growth of a society and a nation. The magnitude of education's contribution to the socio-economic development and transformation of a country relies heavily on the caliber of trained and qualified human resources nurtured within academic institutions and universities. To foster the emergence of such competent individuals who are equipped to meet the demands of our nation, academic institutions must possess adequate resources, proficient and dedicated educators, and a well- designed curriculum.

The Central University of Karnataka has been making dedicated efforts in producing and providing a cadre of trained and qualified professionals in the field of education. With its renowned B.Ed. Degree Program, the university has played a crucial role in shaping and providing teachers to the nation. In a continuous pursuit of excellence, the Central University of Karnataka is proud to announce the addition of the M.Ed. Degree Program, starting from 2023-24 academic year. This new program will undoubtedly enhance the academic rigor and further strengthen the department's commitment to delivering exceptional teacher education.

The development of this curriculum entailed a rigorous process undertaken collaboratively by the esteemed faculty members of the department, drawing upon valuable insights from distinguished professors representing universities nationwide. Through comprehensive exercises, extensive deliberations, and profound discussions, the curriculum was meticulously crafted to uphold its structural integrity and alignment with the overarching educational goals.

In essence, this curriculum creates a space for self-reflection and personal growth, nurturing individuals to emerge as transformative and compassionate teachers. By fostering a sense of responsibility and integrity, this curriculum empowers educators to guide the nation towards progress and development.

Vision

At the Department of Education, Central University of Karnataka, we strive to create a transformative educational environment that nurtures future teachers, teacher educators and education leaders who excel on the global stage while remaining rooted in the rich tapestry of Indian ethos.

Our vision is to produce highly skilled and empowered human resources who embody the values of empathy, integrity, and an unwavering dedication to the teaching profession. Through our rigorous training programs, we aim to develop pedagogues who possess a deep understanding of educational best practices and possess the ability to adapt to the evolving needs of the 21st-century learners.

By embracing innovative teaching methodologies and leveraging cutting-edge research, we endeavour to equip our students with the knowledge, skills, and competencies required to thrive in an ever-changing educational landscape. Our vision is to empower them to inspire and guide students towards academic excellence, holistic development, and the cultivation of critical thinking.

Furthermore, we are committed to fostering a culture of collaboration, continuous learning, and reflective practice among our faculty and students. We strive to create a vibrant community of educators who engage in meaningful dialogue, engage in research, and constantly seek improvement to enhance the quality of education.

Through our unwavering pursuit of excellence, we aim to be recognized as a leading institution for teacher education, setting the benchmark for educational practices that positively impact society at large. We envision our students as catalysts for positive change, actively shaping the future of education by fostering inclusive, equitable, and transformative learning environments.

Mission:

- To provide a comprehensive and rigorous teacher education curriculum that combines theoretical knowledge with practical experience, ensuring our students are well-equipped to meet the demands of a rapidly evolving global education landscape.

- To foster a culture of research and innovation in education, encouraging our faculty and students to engage in scholarly activities that contribute to the advancement of pedagogical practices and educational policy.

- To cultivate a nurturing and inclusive learning environment that values diversity, promotes social equity, and prepares our students to effectively address the unique needs of a diverse student population.

- To collaborate with educational institutions, government agencies, and community stakeholders to develop strategic partnerships that promote educational excellence, improve

teacher training practices, and enhance educational outcomes at local, national, and global levels.

- To promote professional growth and continuous learning among our faculty and staff, providing opportunities for ongoing professional development, mentorship, and engagement in reflective practice to ensure the highest standards of teaching and learning.

- To instill in our students a strong sense of social responsibility and ethical conduct, nurturing their commitment to serving as agents of positive change in their communities and beyond, through educational initiatives that promote sustainability, social justice, and cultural preservation.

- To establish a platform for knowledge sharing and dissemination through conferences, workshops, and publications, where educators, researchers, and policymakers can exchange ideas, explore emerging trends, and collectively contribute to the advancement of the field of education.

Program Learning Outcomes for B.Ed. Program:

Upon completion of the B.Ed. program, student teachers will be able to:

1. Demonstrate an understanding of the various psychological, sociological, and philosophical principles and practices relevant to different stages of learners.
2. Foster a positive attitude towards children from diverse socio-economic and cultural backgrounds.
3. Serve as agents of modernization, social change, and social cohesion, while actively working to protect human rights.
4. Utilize learner-centered learning methods effectively, placing the needs and interests of learners at the forefront.
5. Anticipate and create learning opportunities that cater to the diverse needs of learners.
6. Design and implement learning experiences both within and outside the classroom that are tailored to the proficiency, interests, experiences, and knowledge of individual learners.
7. Apply appropriate assessment strategies to facilitate the learning process and provide meaningful feedback.
8. Integrate techno-pedagogical skills into the teaching-learning process to enhance instructional effectiveness.
9. Offer viable solutions to significant social, intellectual, and environmental issues prevalent in our society, equipping themselves to tackle these challenges.
10. Explain the multifaceted aspects of school management and administration, including organizational structures, policies, and procedures.
11. Organize and coordinate various instructional and student-support activities and services to create an optimal learning environment.
12. Address the academic and personal problems faced by learners with empathy and provide necessary support and guidance.
13. Articulate the role of teachers in the current educational system, including their responsibilities, ethical considerations, and professional obligations.
14. Actively engage in problem-solving through action research, contributing to the improvement of educational practices and policies.

1. **About the Program:** The Bachelor of Education Program (B.Ed.) is a professional course that prepares future Teachers, Teacher Educators, Educational Administrators and other human resources of education system.

2. **Admission:** To gain admission to a two-year (4 semesters) B.Ed. course, candidates must pass the CUET (Common University Entrance Test) conducted by the NTA (National Testing Agency) for the relevant academic year. Admission will be based solely on the merit obtained in the said entrance examination, while adhering to the existing rules and regulations regarding the statutory reservation of seats for different categories of candidates.

3. **Duration of the Program:** The B.Ed. program spans two academic years, comprising four semesters. Each semester lasts for at least 18 Weeks working day, with a weekly schedule of 35 hours spread across 5 or 6 working days. This excludes the duration of examinations and admissions.

4. **Curriculum of Program:** The curriculum includes theory, engagement, and practicum components. The engagement aspect comprises seminars, discussions, assignments, case studies, field experience, and other activities. It also includes the provision for enhancing professional capacities (EPCs). Furthermore, the curriculum offers a comprehensive experience to cultivate professionalism among teachers through institutional-level microteaching. Additionally, it involves a 26-week (130-day) internship in schools.

5. <u>Credit Structure of B.Ed. Program:</u>

Table.5.1: B.Ed. Course Structure: Papers Wise Distribution of Credits.

Semester	Weeks	I.A Marks	U.E. Marks	Total Marks	Credits
Semester - I	18	300	300	600	24
Semester –II	18	300	300	600	24
Semester –III	18	400	100	500	20
Semester - IV	18	220	330	550	22
Total	**72**	**1220**	**1030**	**2250**	**90**

Table. 5.2: Course Category Wise Credit Structure:

Sl.No	Course category	Code	Credits
1	Perspective courses	PC	36
2	Curriculum and Pedagogy Studies	CPC	16
3	Enhancing Professional Capacity Courses	EPC	08
4	Engagement with field	EF	28
5	Electives	EL	02
Total			**90**

6. Program Outline:

Table. 6.1: Semester Wise Courses list and credits

Semester –I		
Course Description		**Credits**
PC1	Learner Development	4
PC2	Contemporary India and Education	4
PC3	Physical Education and Wellbeing	2
CPC1-I	Pedagogy of School Subject-1 Part – I	4
CPC2-I	Pedagogy of School Subject-2 Part – I	4
EPC1	Critical Understanding of ICT	2
EF1	School Exposure:	
	1. Micro-Teaching	2
	2. Classroom Observation	1
	3. Teaching Aid	1
Sub- Total		**24**
Semester -II		
Course Description		**Credits**
PC4	Learning and Teaching	4
PC5	Knowledge and Curriculum	4
PC6	Assessment for Learning	4
CPC1-II	Pedagogy of School Subject-1 Part – II	4
CPC2-II	Pedagogy of School Subject-2 Part – II	4
EF2	School Attachment	1
EF3	Community Living Camp	1
EF4	School Visits & Stray Lessons	2
Sub- Total		**24**

Semester -III		
Course Description		**Credits**
EF5	School Internship POSS – 1	6
EF6	School Internship POSS – 2	6
EF7	Action Research	1
	Case Study	1
	Peer Classroom Teaching Observation	1
	Adminstration of Psychological Testing	1
EF8	Assessment of Internship – POSS 1	2
EF9	Assessment of Internship – POSS 2	2
Sub- Total		**20**
Semester -IV		
Course Description		**Credits**
PC7	School Organization and Management	4
PC8	Creating an Inclusive School	4
PC9	Language Across the Curriculum	4
PC10	Yoga and Health Education	2
EPC2	Reading and Reflecting on Texts	2
EPC3	Arts in Education	2
EPC4	Understanding the Self	2
EL	**Electives:** Entrepreneurship Education Gender, School and Society Tribal Education Guidance and Counseling	2
Sub- Total		**22**
Grand Total		90

Theory - 1 credit = 1 hour/week Practicum- 1 credit = 2 hours/week
Internship- 1 credit = 1 week

7. Semester Wise Program Structure:

Table 7.1: Semester I - Papers Wise Distribution of Credits and Marks

Semester I : 24 Credits							
Sl. No.	**CourseCode**	**Course Title**	**Course Category**	**I.A Marks**	**U.E. Marks**	**Total Marks**	**Credits**
1	UEDTC11001	Learner Development	Perspective Course	40	60	100	4
2	UEDTC11002	Contemporary Indiaand Education	Perspective Course	40	60	100	4
3	UEDTC11003	Physical Educationand Wellbeing	Perspective Course	20	30	50	2
4	UEDTD11201	Pedagogy of English - I	Curriculum &Pedagogic	40	60	100	4
5	UEDTD11205	Pedagogy of Physical Science -I	Curriculum & Pedagogic	40	60	100	4
	UEDTD11207	Pedagogy of Social Sciences - I					
	UEDTD11208	Pedagogy of Mathematics -I					
	UEDTD11209	Pedagogy of Biological Science - I					
6	UEDTA11101	Critical Understanding of ICT	Enhancing Professional Capacities	20	30	50	2
7	UEDFA11103	School Exposure	Engagement with field	100	-	100	4
Total				**300**	**300**	**600**	**24**

Table 7.2: Semester II- Papers Wise Distribution of Credits and Marks

Semester II : 22 Credits							
Sl. No.	**Course Code**	**Course Title**	**Course Category**	**I.A Marks**	**U.E. Marks**	**Total Marks**	**Credits**
1	UEDTC21004	Learning and Teaching	Perspective Course	40	60	100	4
2	UEDTC21005	Knowledge and Curriculum	Perspective Course	40	60	100	4
3	UEDTC21006	Assessment for Learning	Perspective Course	40	60	100	4
4	UEDTD21211	Pedagogy of English - II	Curriculum & Pedagogic	40	60	100	4
5	UEDTD21215	Pedagogy of Physical	Curriculum	40	60	100	4

		Science -II	& Pedagogic				
	UEDTD11207	Pedagogy of Social Sciences - II					
	UEDTD21218	Pedagogy of Mathematics -II					
	UEDTD21219	Pedagogy of Biological Science -II					
6	UEDFA21105	School Attachment	Engagement with field	25	-	25	1
7	UEDFA20106	School Visits Stray Lessons	Engagement with field	50	-	50	2
8	UEDFA21112	Community Living Camp	Engagement with field	25	-	25	1
Total				**300**	**300**	**600**	**24**

Table 7.3: Semester III- Papers Wise Distribution of Credits and Marks.

Semester III : 22 Credits							
Sl. No.	**Course Code**	**Course Title**	**Course Category**	**I.A Marks**	**U.E. Marks**	**Total Marks**	**Credits**
1	UEDID31107	Teaching practice – Pedagogy-I (Internship POSS – 1)	Engagement with field	150	-	150	6
2	UEDID31108	Teaching practice – Pedagogy-II (Internship POSS – 2)	Engagement with field	150	-	150	6
3	UEDIA31109	Action Research	Engagement with field	25	-	25	1
		Case Study		25		25	1
		Peer Classroom Teaching Observation		25		25	1
		Administration of Psychological Testing		25		25	1
4	UEDPD3110	Post Internship POSS -1	Practicum	-	50	50	2
5	UEDPD3111	Post Internship POSS -2	Practicum	-	50	50	2
Total				**400**	**100**	**500**	**20**

Table.7.4: Semester IV- Papers Wise Distribution of Credits and Marks.

Semester IV : 20 Credits							
Sl. No.	**CourseCode**	**Course Title**	**Course Category**	**I.A Marks**	**U.E. Marks**	**Total Marks**	**Credits**
1	UEDTC40007	School Organization and Management	Perspective Course	40	60	100	4
2	UEDTC41008	Creating an Inclusive School	Perspective Course	40	60	100	4
3	UEDTC41009	Language Across the Curriculum	Perspective course	40	60	100	4

3	UEDTC41010	Yoga and Health Education	Perspective Course	20	30	50	2
4	UEDTA41102	Reading and Reflecting onTexts	Enhancing Professional Capacities	20	30	50	2
5	UEDTA41103	Arts in Education	Enhancing Professional Capacities	20	30	50	2
6	UEDTA41104	Understan dingthe Self	Enhancing Professional Capacities	20	30	50	2
7	UEDTM41011	Entrepreneur ship Education	Elective Courses	20	30	50	2
	UEDTM41012	Gender, School and Society					
	UEDTM41013	Tribal Education					
	UEDTM41014	Guidance and Counseling					
Total				**220**	**330**	**550**	**22**

8. **Medium of Instruction:** The medium of instruction and examination is English.
9. **Attendance:** To be eligible to appear for the examination, a student must maintain satisfactory attendance, which is defined as attending no less than 80% of the total working days for theory classes and 90% of the school internship days. However, the head of the institution has the authority to grant a relaxation of up to 10% attendance in theory classes in cases of illness or medical conditions, provided a medical certificate is submitted which needs to be issued by a civil surgeon.
10. **Mentorship Program:** Besides academic work every faculty will serve as a mentor and will be assigned the responsibility of mentorship. The mentors will oversee the overall progress of the student teachers, including aspects such as attendance, preparation for practicum, internship, and overall participation in the B.Ed. program. Each mentor will be assigned a maximum of 5 student teachers, for whom they will ensure progress and active involvement in the B.Ed. program. In addition to offering comprehensive guidance, mentors will also address any challenges encountered by the students. They will authenticate the reports prepared by student-teachers and supervise the practicum conducted as part of the B.Ed. program.
11. **Examinations:**
    - The Degree will be awarded to a student who completes a total of 40 Credits in

a minimum of two years taking four courses per Semester.

- Each candidate, whose admission is approved by Central University of Karnataka only permitted for written and practical examinations. Candidates who have failed to satisfy the minimum attendance norms of the university in each semester will not be permitted to appear for the written examination and/or practical examinations.
- Two types of assessments are implemented to monitor the ongoing and periodic academic progress of students: Internal examinations and External examinations. The term-end external examination for all semesters shall be conducted by the university at the end of each semester.
- To pass the B. Ed degree course, a student shall have to get minimum aggregate 40% marks in each theory paper (external) and 51% including internal and above on grade point scale in each course and 51% in Internship.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if s/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.
- While marks will be given for all examinations, they will be converted into grades.
- The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).

UEDTC11001: Learner Development

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction

The human develops through multiple complex processes starting even before birth. This course introduces student teachers to the study of childhood, child development and adolescence. The main focus in the course would be to enable student teachers to develop an understanding about different childhoods which children construct within socio-political realities existing in their lived contexts; family, schools, neighborhood and community. The student teachers will learn about theories of child development, childhood and adolescence as constructed indifferent socio-economic and cultural settings and will also learn to situate. The concept of adolescence in realistic and contextual frames. The course also addresses issues and concerns of adolescents in Indian situation. The course also highlights why it is essential for every teacher to understand human development.

Course Outcomes: On completion of this course, the teacher trainees will be able to

- situate human development in a socio-cultural context.
- develop understanding of the role of socio-cultural context in shaping human
- development, especially with respect to the Indian context.
- develop theoretical perspectives and develop an understanding of
- dimensions and stages of human development and developmental tasks.
- understand a cognitive capacities and affective processes in learners.
- understand adolescence stage of human development.
- analyse the implications of understanding human development for teachers.

Unit-1: Introduction to Learner Development

1.1. Introduction to Psychology and Educational Psychology; Concept of Learner

1.2. Human Development: Concept, Meaning, Principles, and Characteristics of Development; Differences between Growth, Maturation, and Development; Relationship between Human Development and Learning.

1.3. Stages of Human Development; developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.

1.4. Factors (Heredity and Environment) influencing human development, and role of lived contexts; family, schools, neighbourhoods and community

1.5. Indian knowledge systems in childhood development: role of family, festivals, indigenous education for skill development, indigenous literature for moral development.

Unit-2: Theories of Human Development and Personality

2.1. Domines of Learner Development with special focus on the age groups of 6-11 and 11-18: Physical, Cognitive, Social, Emotional, Language, and Moral Development

2.2. Cognitive Development: Piaget, Vygotsky, Bruner

2.3. Psychosocial Development: Erikson

2.4. Language Development: Chomsky

2.5. Moral Development: Piaget, Kohlberg, Gilligan

2.6. Personality: Definition; Theories and Assessment; Attitude, Interests, and Creativity: Meaning, nature and strategies for nurturing

2.7. Indian knowledge systems in childhood development: personality, creativity etc.

Unit-3: Understanding Childhood

3.1. Issues, and Concerns in Indian context: Cognitive, Social, Cultural, Geographical, Developmental

3.2. Influence of factors such as cultural, family, community, etc.

3.3. Need for a teacher to understand childhood

3.4. Classroom implications for Industry vs. Inferiority

3.5. Life skill education for Childhood: Meaning, importance, different life skills and strategy for developing life skills

Unit-4: Understanding Adolescence

4.1. Issues, and Concerns in Indian context

4.2. Classroom implications for Identity vs. confusion

4.3. Peer pressure: Meaning, importance, consequences and strategies

4.4. Self-Concept, Self-Esteem, Self-Efficacy, and Self-Realisation (Maslow's Theory)

4.5. Life skill education for adolescents: Meaning, importance, different life skills and strategy for developing life skills

Field Engagement/ Learning Activities/ Practicum:

- Getting Familiarized with Psychological Tests in collaboration with the Department of Psychology. Administration of any one of standardized tests (Intelligence/aptitude/ attitude/ creativity) and preparation of psychological assessment report.

- Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, Dalit/Tribal household, urban area, and working/street people) and compare their lifestyle and problems.
- Conduct seminar and discuss adolescence problems and coping: infatuation, forms of discrimination, conflicts, bullying, substance abuse, and emotional intelligence.
- Teacher trainee can undertake any innovative, and/or latest psychological, curricular, and/or policy studies regarding learner development.

Suggested Readings

- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers.
- Kumar, S. (2014). *Child Development and Pedagogy*. Pearson.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. https://www.education.gov.in
- Mohan, Aruna (2011). Understanding the Learner & Classroom Management Hyderabad: Neelkamal Publications Pvt. Ltd.
- NCERT. (n.d.). *NCFs and XXI National Focus Group Position Papers*. https://ncert.nic.in/focus-group.php?ln=
- NCERT. (n.d.). *Training and Resource materials in Adolescence Education.* New Delhi. https://ncert.nic.in/dess/aep.php
- Skinner, E.C. (1984). *Educational Psychology* (4th Edition). New Delhi: Prentice Hall of India Pvt. Ltd.

Web Resources

- Animated Videos from Study.com. http://study.com/academy/course/educational- psychology-course.html
- Seifert, K. and Sutton, R. (2011). Educational Psychology Third Edition. http://www.oercommons.org/courses/educational-psychology/view
- Introduction to Psychology. Open Textbook. http://open.lib.umn.edu/intropsyc/
- Generic Issues, NCERT, http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/generic.pdf
- www.aeparc.org

UEDTC11002: Contemporary India and Education

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal: 40	External:60	Total Marks: 100

Introduction: The study of the Philosophy of Education encompasses an exploration of various aspects of education in India, its historical development, constitutional provisions, and its impact on social stratification and social change. This course aims to provide teacher trainees with a comprehensive understanding of the challenges faced in achieving universal education and the role of education in fostering positive attitudes towards diversity. Through an examination of the development of education in India, from pre-independence to post- independence eras, students will gain insights into the evolution of educational policies and the influential commissions that have shaped the educational landscape.

Course Learning Outcome: On completion of this course, the teacher trainees will be able to

- Understanding the challenges of diversity in achieving universal education.
- Differentiate between fundamental rights and duties of citizens.
- Recall the education before independence and after Independence.
- Recognize the importance of constitutional provisions.
- Role of education creating positive attitude towards diversity.

Unit I: Development of Education in India

1.1. Meaning and importance of Education

1.2. Pre Independence-Education: Vedic education, Buddha period of education, Muslim period of education.

1.3. Post-Independence Education: University education commission, Mudaliar commission, Kothari commission, NEP-1968, NPE-1986

Unit II: Constitutional provisions and Current Issues in Indian Education

2.1. Fundamental & derived rights in relation to Education.

2.2. Articles related to Education.

2.3. Inclusive Education: Education for disadvantage groups (SC, ST, OBC & Minorities) and disabled.

2.4. Right to Education – 2009

2.5. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage.

Unit III: Education, Social Stratification and Social Change

3.1. Social Stratification: Meaning, Forms and Bases

3.2. Impact of Social Stratification on Education and Vice versa

3.3. Concept of social change

3.4. Factors Affecting Social Change Process

3.5. Role of education in the process of social change

Unit IV Indian Thinkers and their Contribution to Education

4.1. Mahatma Gandhi

4.2. Swami Vivekananda

4.3. Shree Aurobindo

4.4. Rabindranath Tagore

Suggested Readings:

- Bhatia, K. & Bhatia, B. (1983). The Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
- Bhattacharya, S. (2006). Sociological Foundation Of Education. New Delhi: Atlantic Publishers.
- Deota, N. P. (2012). An Insight into Educational Philosophy- An Indian Perspective. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2012). Effective Leadership Qualities. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2012). Kaleidoscopic Views on Education. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2014). Essence of Yoga Education. Germany: Lamberd Academic Publishing.
- Dhankar, N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
- Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
- Fagerling, I., & Saha, L.J.O. (1989). Education and National Development. (2nd ed.). England: Pergamon Press.
- Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication.

- Narulla, S., & Naik, J. P. (1964). Student History of Education in India. New Delhi: Mc Millian & Co. India Pvt. Ltd.
- MHRD. (1986). National Policy of Education. New Delhi: MHRD.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Rao, D. B. (1996). Globals Perception on Peace Education (Vols. 1-3). New Delhi: Discovery Publishing House.
- Rassekh, S., & Vaideanu, G. (1987). The Contents of Education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation

UEDTC11003: Physical Education and Well Being

Year: I		Semester: I
Total credits: 2		Contact hrs per week: 3 hrs.
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction:

Physical education encompasses a holistic approach to physical fitness, emphasizing the development of essential skills, promoting an active lifestyle, and nurturing emotional and mental well-being. This course explore the multifaceted aspects of physical education, health and quality of life. In today's fast-paced world, where sedentary lifestyles and technological advancements have become the norm, it is crucial to prioritize physical activity and wellness. This course aims to equip with the knowledge and practical tools to make informed decisions about physical health and develop habits that support overall well-being. This course focus on the physiological benefits of exercise, including improved cardiovascular health, enhanced muscular strength and endurance, and increased flexibility. Additionally, the course focus on psychological and social advantages, such as stress reduction, improved self-esteem, teamwork, and communication skills that can be gained through participation in physical activities.

Course Outcomes: On completion of this course, the students will be able to

- Gain knowledge on the concepts of Physical Education
- Administer and organise the sports programs in schools.
- Learn the fundamentals of games and sports and various teaching skills.
- Understand the concept of wellbeing through practice and application.
- Explain the process of becoming physically fit and leading active life style.

Course Contents:

Unit 1: Physical Education

1.1 Introduction, Meaning and Definition, Importance, Aims, Objectives, Scope of Physical Education, Popular Misconceptions about Physical Education, Physical Education- an integral part of education.

1.2 Values of Physical Activities, Dynamic Methods of Teaching Physical Education in Society and Educational System, Selection of Physical Activities, Physical Education programme for school.

1.3 Importance of Tournaments, Types of Tournaments and its organisation structure, Sports Events- Intramural and Extramural.

1.4 Teaching techniques In Physical Education- Lecture, Command, Demonstration, etc., teaching procedures in Physical Education, Class management in Physical education and Commands used in practical classes.

Unit 2: Well Being

2.1 Fitness and wellness- Skill Related and Health Related Physical fitness, Health of an Individual and health fitness; physical activity and fitness; Life style and Health fitness relationship- Physical Inactivity and associated health risks, sports skills, indigenous and self-defence activities.

2.2 Development of physical fitness; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.

2.3 Stress Management: Nature of stress, exploring stress, stress mind and emotions.

2.4 Dealing with stress patterns, More stress beating strategies

2.5 Fundamentals Skills of Games and Sports: Games and sports-athletics (general physical fitness exercises), games (lead-up games, relays and major games, minor games) rhythmic activities, traditional games, gymnastics and their impact on health. Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships.

Field Engagement/ Learning Activities/ Practicum:

- Project on Sports and Games, analysis of various text books from Physical Education point of view.
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game.
- Organization of games and sports tournaments.

Suggested Readings:

- Wuest, D.A., Bucher, C.A., (2005). Foundation of Physical Education Exercise Science and Sports, Tata Mc Graw Hill, Pvt. Ltd., New Delhi.
- John E. Mixton, Ann E. Jewett, (n.d.). An Introduction to Physical Education, W.B.Saunders Company, London

- Cheffers, J., Evaul, T. (n.d.). Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood. New Jersy
- Bette J., Logdson & et al., (n.d.). Physical Education for Children, Lea &Febiger,Philade
- Weinberg, R.S.,& Gould, D. (2019). Foundation of Sports and Exercise Psychology, Human Kinetics Publication
- A.K. Uppal, Lawrance Gray Kumar, (n.d.). Biomechanics in Physical Education and Exercise Science, Friends Publication, New Delhi
- Kamlesh, M. L. (2004). Principles and History of Physical Education. India: Tandon Publications (Prakash Brothers).
- Kamalesh. M.L. (n.d.). Methods in Physical Education. India: Friends Publications (India).
- Venkata, R. K. (2016). Wellness Management: A Lifestyle Approach for Health, Fitness and Energy. India: Notion Press.

UEDTD11201: Pedagogy of English - I

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction

The two year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014 and NEP 2020. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NEP 2020 envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able to

- understand various aspects of the B. Ed Programme with special reference to the nature of the language skills & language items to be developed, practiced, and evaluated.
- acquire information on current directions in English language teaching.
- identify and be sensitive to the proficiency, interests and needs of learners.
- develop an appreciation of the role of English in both academics and life.
- develop creativity among language learners.

Unit-1: Introduction

1.1. Concept Language, Nature of English Language and its importance in human life; Importance of learning English; Learning English at the Elementary Level and the Secondary Level.

1.2. Difference between language as a school subject and language as a Medium of Instruction; Home language and school language.

1.3. Objectives of learning English (in terms of content and competence specifications).

1.4. Language Learning and acquisition: Principles of language Teaching; Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders

1.5. Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form

Unit-2: Teaching English and ICT

2.1. Pedagogical analysis of Prose, Poetry, Grammar, composition; Role of listening and speaking; function of language and how children use it as a tool

2.2. Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom

2.3. ICT as a tool

2.4. Language Skills: Evaluating language comprehension and proficiency: speaking, listening, reading and writing

2.5. Developing Teaching Learning Material; Using ICT in Teaching English Language; Remedial Teaching

Unit-3: Development of English language in India

3.1. Development of Language Policy in India: NPE(MIL), Three - Language Formula

3.2. Status of teaching English language in India

3.3. Indian English writers and writings

3.4. Difficulties in teaching English India in different contexts: corporate schools, metropolitan schools, rural schools, tribal schools etc.

3.5. Perspectives of National Education Policy 2020 in regards of English language learning at different levels.

Unit-4: Skills in learning English

4.1. Four-fold basic skills of learning viz., listening, speaking, reading and writing: interdependence of skills

4.2. Techniques and activities for developing listening and speaking skills (recitation, storytelling, dialogue)

4.3. Development of reading skills: reading for comprehension, techniques and strategies for teaching, reading (phonic, alphabet, word, sentence and story)

4.4. Development of writing skill – teaching composition

Field Engagement/ Learning Activities/ Practicum:

- Identify and list language (English) related errors common among students

- Identify and list Indian English language writers and writing.
- Discuss “The reason and possibilities that develop English language through Indianizing the syllabus”.
- Dealing with Language Learning Difficulties in Language
- Case study of various background English language learners.
- Conducting discussions and debates with peers.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Teacher trainee can undertake any innovative, and/or latest pedagogical, curricular, and/or policy studies regarding English language teaching.

Suggested Readings

- Halbe, Malati. (2005). *Methodology of English Teaching*. Himalaya Publish House.
- Kavita, Sharma. (2020). *Implementation of Continuous and Comprehensive Evaluation in the light of RTE Act-2009: A Study*. Department of Elementary Education, NCERT. https://ncert.nic.in/pdf/announcement/CCE-Study.pdf
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. https://www.education.gov.in
- NCERT. (n.d.). *NCFs and XXI National Focus Group Position Papers*. https://ncert.nic.in/focus-group.php?ln=
- Prabhu, N., S. (1987). *Second Language Pedagogy*. Oxford University Press, NY
- Susmita, Patrao et. al. (n.d.). *Methods of Teaching English*. Utkal University. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_ENGLISH.pdf

UEDTD11205: Pedagogy of Physical Science -I

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction: The pedagogy of physical science in the first semester focuses on providing students with foundational understanding of fundamental concepts and principles in the field of physical science this course aims to foster scientific knowledge, nurturing creativity, curiosity, scientific attitude and scientific temper through hands on experimentation, observation, and theoretical exploration. Overview of the scientific methodological reasoning, and systematic investigation. Students learn about the process of formulating scientific questions, designing experiments, collecting data, and drawing conclusion based on evidence.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able

- To develop among the teacher trainees an understanding of science as a discipline.
- To enable the teacher trainees to understand the importance of teaching science in school.
- To make the teacher trainees aware of the alternatives in organizing the system of science instruction.

Unit 1: Nature of Science and Science Education

1.1. What is science?

1.2. Meaning and definitions of science.

1.3. The nature of science- science as a process and science as a body of knowledge, science as interdisciplinary area of learning.

1.4. Science as a process of constructing knowledge; Scientific method, steps (9) taking examples from specific contents of science/Physics and Chemistry, such as thermal properties of matter, thermodynamics, reflection, refraction, surface chemistry.

1.5. Development of scientific attitude and scientific temper among students.

1.6. Nurturing the natural curiosity, process skills creativity and aesthetic sense, Imbibing the values through science teaching. Science-Technology-Society-Environment (STSE) Interface.

1.7. Contribution of eminent scientists- Isaac Newton, , Albert Einstein ,John Dalton, De Broglie, Niels Bohr, J.C. Bose, C.V. Raman, Bimla Buti, V.Ramakrishnan, APJ Abdul Kalam etc.

Unit 2. Aims and Learning objectives of teaching Physical Science

2.1. Differences between aims and objectives

2.2. Meaning of learning objectives and characteristics of learning objectives

2.3. Blooms taxonomy of educational objectives, revised taxonomy of educational objectivities (Andersons and Krathwohls) taxonomy.

2.4. Development of problem solving skills and role of science teacher.

2.5. Identifying and writing learning objectivities for different content areas in Science/· Physics/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc.); Learning objectives in constructivist perspective.

Unit 3: Exploring Learners and school curriculum in Physical science

3.1. Each learner in unique; Motivating them to being his/her previous knowledge gained in Science/ Physics and Chemistry into classroom; Naïve concepts, Involving learners in teaching- learning process through dialogue, discussion, argumentation.

3.2. Negotiating and mediating learning in Physical Science; Encouraging learners to raise and ask questions, creating the habit of listening to learners; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate activities in Physical science.

3.3. History of development of Curriculum Framework, Curriculum Framework, curriculum and syllabus.

3.4. Science curriculum and scientific inquiry

3.5. From subject-centred to behaviourist to constructivist approach to curriculum development; Review of NCERT syllabus; recommendations of NCFs on Science curriculum.

3.6. Trends of NCERT syllabi; Moving from textbooks to teaching-learning materials. Teacher as a curriculum developer.

Unit 4: Pedagogical shift and Approached and strategies of learning Physical Science

4.1. Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences (taking examples from science/ Physics/ Chemistry, such as Solutions,

Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.)

4.2. Need of inclusion in all aspects of teaching –learning of physical science-science curriculum, approaches, ICT and professional development of teachers.

4.3. Teaching methods, Approaches and strategies in Physical science. Teacher centred methods (Lecture, Lecture cum Demonstration, Historical) child centred methods (Heuristic, Project, Inductive, Deductive) meaning, steps, merits and demerits.

4.4. Constructivist Approach-meaning and principles. Collaborative learning approach, 5E learning model, inquiry approach, problem solving approach (Maier), Concept mapping, Experiential learning, Cognitive conflict- meaning procedures and advantages.

Field Engagement/ Learning Activities/ Practicum:

- Actual experience of Science/Physics/Chemistry laboratory of practicing school (report submission)
  - Planning and conducting experiments for Science/Physics/Chemistry
  - Managing records
  - Setting-up of apparatus
  - Storage of chemicals and apparatus
  - Safety measures being taken in the laboratories and steps taken by the student-teacher
  - Design of laboratory – structure and physical facilities
  - Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artefacts).
- Report of one Action Research carried out in the practicing school
- Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
- Presentation (s) used for teaching-learning in the class
- Report on a case study on identifying and addressing issue of alternative concepts in Physical science

- Critical review of a recently published research paper in Science/Physics/Chemistry Education Journal
- Critical review of a Textbook of Science/Physics/Chemistry.

Suggested Readings

- Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013
- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F.Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Barba, H.R. (1997).Science in Multi-Cultural Classroom: A guide to Teaching and Learning.USA: Allyn and Bacon.
- Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
- Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.
- Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In Current Science, Vol. 101, No. 12, pp1538-1543.
- Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol.120). New York, U.S.A: Peter Lang.
- Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. International Journal of Science Education 30(10), 1343-1363(21), August
- Mohan, R. (196) Innovative Teaching of Physical Science, McGraw Hill Publishing Company Richard, Sandra Amos (2002). Aspects of teaching secondary science, The Open University Press.
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
- National Curriculum Framework, (2005), NCERT: New Delhi
- Newsome, J. G. & Lederman, N. G. (Eds.) (1999), Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education. Kluwer Academic Publishers. The Netherlands.

- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
- Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi
- Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In Journal of Research in Science Teaching, Vol. 45, No. 1, pp 79-100.
- Tobin, K. (Ed.). (1993).The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. Journal of Research in Science Teaching, 38(2), 137-158, February
- Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers. Pp.83-102.

Web resources:

- http://www.arvindguptatoys.com/
- https://phet.colorado.edu/
- http://www.nasa.gov/
- http://undsci.berkeley.edu/teaching/ and http://undsci.berkeley.edu/
- http://www.plantingscience.org/
- http://edheads.org/
- https://www.discoveryeducation.com/teachers/
- http://www.ncert.nic.in/NCERTS/textbook/textbook.htm?jesc1=0-16
- http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice_17.pd f

UEDTD11207: Pedagogy of Social Sciences - I

Year: I		Semester: I
Total Credits: 4		Contact hrs per week : 5
Internal Marks: 40	External Marks: 60	Total marks; 100

Introduction: Through this paper teacher trainee will have acquired a deep understanding of the nature of social sciences, the objectives of teaching social science, effective pedagogical strategies, and a critical appraisal of the social science curriculum in India. They will be equipped with the skills and knowledge to foster engaged and informed citizens through their teaching of social science.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able:

- To acquaint with the nature and evolution of social science.
- To understand the aims and objectives of teaching social science.
- To gain mastery of the teaching skills.
- To critically appraise the existing social science curriculum at the national and state level.
- To know various approaches in teaching Social Science.
- To apply various methods and strategies in teaching Social Science.
- To use various instructional aid in teaching social science.

UNIT- I: SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS

1.1 Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.

1.2. What is 'social' about various Social Sciences?

1.3. Uniqueness of disciplines vis-a-vis inter-disciplinary

1.4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

1.5. Multiple perspectives/plurality of approaches for constructing explanations and arguments.

UNIT II AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

2.1. Social Science Education for a democratic secular society for an identity in the post-modern and globalised world in terms of historical, political, economic, and environmental perspectives for an informed and empowered citizen.

2.2. Organization of learning experience in Social Science curriculum its status in secondary School curriculum its inter-disciplinary nature: Revisited its presentation in the textbooks.

UNIT- III PEDAGOGICAL STRATEGIES AND APPROACHES OF SOCIAL SCIENCE

3.1. Purpose, Approaches and Strategies teaching- learning processes: approaches: inductive, deductive, interdisciplinary and constructivist approaches

3.2. Strategies: Narration, Dialogue & Discussion, Problem Solving, Project, Storytelling, Data collection and analysis, Field trips as learning experience, Dramatization, Archives & other historical Sources and their interpretation

3.4. Reviewing Video Shows on social issues, Current event, Comparative method, Cartographic techniques, time-line construction and other activities

3.5. Development of thematic lesson plan and its execution

UNIT IV SOCIAL SCIENCE CURRICULUM FOR SCHOOLS IN INDIA

4.1. Social Science and Indian School Curricula in search of new Directions.

4.2. Review different Commissions/Committees Reports

4.3. National Curriculum Frameworks-1975,1988,2000 and 2005

4.4. Critical Review of Social Science Textbooks from class 6th to 10th

4.5. Concerns in Teaching Social Science: Diversity, Gender, and Special Needs.

Suggested Practicum

- Organization of Opinion Forum
- Surveys on the spot.
- C) Term papers on current issues: Citizenship, Gender issues, Stock Market, Local History
- Enrichment of the subject areas like geography, history, political and social life and economics.
- Establishment and Enrichment of Social Science Resource Centre
- Analysis of curriculum policies/documents and curriculum frameworks.
- Critical appraisal of existing social science curriculum and text books at school level
- Critical Lessons (issue- based) Planning and Execution.

Suggested Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay. 3
- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

UEDTD11208: Pedagogy of Mathematics -I

Year: I		Semester: I
Total Credits: 4		Contact Hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

Introduction:

Mathematics is the king of all the sciences and it has a unique place in the school curriculum. This course will enable student teachers to realize the importance of Mathematics not only in education system but also in daily life. It will make them practice the effective and efficient ways of teaching Mathematics. This course also prepares student teachers to remove Math phobia among their students by creating a joyful learning environment.

Course Learning Outcomes: After completion of this course, the students' teachers will able to

- Understand the nature, scope, and values of Mathematics and its place in the school curriculum.
- Understand aims and objectives of teaching Mathematics.
- Appreciate the contribution of Mathematics and Mathematicians in our lives.
- Analyze the content in terms of concepts, sub-concepts and relation between them.
- Organize learning experiences according to content and level of students.
- Design appropriate teaching – learning strategy/approach suited to particular content.

Course Contents

Unit 1: Nature and Scope of Mathematics:

1.1 : Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems.

1.2 : The nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications – necessary and sufficient conditions, a mathematical statement and its variants-converse, inverse and contra positive, compound propositions.

1.3 : Venn diagram; proofs and types of proofs, Difference between proof and verification, Deductive nature of mathematics.

1.4 :History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians; Aesthetic sense in mathematics, three aesthetic experience

variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

1.5 Correlation of Mathematics with other subjects.

Unit 2: Place of Mathematics in the curriculum:

2.1 : Aims and Objectives of teaching Mathematics: Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; Need and Importance of Instructional Objectives**;** Writing General and SpecificLearning Objectives ofteaching Mathematics with respect toBloom's taxonomy of educational objectives for various content areas in mathematics like Algebra, Geometry, Trigonometry etc.

2.2 :School Mathematics Curriculum: Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like vision of school mathematics; Construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometryetc.; Pedagogical analysis of various topics in mathematics at various levels of schooling-Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

Unit 3: Exploring Learners:

3.1 : Cultivating learner's sensitivity likeintuition; encouraging learner for- probing, raising queries and relating mathematics to real life situations; appreciating dialogue and cooperative learning among peer group; promoting the student's confidence (carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

Unit 4: Approaches and Strategies in Teaching and Learning of MathematicalConcepts: 4.1:Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept-defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason, comparing and contrasting; giving counter examples; non-examples; Planning and implementation of strategies for teaching a mathematical concept like Activity based method, Inductive-deductive method etc.; Problem posing and solving, discovering or exploring various options for solving the problems; formulation of conjecture and generalizations through several illustrations; Learning by discovery; Difference between teaching of mathematics and teaching of science.

Practicum

- Collection of the names of Mathematicians and preparation of a report about their contribution to Mathematics.
- Group activity for preparation of concept maps on any topic of school mathematics.
- Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra, 2 from Geometry and 2 from any other area.
- Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics.
- Development of Lesson plans in Mathematics.
- Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context.
- Develop a topic that meets the expectations of Vision Statement in the Mathematics Focus Group Paper of (NCF 2005).Based on it interact with a group of students. Prepare a report based on the following points-
- Recall how the topic was taught to you in your school. See what is same and what is different as far as learning of the topic is concerned.
- Did the Students enjoy learning the topic? How do you know that?

Suggested Reading:

- Beckmann C.E, Thompson D.R., and Rubenstein, R.N.(2010).*Teaching and Learning High School Mathematics*. New Jersey: John Wiley and Sons.
- Britton E, Huntley M.A., Jacobs G., and Weinberg A.S.(1999). *Connecting Mathematics and Science to Workplace Contexts: A Guide to Curriculum Materials*. California: Corwin.
- Chambers, P, (2010).*Teaching Mathematics: Developing as a reflective Secondary Teacher*. New Delhi: SAGE.
- Cowan, P. (2006).*Teaching Mathematics*, *A Handbook for Primary and Secondary School Teachers*. London: Rutledge.
- Davis, D.R.(1951). *The Teaching of Mathematics*. London: Addison Wesley Press.
- Holland's, Roy (1990).*Development of Mathematical Skills*, London: Blackwell.
- James, N. (2005). *Teaching of Mathematics*.Hyderabad: Neelkamal.
- Katz, V.J. (Ed.)(2007).*The Mathematics of Egypt, Mesopotamia, China, India and Islam:A Sourcebook*. New Jersey: Princeton University Press.

- Kothari, R.G., and Shelat, P.H. (2011).*Mathematical Weaknesses among Secondary School Students.* Germany: VDM Verlag Publishers.
- Kilpatrick J, Hoyles C., and Skovsmose, O. (Eds.) (2005). *Meaning in Mathematics Education*. New York: Springer.
- NCERT (2006).*Position Paper: National Focus Group On Teaching of Mathematics.* New Delhi: NCERT.
- NCERT (2012).*Pedagogy of Mathematics: Textbook for Two-Year B. Ed Course*. New Delhi: NCERT.

UEDTD11209: Pedagogy of Biological Science - I

Year: I		Semester: I
Total Credits: 4		Contact hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

Introduction:

Pedagogy of Biological Science holds great importance in the Bachelor of Education (B.Ed.) program as it plays a crucial role in equipping student teachers with the knowledge and skills necessary to effectively teach biological science to their students. The present course gives an insight to student teachers about Biological Science as a discipline by explaining its nature, aims and objectives. It would enable the student teachers to understand the processes involved in scientific knowledge construction. The course aims to equip student teachers with a solid foundation in scientific principles, theories, and methodologies, which are essential for effective instruction. The course focuses on the strategies and approaches involved in teaching biological science to foster a positive classroom culture, encourage participation from all students, and accommodate diverse learning styles and abilities. The course focuses on developing the skills in student teachers to identify and address common misconceptions held by students. This course aims to equip the student teachers to instill a love for science, nurture scientific literacy, and empower their students to become critical thinkers, problem solvers, and responsible citizens in an increasingly scientific and technological world.

Course Learning Outcomes: On completion of this course, the students will be able to

- Develop an understanding of the nature of biological science and its interface with society.
- Identify and formulate aims and objectives of biological science learning.
- Analyse the process of conceptualization of biology concepts in learners.
- Identify students' diversity in the classroom and address it.
- Acquire an understanding of the approaches and strategies of teaching and learning Science.

Unit 1: Nature and Scope of Science and Biology

1.1 Nature of Biological Science; As a domain of inquiry and exploration, As a process and a product, As a continuously evolving discipline.

1.2 Scope of Biological Science; Role of biological science in understanding the diversity of the living world, origin of life and its evolution, health, environment and its sustenance, values and ethics. It's interdisciplinary linkages and societal concerns.

1.3 Evolution of Biological sciences; History of Biological sciences, Important discoveries and inventions in the area of Biology, Contribution of eminent scientist in the field of biology like J.C. Bose, Hargobind Khurana, M.S. Swaminathan, Louis Pasteur, Charles Darwin, G. Mendel, An introduction to Emerging branches of science like Biotechnology, Nanotechnology, Bioinformatics, Geo informatics.

Practicum: Report on role of biological science in social changes taking any one case study from the real world e.g. promoting health and hygiene, Population control, Eradication of diseases, Better nutrition, Removal of superstitions.

Unit 2: Aims and objectives of biological science

2.1 An introduction; Aims and objectives of Biology with reference to NCF 2005, NEP 2020 and latest NCF.

2.2 Aims of Biology Education; Development of scientific attitude and temper, Problem solving relating to biological sciences, nurturance of curiosity, creativity and values.

2.3 Objectives of different areas of Biology; Blooms Taxonomy, Anderson and Krathwohl's taxonomy with illustrations, learning objectives in constructivist perspective.

2.4 Processes of knowledge construction in Biology: Observation, Exploration, Experiments, Generalization of observations and validation of knowledge with reference to living organisms, their surroundings, processes and phenomena.

Unit 3: Exploring Learners

3.1 Children's conceptualisation of scientific phenomena; Understanding learners' process of knowledge construction in science by exploring their conceptual schemes, and Concept maps, Pre-conceptions in science and their significance in

knowledge constructions, Misconceptions and 'alternative frameworks' in science, Understanding children's fear of biological science, addressing their inabilities to correlate the observed phenomena with real life .

3.2 Preparing the learners for scientific inquiry; Nurturance of natural curiosity of observation, Stimulation of creativity and inventiveness in the area of biological science among learners by setting dialogue and discussion among peer groups, involving them in activities in individual and group set-up (discussion, debate, drama and various other curricular experiences like poster making, essays, slogans, observing specific days etc.)

3.3 Addressing Learner-diversity: Identification of students learning with different pace and styles and students with special educational needs; Continuous and comprehensive assessment of learning gaps and learning needs of students, Addressing contextual factors, gender issues, special need-learners.

Practicum: Report on a case study on identifying and addressing issue of alternative concepts in biological science

or

Report on measures being taken for inclusive teaching-learning and gender issues in biology.

Unit 4: Approaches and Strategies of learning Biology

4.1 Approaches of learning Biology; Inductive-Deductive, Inquiry Approach , Problem Solving Approach , Constructivist Approach, Expository approach, Collaborative approach

4.2 Teaching Methods and strategies: Lecture Method, Lecture cum Demonstration, Laboratory Method, Project Method, Heuristic Method, Peer Learning/Group Learning, Team Teaching, experiential learning, concept mapping and self- learning, etc.

4.3 Democratizing Science learning: Critical pedagogy

Practicum: Design an age as well as content appropriate learning experience with any one of these approaches taking suitable example from Biology.

Suggested Readings:

- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Ameeta P., Kamakshi J., Srinivas K. (2016). Methods of teaching Biological Science.Hyderabad: Neelkamal Publications Pvt. Ltd.
- Barba, H.R. (1997). Science in Multi-Cultural Classroom: A guide to Teaching and Learning. USA: Allyn and Bacon.
- Chauhan. S.S (1985). Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn& Bacon.
- Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.
- Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner centered National Curriculum, In K. S. Taber (Ed.), Science Education for Gifted Learners (pp. 59-70). London: Routledge
- Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan : N. Y
- Das. R.C (1985). Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
- Dass R.C., Parsi.B.K & Singh, .L.C. (1975). Effective of Microteaching in Training of Teachers, NCERT, Delhi.
- Gupta, S.K. (1983). Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Jangira. N.K & Ajit Singh (1982). Core Teaching Skills, The Micro-teaching Approach, New Delhi: NCERT.
- Kulshreshtha, S.P, Kulshreshtha, A. K (2017). Pedagogy of Biological Science, Neelkamal Publications Pvt. Ltd.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.
- Radha Mohan (2004). Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.

- Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
- Sood J.K (1987). Teaching of life science, Kohli Publishers Chandigarh.
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- Vaidya N (1997). The impact of Science Teaching Oxford & IBH Publication Co, New Delhi.

UEDTA11101: Critical Understanding of ICT

Year: I		Semester: I
Total credits: 2		Contact hrs per week: 3 hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction: In today's digital age, ICT has become an integral part of our daily lives, transforming the way we communicate, access information, and engage with the world around us. Preparing student teacher trainees to use technology in a classroom is an important step for ICT enabled education in the country. This course aims to provide a comprehensive understanding of ICT and equip with the critical skills necessary to navigate and evaluate the complex and rapidly evolving digital landscape. This course provides a comprehensive exploration of the critical aspects of Information and Communication Technology (ICT) in the field of education. Student teachers will develop a deep understanding of the role and impact of ICT in educational settings, while critically examining its promises, challenges, and ethical considerations. The course will cover key concepts, theories, and research related to ICT in education, enabling students to make informed decisions about integrating technology effectively and responsibly.

Course Outcomes: On completion of this course, the students will be able to

- Understand the role and potential of ICT in education.
- Analyze the impact of ICT on teaching and learning processes.
- Evaluate ethical considerations in the use of ICT in education.
- Evaluate different ICT tools, platforms, and resources for their applicability in educational settings.
- Critically assess the impact of ICT on teaching methodologies, assessment and evaluation, personal management, and educational administration.
- Foster digital literacy and skills development among learners.

Course Contents:

Unit 1: Critical Perspectives of ICT in Education

1.1. Understanding historical overview of ICT integration in education.

1.2. Analyzing benefits and challenges of ICT in Education: Advantages and disadvantages of ICT integration, Equity, access, and the digital divide in educational contexts, Cognitive, social, and emotional impacts of ICT on students.

1.3. Examining free and open source movement and its impact on education.

1.4. Integrating ICT in education in the context of National Education Policy and National Curriculum Framework in school education.

1.5. Legal and ethical issues of ICT use in education: Digital citizenship and responsible use of ICT, Privacy, security, and data protection in educational settings, Ethical dilemmas and decision-making with ICT.

Unit 2: Application of ICT for Pedagogical Innovations

2.1 Using ICT for Pedagogical Innovations: Technological Pedagogical And Content Knowledge (TPACK), Learning Management Systems (LMS), Blended Learning, Flipped classrooms, Gamification, Virtual Reality and Augmented Reality, ICT assisted Collaborative Project based learning (PBL).

2.2 Engaging in collaborative learning through synchronous and asynchronous ICT tools (email, web chat, blogging, micro blogging, wikis, and ICT technological tools)

2.3 Developing functional skills to use discipline specific ICT tools (Geogebra, PhET ,Stellarium, Open Street Map, Marble, Turtle Art etc.)

2.4 Understanding and using Open Online Courses and Open Educational Resources: MOOC courses (SWAYAM, Udemy, CoL, edx etc.) OER initiatives (NROER, NPTEL, e- Gyankosh, DIKSHA etc.)

2.5 Developing an understanding of assistive technologies for inclusive classrooms: Tools and processes; Universal Design for Learning (UDL).

2.6 ICT tools for assessment and evaluation: e-portfolio, rubrics, survey tools, puzzle makers, quiz and test generators, reflective journal, question bank etc.

2.7 ICT for personal management: e-mail, task, events, diary, social Medias, Blog.

2.8 ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community

Field Engagement/ Learning Activities/ Practicum:

- Hands on experience on LMS - MOODLE
- A critical study of some e-learning courses and enrolling and completing some free-learning courses
- Organize web conferencing using Skype/Yahoo Messenger/Google+etc
- Developing a digital assessment portfolio and rubrics.

- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Creating digital concept maps, flow charts, timelines for a particular content
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and practicing flipped learning in school
- Finding, Creating and sharing OER materials
- Developing technology integrated unit/lesson plans and trying out in schools
- Developing an educational blog in www.blogger.com, www.wordpress.com, orwww.edublog.com

Suggested Readings:

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*,Neel Kamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
- Benkler, Y (2006) The Wealth of Networks: How social production transforms markets and freedom. Yale University Press.
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: NewDelhi.
- Castells, M. (2009) The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III. John Wiley & Sons.
- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
- Cuban, L. (2001). Oversold & Underused: Computers in the classroom. Cambridge, MA: Harvard University Press.
- David, M. (2009). *Project Based Learning- Using Information Technology*- Second Edition. Viva Books: New Delhi.
- DSERT Karnataka (2012). Position Paper on ICT Mediation in Education. DSERT
- GoI (2012) National Policy on ICTs in School Education, MHRD, Govt. of India.
- James, K.L. (2003). *The Internet: A User's Guide*. Prentice Hall of India Pvt. Ltd: NewDelhi.
- Laxman Mohanty, NeeharikaVora (2008). *ICT strategies for schools- a guide for school administrators*. Sage Publications: New Delhi.

- Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: NewDelhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department ofSchool Education and literacy, MHRD, Govt. of India, New Delhi
- MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT),Department of Higher Education, MHRD, Govt. of India, New Delhi
- Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_ index.html
- Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRMPress, UK.
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- NCERT (2013). National Repository of Open Educational resources (NROET), CIETNCERT, NCERT, New Delhi (nroer.gov.in).
- Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.
- Roblyer M.D., Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition).
- Semenov, Alexy (2005). Information and Communication Technologies in Schools. Handbook for Teachers. UNESCO.

UEDTC21004: Learning and Teaching

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction

This course brings together perspectives from many other courses and draws up on theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyse notions of learning and teaching on the basis of their own experiences and to move beyond them. Student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyse and discuss complex nature of teaching. They will analyse teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able to

- develop an understanding about the differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- develop awareness of the different contexts of learning.
- reflect on their own implicit understanding of the nature and kinds of learning.
- gain an understanding of different theoretical perspectives of learning including then constructivist perspective.
- develop understanding about the concept of teaching from various perspectives.
- explore teaching strategies to address diversity of students is a classroom.
- analyse 'teaching' as a profession.
- understand Indian knowledge systems.

Unit-1: Learning Process

1.1. Concept of learning, learner, and teacher; Factors associated with learning, and its characteristics

1.2. Instructional strategies: Discussion, Seminars, Tutorials, Brainstorming sessions, Team teaching, Individualised instruction, Cooperative learning, Mastery learning

1.3. Designing instructional system: Principles of instructional design; Models of instructional designs (4-C, ARCS, ASSURE, ADDIE)

1.4. Enhance essential learning and critical thinking with reference to NEP 2020: Holistic learning, inquiry-based, discovery-based, discussion-based, and analysis-based learning towards competency-based learning

1.5. Transfer of learning: Meaning, nature, types, and role of teacher for promoting positive transfer of learning

Unit-2: Theoretical Perspectives of Learning

2.1. Behaviourism and its educational implications

2.2. Cognitivism and its educational implications

2.3. Constructivism and its educational implications

2.4. Humanism and its educational implications

2.5. Connectivism and its educational implications

Unit-3: Changing Role of Teacher in 21st Century

3.1. Models of teaching: Concept Attainment Model, Advance Organiser Model, Inquiry Training Model, Inductive Thinking Model, Synectics

3.2. Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc; Understanding learning styles of students at elementary and secondary levels; Its implications for teachers

3.3. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner, e) preparing learner towards national development

3.4. Role of teacher in providing career guidance for self-reliance of learner, and as well as to ensure physical, psychological and emotional well-being as counsellor

3.5. Performance appraisal of teachers

Unit-4: Cognition and Learning

4.1. Individual differences among learners; National Education Policy 2020 perspectives on Equitable and Inclusive Education: Learning for all

4.2. Attention, Memory, Motivation, Perception, and Performance: Meaning, Types, Strategies for developing

4.3. Judgment and Decision making

4.4. Approaches to Problem-solving

4.5. Intelligence, Multiple Intelligence, and Emotional Intelligence

Field Engagement/ Learning Activities/ Practicum:

- Get registered with National Career Service Portal of Ministry of Labour & Employment, Government of India, and write a note on how it is useful to students.
- Conduct Projects on identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
- Conduct Projects on Develop strategies for critical thinking among learners; fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.
- Analysis of a case of maladjusted adolescent learner.
- Conduct psychological test for school students in concern to provide career guidance.
- Teacher trainee can undertake any innovative, and/or latest psychological, curricular, and/or policy studies regarding learner development.

Suggested Readings

- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers.
- Kumar, S. (2014). *Child Development and Pedagogy*. Pearson.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. https://www.education.gov.in
- Mohan, Aruna (2011). Understanding the Learner & Classroom Management Hyderabad: Neelkamal Publications Pvt. Ltd.
- NCERT. (n.d.). *NCFs and XXI National Focus Group Position Papers*. https://ncert.nic.in/focus-group.php?ln=
- NCERT. (n.d.). *Training and Resource materials in Adolescence Education.* New Delhi. https://ncert.nic.in/dess/aep.php
- OECD. (2018). *Position Paper: The Future of Education and Skills Education 2030*. https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018). pdf
- Skinner, E.C. (1984). *Educational Psychology* (4th Edition). New Delhi: Prentice Hall of India Pvt. Ltd.

Web Resources

- Animated Videos from Study.com. http://study.com/academy/course/educational- psychology-course.html
- Seifert, K. and Sutton, R. (2011). Educational Psychology Third Edition. http://www.oercommons.org/courses/educational-psychology/view
- Introduction to Psychology. Open Textbook. http://open.lib.umn.edu/intropsyc/
- Generic Issues, NCERT, http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/generic.pdf
- www.aeparc.org

UEDTC21005: Knowledge and Curriculum

Year : I Year	Semester : II	
Total Credits : 4	Contact Hrs per week : 5 hours	
Internal Marks : 40	External Marks: 60	Total : 100 Marks

INTRODUCTION:

One of the important roles of teachers concerns facilitation of construction, transfer, reinforcement and refining of knowledge during interaction with students. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This paper imparts necessary preparation to student teachers in dealing with various dimensions of knowledge and its transaction in a social environment. Further, this paper deals with design & implementation of curriculum at various levels (National, State, School) and influencing factors while preparing curriculum & required considerations.

Course Learning Outcomes: After completion of this course, the student teachers will able to

- Acquire the difference between knowledge and information, sources and construction process of knowledge and criteria to be considered something as knowledge.
- Distinguish between 'knowledge' and 'information', and 'reason' and 'belief 'based on epistemological basis of education, to engage with the enterprise of education.
- Understand the concepts and process of curriculum planning, preparation of syllabi and development of textbooks at different levels.
- Improve their skill sets by analyzing textbooks and related educational material in the context of aims & objectives of education and learning outcome.
- Able to describe the activities inside and outside the classroom and the common place rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc.
- Examine the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.
- Understand the dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child- friendly in pedagogy.
- Understand the importance of National, State and Local aspirations and aspects to integrate in curriculum with appropriate priorities and strategies.
- Understand the determinants of curriculum (Philosophical, Psychological, Scientific & Technological, Social and Political) and the role of curriculum designers to design

comprehensive curriculum with balancing the ideology & community aspirations.

UNIT 1: KNOWLEDGE AND KNOWING

1.1 Knowledge Meaning

- What is knowledge?
- What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
- Differentiate between information, knowledge, belief, and truth.
- Indian Pramanas – Pratyaksa (Perception), Anumana (Inference), Upamana (Comparision & analogy), Arthapatti (postulation, derivation from circumstances), Anupalabdhi (non-perception, negative or cognitive proof) and Sabda (verbal testimony)

1.2 Knowing Process

- What are the different ways of knowing?
- How knowledge can be constructed? What is involved in the construction of knowledge?
- What are the relative roles of knower and the known in knowledge transmission and construction?

1.3 **Facets of Knowledge:** Different facets of knowledge and relationship, such as:

- local and universal; concrete and abstract; theoretical and practical; contextual and textual; school and out of school (With an emphasis on understanding special attributes of 'school knowledge.
- What is the role of culture in knowing?
- How is knowledge rendered into action? How to reflect on knowledge?

Views of Gandhi, Tagore, Krishnamurti and Aurobindo on knowledge and education

UNIT 2: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS

2.1 Can we categorise knowledge? On what basis?

- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimises, and organises categories of knowledge in Schools? In what form?
- How does school knowledge get reflected in the form of curriculum, syllabus, and textbooks?

2.2 **Understanding the meaning and nature of curriculum**: Need for Curriculum in schools

2.3 **Differentiating** aims of education (Policy), curriculum framework, curriculum and syllabus;

their significance in school education

2.4 **Meaning and facets of curriculum**: Core curriculum, Hidden Ccurriculum—significance in Indian context

2.5 **Curriculum visualized at different levels**: National-level; state-level, school-level; class- level and related issues (Connections, relations, and differences)

UNIT 3: CURRICULUM DETERMINANTS AND CONSIDERATIONS

3.1 Broad determinants of curriculum making at the nation or state-wide level

- Philosophical, Social-cultural, Political, Psychological, Geographical and Economic diversity and Scientific and technological.
- Socio-political aspirations, including ideologies and educational vision.
- Economic necessities; Technological possibilities; Cultural orientations.
- National priorities; System of governance and power relations; and international contexts

3.2 Considerations in curriculum development at the level of the school

- Forms of knowledge and its organization in different school subjects
- Relevance and specificity of educational objectives for concerned level
- Socio-cultural context of students – multi-cultural, multilingual aspects
- Learner characteristics
- Teachers' experiences and concerns
- Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT 4: CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)

4.1 **Understanding different approaches to curriculum development:** Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.

4.2 Process of curriculum making

- Formulating aims and objectives (based on overall curricular aims and syllabus)
- Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects.
- Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects

- Construction of curriculum; teachers' role and support in 'transacting curriculum; developing curriculum; researching curriculum.
- Operationalizing curriculum into learning situations: selection and development of learning resources (textbooks, teaching-learning materials, and resources outside the school – local environment, community, and media, etc.)
- Evolving assessment modes

4.3 Process of curriculum implementation, evaluation, and renewal

- Need for a model of continual evaluation.
- Feedback from learners, teachers, community, and administrators
- Observable incongruencies and correspondence between expectations and actual achievements

Field Engagement/ Learning Activities/ Practicum:

Each student-teacher is required to submit two assignments selecting one from each group given below:

Group I: Analysis of any textbook with regard to incorporation of environmental concerns

- Analysis of any one textbook with regard to incorporation of gender education
- Preparation of a report on community action and practice in promoting life-skill among the young people
- Observation and reporting on violation of child rights in any locality.

Group II: Critical appraisal on overview of salient features of the 'philosophy and practice' of education advocated by any two following thinkers and their presentation :

- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education or education for self-sufficiency
- Aurobindo Ghosh: Integral education
- J.Krishnamurthi: Education for individual and social transformation.

SUGGESTED READINGS :

- Acharya, P. (1996). Indigenous Education and Brahminical Hegemony inBengal, and Shahidullah, Kazi „The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In NigelCrook (ed.) The Transmission of Knowledge in South Asia: Essays on Education,nReligion, History and Politics. New Delhi: Oxford University Press, 98-118.
- Badheka, G. (1999). Montessori Paddhati. Chapter 5: Montessori Shala kaVatavaran.

Bikaner: Vaagdevi Prakashan.

- Badheka, G. (2001). Ball Shiksham aur Shikshak Bikaner: Vaagdevi Prakashan.
- Dewey, J. (1952). The School and the Child, New York: The MacmillanCompany, (Also available in Hindi School and Bachche Translation: RRCEE)
- Dewey, J. (2009). School aur Samaj. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).
- Dweck (Eds.), Handbook of competence and motivation (pp. 15–30). Guilford Publications. essays. New Delhi: Rupa & co.
- Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students:Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai:Krishnamurti Foundation of India.
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- Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey,Rabindranath Tagore, M.K. Gandhi, Maria Montessori Fifty Major Thinkers onEducation From Confucius to Dewey, USA: Routledge.
- Ramachandraiah B.R (2023). Knowledge and Currrculum published by Vishmaya Prakashan, Mysuru
- Rousseau, Jacques J. (1979). Emile or on Education, translated by Allan BloomBasic. 7-18.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching.Educational Researcher, 4–14.
- Sternberg, R.J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S.
- Stiggins, R. (2005). From formative assessment to assessment for learning: A path tosuccess in standards-based schools. Phi Delta Kappan, 324–328.
- Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.
- Sykes, M. (1988). The Story of Nai Taleem, Nai Taleem Samiti, Sevagram:Wardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi Nai taleem Ki Kahani Translation: RRCEE)
- Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other
- Thakur, R. (2004). Ravindranath ka Shikshadarshan Chapter 1: Tote ki Shiksha, Chapter7: Aashram Shiksha, New Delhi: Granthshipli.
- The PROBE Team. (1999). Public report on basic education in India. Delhi: Oxford
- Weir (Eds.), Curriculum, syllabus design and equity: A primer and model.Routledge.

UEDTC21006: Assessment for Learning

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction:

Assessment for learning (AFL) is an educational approach that focuses on using assessments as a tool for enhancing student learning and informing instructional practices. Assessment as a tool for promoting student engagement, self-reflection and continuous improvement. Assessment for learning promotes a shift from a teacher-centered approach to a student-centered approach to education.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able to

- Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)
- Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and
- Evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

Unit 1: Assessment and Evaluation-An Overview

1.1. Concept and meaning of test, measurement, examination, assessment and evaluation

1.2. Perspective on assessment and evaluation for learning in a constructivist paradigm

1.3. Principles and process of evaluation, types of evaluation - formative and summative evaluation

1.4. Continuous and Comprehensive Evaluation(CCE)- concept and importance

1.5. Distinction between assessments of learning, assessment for learning, assessment as learning.

1.6. Understanding notions of ‘Subject-based learning’ in a constructivist perspective

Unit 2: Tools and Techniques of Assessment for Learning

2.1. Characteristics of Good Measuring Instrument: validity, reliability, objectivity and practicability.

2.2. Techniques of Evaluation –observation, questionnaire, checklist, rating scale and interview, construction and uses.

2.3. Organizing and planning for student portfolios and developing rubrics for portfolio assessment.

2.4. Test: concept and uses, Criterion and Norm reference test

2.5. Achievement test: Meaning and Importance - types of achievement test –oral, written and performance test – Meaning and Importance.

2.6. Written tests: Essay type test, Short Answer type test, and Objective type test – Meaning, Characteristic and Advantages.

2.7. Objective Type Test - Multiple choice, Matching test, Completion True/False and analogy type – concept, characteristics, construction and advantages.

Unit 3: Examination System: Reforms

3.1. Place of marks, grades and qualitative descriptions

3.2. Examination for social selection and placement

3.3 Introducing flexibility in examination – taking requirements

3.4. Improving quality and range of questions in exam papers school- based credits

3.5. Examination management

3.6. Role of ICT in examination

3.7. Policy initiatives to reduce ill effects of examination.

3.8. Online exam and open book exams: Meaning, objectives advantages and limitations.

3.9. Role of Feedback to enhance the learning process: Parents and teachers feedback

3.10. Year wise examination system Vs Semester examination system

Unit 4: Data Analysis, Feedback and Reporting

4.1. Statistics: Meaning, Importance, Frequency Distribution- steps in preparation of frequency distribution tables, percentage, graphical representation, central tendency, variation, normal distribution, percentile rank.

4.2. Correlation: Meaning, types of correlation, coefficient of correlation methods.

4.3. Normal probability curve(NPC), characteristics and uses, Skewness, Kurtosis types and uses

4.4. Reporting children's progress and assign the grading

Field Engagement/ Learning Activities/ Practicum:

- A review on perspectives on assessment and the implementation strategies suggested by various Committees and Commissions.
- Analysis of a range of assessment tools collected from different schools
- Developing worksheets and other tasks/tools for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment
- Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same.
- Observing, interviewing and writing comprehensive profile of a student
- Simulated exercises in 'marking' and giving feedback to fellow teacher-learners (on a written task); critical review of feedback.
- Simulated exercise in marking an examination paper in one's subject area; critical review of marking.

Suggested Readings

- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. Assessment in Education: Principles, Policy & Practice, 22(1).
- Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.
- Guskey, T.R. (2003). How classroom assessments improve learning. EducationalLeadership, 60(5), 7-11
- Kay Burke (2006) From Standards to Rubrics in 6 Steps, Tools for Assessing StudentLearning, K-8, Corwing Press, A Sage Publicaitons Company, California
- Nawani, D (2015). Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No. 3.
- Nawani, D (2012), continuously and comprehensively evaluates children, Economic & Political Weekly, Vol. XLVIII, and Jan 12, 2013.
- NCERT(2007) National Focus Group Paper on Examination Reforms

- Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher.
- Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani
- Ranganathan(http://www.ashanet.org/projectsnew/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf)

UEDTD21211: Pedagogy of English - II

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014 and NEP 2020. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NEP 2020 envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching- learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Course Outcomes: On completion of this course, the teacher trainees will be able to

- identify methods, approaches and materials for teaching English at various levels in the Indian context.
- develop activities and tasks for learners including audio-video materials, ICT and Internet.
- understand the process, principles, and policies of English language curriculum development.
- understand the process of language assessment.

Unit-1: Approaches, Methods and Techniques of Teaching English

1.1. Concept of approach, methods, techniques

1.2. A Survey of Methods of Teaching English: Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method

1.3. Structural and Situational Approach in Teaching of English

1.4. Communicative Approach in Teaching of English

1.5. Constructivist approach and Collaborative Approach and Eclectic Approaches

Unit-2: Planning the Classroom Transaction

2.1. Academic standards, Competencies, and Discourses

2.2. Annual Plan, Lesson Plan, Period plan in Teaching English

2.3. Developing Period Plan for the Lesson (Face sheet, Pre-Reading, Reading, Post- Reading, written Discourse, Grammar, Vocabulary, Study skills,)

2.4. Guiding Project Work. Reporting and presenting

2.5. Study Skills - Note Making and Note Taking, using SQ3R and Graphic Organizers

2.6. Reference Skills - Use of Dictionary, Thesaurus and Encyclopaedia; The role of library in developing study and reference skills

2.7. Suggested Activities in Teaching of English: Situationalisation, Dramatization, Language Games, Role Play, Soliloquy, Integration of English with other subjects, English Language Club, Simulation, Poster Making, Paper Folding, Field Trips, Holding Discussions / Conversations, Documentation.

Unit-3: Curriculum Development

3.1. Curriculum and Syllabus

3.2. Language Curriculum Design - Principles of Curriculum Construction

3.3. Philosophy and guiding principles for the development of English text books with reference to latest NCF, your SCF, NCFTE, RTE, NEP 2020, and The Position Papers

3.4. Syllabus designing and Text book development process

3.5. Reviewing Present English text books.

Unit-4: Evaluation

4.1. The concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative

4.2. Linking Evaluation with the concept of CCE

4.3. Meaning and significance of CCE in English

4.4. Typology of questions

4.5. Blue Print of a Question Paper, Preparation CCE Record

4.6. Analysis and Interpretation of Test Scores

4.7. Identifying learning language difficulties and dealing with them of the learner

Field Engagement/ Learning Activities/ Practicum:

- Grammar topics need to be recorded from the secondary school English in the text books
- Case study of use of home language and English as second language.

- Construction of a unit test: Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Conducting discussions and debates with peers.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two boards.
- Teacher trainee can undertake any innovative, and/or latest pedagogical, curricular, and/or policy studies regarding English language teaching.

Suggested Readings:

- Halbe, Malati. (2005). *Methodology of English Teaching*. Himalaya Publish House.
- Kavita, Sharma. (2020). *Implementation of Continuous and Comprehensive Evaluation in the light of RTE Act-2009: A Study*. Department of Elementary Education, NCERT. https://ncert.nic.in/pdf/announcement/CCE-Study.pdf
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. https://www.education.gov.in
- NCERT. (n.d.). *NCFs and XXI National Focus Group Position Papers*. https://ncert.nic.in/focus-group.php?ln=
- Prabhu, N., S. (1987). *Second Language Pedagogy*. Oxford University Press, NY
- Susmita, Patrao et. al. (n.d.). *Methods of Teaching English*. Utkal University. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_ENGLISH.pdf

UEDTD21215: Pedagogy of Physical Science -II

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction:

In the second semester of the pedagogy of physical science, the focus continues to be providing effective teaching learning materials, learning experiences and preparing improvised apparatus. This semester encouraged applying the knowledge and skills gained through practical teaching experiences, lesson planning and classroom observations. The aim is to develop competent physical science educators who can inspire students and foster a love for science while effectively teaching the subject matter.

Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit 1: Learning Resources in Physical Science

1.1. Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.

1.2. Identification and use of learning resources from immediate environment (e.g Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Propagation of Waves in solid, liquid and gas,etc.)

1.3. Improvisation of apparatus, identifying some inexpensive sources of chemicals, Science kits.

1.4. Laboratory as a Learning resource. Planning and organising laboratory work, maintain the regular record of laboratory work and safety in laboratory.

1.5. Planning of extended experiences, Dale's cone of experiences, Instructional aides and computer aided instruction in science, multi-media packages, interactive software, websites, Open Educational Resources (OER) etc.

1.6. Factors affecting media selection ICT for inclusive education

1.7. Social networking sites and their use in Science education; Integrating ICT in teaching- learning process.

Unit 2: Planning, Tools and Techniques for Learning Physical Science

2.1. Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).

2.2. Developing year plan, unit plan, lesson plans and Remedial/Enrichment plans using combinations of various processes.

2.3. ICT application in learning Science/ Physics/ Chemistry.

2.4. Concepts of test, examination, measurement, assessment and evaluation. Continuous and Comprehensive Evaluation (CCE) - objectives of CCE, features of CCE and functions of CCE, formative and summative assessment.

2.5. Performance based assessment a flexible way of school based assessment, assessment framework, learning indicators and types of learning indicators.

2.6. Tools and technique of assessment-- assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs.

2.7. Recording and reporting of learning evidences-Measurement of students' achievement -marks and grading, Measurement of process skills, attitudes and aptitude of learners; Portfolio - its role in evaluating students.

Unit 3: Physical Science: Lifelong Learning

3.1. Meaning and rationale of lifelong learning; Attributes of a lifelong learner and developing these attributed in students by exposing them to a variety of teaching-learning activities in Science/ Physics/ Chemistry.

3.2. Appreciating every child's natural curiosity of observation and drawing conclusion, facilitating lifelong learning in students with special educational needs.

3.3. Preparing learners for lifelong learning by stimulating creativity and inventiveness in Science – debate, discussion, drama, poster making, visit to various places, science club, celebrating specific days, field visits, science exhibitions: benefits and objectives, evaluation of exhibits, exploring linkages with district/ state/central agencies; Teacher as a lifelong learner.

Unit 4: Professional Development of Science Teachers

4.1. Professional development at the individual, organisational and governmental level.

4.2. Role of reflective practices in professional development–questionnaires, research and portfolio.

4.3. Format of a Research plan, knowledge is tentative, Action research in physical science, areas and steps in action research.

4.4. Teacher as a researcher: Action research by teachers in collaboration with research institutions, voluntary organizations,etc. steps in action research with examples of physical science helping students to develop attitude of research.

Field Engagement/ Learning Activities/ Practicum:

- Planning and discussion of lessons for the school experience programme.
- Developing remedial or enrichment programmes.
- Conduct of activities/Experiments.
- Developing Teaching-Learning resources
- Laboratory work- management of laboratory, activities and project work.
- Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment**.**
- Report of one Action Research carried out in the practicing school
- Critical review of a recently published research paper in Science/Physics/Chemistry Education Journal
- Critical review of a Textbook of Science/Physics/Chemistry.

Suggested Readings

- Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.
- Collette, T. Alfred. And Chiappetta, L. Engene. (1994) Science Instruction in the Middle and Secondary Schools, Macmillan Company.
- Driver Rosalind and Rushworth Peter et.al. Making sense of Secondary Science Research into Children's Ideas.
- Harlan, Jean, (5th Edition), Science Experience for the Early Childhood Years.
- Harley, Wynne & Elstgest, Jos, UNESCO Sourcebook for Science in Primary School. A workshop approach on teacher education.
- Mohan, R. (196) Innovative Teaching of Physical Science, McGraw Hill Publishing Company Richard, Sandra Amos (2002). Aspects of teaching secondary science, The Open University Press.

- Vaidya, N. (1999) Science Teaching Science for the 21st Century, Deep and Deep Publishers.
- Vidya. N. (1998) How to think Scientifically, Deep and Deep Publishers.
- Wallace, John and Louden, William (2002) Dilemmas of Science Teaching, Routledge Publishers.

Web resources:

- http://www.arvindguptatoys.com/
- https://phet.colorado.edu/
- http://www.nasa.gov/
- http://undsci.berkeley.edu/teaching/ and http://undsci.berkeley.edu/
- http://www.plantingscience.org/
- http://edheads.org/
- https://www.discoveryeducation.com/teachers/
- http://www.ncert.nic.in/NCERTS/textbook/textbook.htm?jesc1=0-16
- http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice_17.pd

UEDTD11207: Pedagogy of Social Sciences - II

Year: I		Semester: II
Total Credits: 4		Contact hrs per week : 5
Internal Marks: 40	External Marks: 60	Total marks; 100

Introduction: By completing this course, teacher trainees will develop a holistic understanding of the pedagogy of social sciences, enabling them to effectively engage their future students, foster critical thinking, and create meaningful learning experiences in the fields of history, geography, political science, and economics.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able:

- To acquaint with history, geography.
- To understand the strategies of teaching political science, economics.
- To gain mastery in using resources in social science.
- To know various methods of valuation.
- To apply various methods of assessment.
- To use various methods of teaching history, geography, political science and economics.

UNIT I: TEACHING OF HISTORY AND GEOGRAPHY

1.1. Interactive, constructivist and critical pedagogies in History

1.2. Going beyond the textbook; Getting children to craft little nuggets of History from primary sources.

1.3. Encouraging children to think from first principle in History.

UNIT II TEACHING OF POLITICAL SCIENCE AND ECONOMICS

2.1. What is Politics? Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty Forms of Government: Democratic (Liberal and Social)**.**

2.2. Non-democratic Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers Organs of Government: Legislature, Executive, and Judiciary.

2.3. What is economics? Economics: Nature and scope, key concepts of economics

UNIT III RESOURCES IN SOCIAL SCIENCE

3.1. Teaching learning material: Need and objectives; collection and preparation

3.2. ICT in social science classroom.

3.3. Social science resource room: Need, establishment, components and management

3.4. social science teacher; Nature; personal ideology and personality traits; academic and professional competencies ; and as a reflective practitioner

UNIT-IV EVALUATION AND ASSESSMENT IN SOCIAL SCIENCE

4.1. Formative assessment: strategies and tools in continuous and comprehensive assessment.

4.2. Summative assessment: objective and subjective strategies assessment at different stages: secondary level.

Suggested practicum:

- Establishment and enrichment of social science resource Centre
- Enrichment of the subject areas like geography, history, political science, economics Collection and maintenance of relevant instructional resources
- Development of unit/ thematic plan

Suggested Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

UEDTD21218: Pedagogy of Mathematics -II

Year: I		Semester: II
Total Credits: 4		Contact hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

Introduction:

Teaching of Mathematics is a challenging yet interesting task. This course will enable the student teachers to plan and execute effective methodology for Mathematics teaching. Student teachers will learn to design and utilize teaching tools for Mathematics. They will explore different ways and means of assessment and resources for enhancing capacities of Mathematics teaching. This course also prepares student teachers for continuous professional development as a Mathematics teacher after competing B. Ed. programme.

Course Learning Outcomes: After completion of this course, the student teachers will able to

- Understand and adopt ways in enhancing quality of Mathematics learning.
- Acquire expertise in development, adoption and use of different types of teaching learning material for effective Mathematics learning and teaching.
- Develop awareness of innovations in the teaching-learning processes of Mathematics and ways to adopt those in the classroom practices.
- Understand different ways of continuing professional development of Mathematics Teachers.

Unit 1: Planning for Teaching-Learning of Mathematics:

1.1: Selecting the content for instruction; Identifying concepts to be transacted at various levels with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.);

1.2: Organization of concepts for teaching-learning of mathematics, stating instructional objectives, identifying learning experiences, appropriate strategies,

1.3: Teaching aids (Using low-cost material –preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.);ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

1.4 Learning Resources in Mathematics – Textbooks, audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

Unit 2: Assessment and Evaluation 2.1: Informal Creative Evaluation:

Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess understanding of mathematical concepts, processes and communication, creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

2.2: Formal Ways of Evaluation:

Variety of assessment techniques and practices, assessing Product Vs Process, Knowing Vs Doing, practice of conducting midterm/terminal examination, practicing continuous and comprehensive evaluation to test regular programmes/achievements of learner.

Unit 3: Mathematics for All:

3.1: Identifying learners strength and weaknesses; Activities enriching mathematics learning- assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities-games, puzzles and riddles in mathematics, cooperative learning, ensuring equal partnership of learners with special needs.

Unit 4: Professional Development of Mathematics Teachers:

4.1: Types of in-service programmes for mathematics teachers; role of mathematics teachers association; Journals and other resource materials in mathematics education; Professional growth-participation in Conferences/seminars/workshops.

Field Engagement/ Learning Activities/ Practicum:

- Pick up a game from any of the NCERT textbooks/Laboratory manual (Upper Primary or Secondary) in mathematics. Ask a group of students to play that game.
- You may choose the number of students in the group .Observe the students when they play the game. Prepare a report based on the following points:

- See what are the mathematics related strategies used by the students to win the game.
- Observe the weaknesses and strengths of the students in the related mathematics concepts.
- Suggest ways to improve their weaknesses.
- Do you feel activities /games help to enrich student's learning? Comment.
- Do you feel activities /games help to know about student's learning? Comment
- Identify one concept each from Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Menstruation and Geometry and show in detail how it can be used in day- to- day life.
- Frame at least one open ended question in areas like arithmetic, algebra, geometry and menstruation. Allow students to respond to these questions in their own way. Note the responses Prepare a report on: The nature of students' responses.
- Do the students understand the concepts in a better way? How do you know?
- Conduct a diagnostic test in any one area of Mathematics and identify Mathematical weakness of students.

Suggested Readings

- Anice, J. (2005). *Teaching of Mathematics*. Hyderabad: Neelkamal.
- Balkrishna, S. (2013).*What Is Mathematics?*Bengaluru: National Book Trust.
- Beckmann, C.E.,Thompson, D.R., and Rubenstein,R.N. (2010).*Teaching and Learning High School Mathematics.*New Jersey : John Wiley and Sons.
- Chambers, P. (2010). *Teaching Mathematics: Developing as a Reflective Secondary Teacher*. New Delhi: SAGE.
- Cowan, P. (2006).*Teaching Mathematics, A Handbook for Primary and Secondary School Teachers.* London: Routledge.
- Davis, D.R.(1951). *The Teaching of Mathematics*.London: Addison Wesley.
- Katz, V.J. (Ed.) (2007). *The Mathematics of Egypt, Mesopotamia, China, India and Islam: A Sourcebook*. New Jersey: Princeton University Press.
- Kilpatrick J, Hoyles C., and Skovsmose, O. (EDS.) (2005). *Meaning in Mathematics Education.* New York: Springer.

- Noss, R.(1988).The Computer as a Cultural Influence in Mathematical Learning. In Bishop, A.J. (EDS.) *Mathematics Education and Culture*. London : Kluwer.
- NCERT (2006). *Position Paper-National Focus Group On Teaching of Mathematics.* New Delhi: NCERT.
- NCERT (2009). *Source Book on Assessment of Mathematics - Primary Classes*. New Delhi: NCERT.
- NCERT (2011). *Laboratory Manual in Mathematics-Elementary Stage*. New Delhi: NCERT.
- NCERT (2011).*Laboratory Manual in Mathematics-Secondary Stage*, New Delhi: NCERT.
- NCERT (2012).*Pedagogy of Mathematics Textbook for Two-Year B. Ed Course*. New Delhi: NCERT.
- NCERT (2013). *Source Book on Assessment of Mathematics –Classes VI-VIII*. New Delhi: NCERT.
- Novak,J.D.&Gowin, D.B.(1984).*Learning How To Learn*. New York: Cambridge University Press.
- Polya, G. (1965). *Mathematical discovery: On understanding, learning and teaching problem solving (vol. 2).* New York: Wiley.
- Roy, H. (1990).*Development of Mathematical Skills*. London: Blackwell.
- Schonnel, F.J.(1965).*Diagnostic and Remedial Teaching in Arithmetic*. London: Lever and Boyd.
- Sidhu, K.S.(1967).*The Teaching of Mathematics*. New Delhi: Sterling.
- Skemp,R.R. (1971). *The Psychology of Learning mathematics*.London: Penguin Books.
- William, D.(1998).A Framework for Thinking About Research in Mathematics and Science Education.In Malone J.A., Atweh B., and Northfield, J.R. (EDS.) *Research and Supervision in Mathematics and Science Education.*New Jersey: Lawrence Erlbaum.

UEDTD21219: Pedagogy of Biological Science -II

Year: I		Semester: II
Total Credits: 4		Contact hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

Introduction:

The Pedagogy of Biological Science aims to provide student teachers with the necessary knowledge, skills, and pedagogical strategies to effectively teach biological science in the classroom. The course focuses on developing the competencies and skills among the student teachers to critically analyse the Biology curriculum and transact it effectively. It would equip student teachers to design and deliver engaging lessons, develop age-appropriate instructional materials, and employ various teaching methods to cater to diverse student needs. The course aims to familiarize teacher students with hands-on and experimental approaches to teach science that would enable them to design and conduct experiments, demonstrations, and practical activities to enhance student understanding and engagement. The course aims to equip teachers with practical skills in setting up laboratory equipment, safety procedures, and data analysis. It would enable student teachers to develop the skills to integrate technology effectively into science teaching. Student teachers would learn about available digital resources, software, and tools that enhance the teaching and learning of science. They would develop skills to use multimedia, simulations, and online platforms to engage students and facilitate scientific exploration. The course focuses on effective assessment and evaluation practices in biological science education. Student teachers would learn how to design assessments that measure students' scientific understanding, skills, and abilities. They would be able to explore formative and summative assessment techniques, rubric development, and providing constructive feedback to support student learning. The course will prepare student teachers as a reflective practitioner, researcher and a continuous learner.

Course Learning Outcomes:

On completion of this course, the students will be able to

- Develop a critical understanding about the curriculum of Biology.
- Select and use age and content appropriate Teaching learning resources in Biology.

- Acquire the skills to conduct various activities in and out of the classroom for learning Biology.
- Develop interest of students in biological science.
- Acquire specific laboratory skills to conduct practical work in Science.
- Develop and use tools and techniques for assessment and evaluation of student's performance in Biology.

Unit 1: Curriculum of Biology at School stage

1.1 **Recent trends of Science and Biology Curriculum;** Environment oriented approach of Biology curriculum, Multidisciplinary approach, Inclusion of Indian Knowledge system in Biology curriculum.

1.2 **Selection and organization of contents in Biology;** Curricular concerns in its development considering cognitive abilities and development of learners.

1.3 **Analysis of curriculum;** Analysis of NCFs, SCFs, Position papers to identify the underlying principles to develop biology curriculum in schools, Analysis of current syllabi (NCERT and other states) and text-books pertaining to Biology at various stages of school education (Upper Primary, Secondary and Higher Secondary), Analysis of other print and electronic materials in the area of Biology.

Practicum: Critical review of syllabi or Textbook of Science/Biology.

Unit 2: Teaching-Learning of Biological Science

2.1 Planning for transaction of concepts; Development of Year plan, Unit plan, Lesson Plan using variety of approaches.

2.2 Introduction to Learning Resources in Biology; Need and significance of learning resources in Biology, Identifying and analyzing age and stage specific learning resources in teaching-learning process of Biology.

2.3 Exposure to various learning resources in Biology; Developing and using Science experiment kits, Planning and organization of Field visits and excursion (Botanical and Zoological Gardens, Science Centers, Science Museums, Sea shores, etc.) as learning resource, Science projects (both in schools and outside), debates, discussions, Quizzes,

Science fairs, Exhibitions, ICT tools (virtual experiments, simulations and online resources).

2.4 Biology Laboratory as a learning resource; Developing and managing Biology laboratory, Planning and organising activities, experiments, and other practical experiences in laboratory.

Practicum: Arranging and conducting any one experiment of biology in laboratory.

Or

Preparing an improvised Science kit to be used in the classroom/ laboratory for conducting demonstrations or experiments in biological science.

Or

Planning and organizing any one activity beyond the walls of classroom for teaching- learning of biological science.

Unit 3: Tools and techniques for assessment of learning in Biological Science

3.1 Development of assessment framework; Identifying Learning Indicators, writing learning evidences/ outcomes in biological sciences, Preparing blue print.

3.2 Assessment for Theory; Development and administration of achievement test (open- ended and structured) in biological sciences for formative and summative evaluation, Diagnostic tests, remedial/enrichment content in biology.

3.3 Assessment of practical work; Formal experiments in laboratories, viva-voce, reports of field visits and excursion, Report of Project work, learners' portfolio, Oral presentation of learners' work (peer interaction, group discussions, seminar presentation) on various topics related to biological processes, environment and recent advancements in the area of biological sciences.

3.4 Assessment through Creative Expression: Essays, Posters, Drama, Poetry, Riddles, Collaborative concept mapping etc.

3.5 Recording and reporting of learning evidences/outcome: Measurement of students' achievement – marks and grading.

Practicum: Preparation of a learning assessment tool for biological sciences.

Unit 4: Professional Development of Biology Teachers

4.1 Various professional developmental programs for in-service teachers; Teacher training short term courses, Academic Refresher courses, Seminars, workshops, conferences, Panel discussions, Invited Talks, Lecture series, etc.

4.2 Activities for professional developmental for biology teachers; Field visits of teachers to botanical gardens, zoo, National Parks, National level institutes and laboratories in the area of biological sciences, membership of professional organizations conducting research and innovations in the field of Biology, Sharing the best practices of teaching-learning and Reflective practices through ICT based on-line platforms, Collaborations of schools with colleges, universities and institutes of Higher Education.

4.3 Teacher as a researcher: Action research in teaching-learning of Biology.

Practicum: Report of one Action Research carried out in the practicing school.

Suggested Readings:

- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Ameeta P., Kamakshi J., Srinivas K. (2016). Methods of teaching Biological Science.Hyderabad: Neelkamal Publications Pvt. Ltd.
- Barba, H.R. (1997). Science in Multi-Cultural Classroom: A guide to Teaching and Learning. USA: Allyn and Bacon.
- Chauhan. S.S (1985). Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn& Bacon.
- Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.

- Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner centered National Curriculum, In K. S. Taber (Ed.), Science Education for Gifted Learners (pp. 59-70). London: Routledge
- Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan : N. Y
- Das. R.C (1985). Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
- Dass R.C., Parsi.B.K & Singh, .L.C. (1975). Effective of Microteaching in Training of Teachers, NCERT, Delhi.
- Gupta, S.K. (1983). Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Jangira. N.K & Ajit Singh (1982). Core Teaching Skills, The Micro-teaching Approach, New Delhi: NCERT.
- Kulshreshtha, S.P, Kulshreshtha, A. K (2017). Pedagogy of Biological Science, Neelkamal Publications Pvt. Ltd.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.
- Radha Mohan (2004). Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
- Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
- Sood J.K (1987). Teaching of life science, Kohli Publishers Chandigarh.
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- Vaidya N (1997). The impact of Science Teaching Oxford & IBH Publication Co, New Delhi.

School Internship Programme for 2 years B.ED Course (Sem I, II, III)

Total Marks: 675

Total Credits: 27

INTRODUCTION:

A school internship programme is the heart of the entire B. Ed. curriculum. It prepares the prospective teachers for effective teaching. It provides real life and first hand experience to the teacher trainees regarding teaching - learning process. SIP boosts their confidence to become not only a good but also a humane teacher.s Through school internship, the student teachers get familiarized with the education system in general and school functioning in particular. SIP helps them to learn and practice the nuances of quality teaching. It promotes their overall development as not only a teacher but also as a guide, a facilitator, an administrator and a community leader.

LEARNING OUTCOMES:

After completion of the school internship programme, student teachers will be able to

- Understand the concept of micro teaching and its importance in teaching and learning process and acquire the skills of teaching in simulation mode.
- Understand the transaction of teaching – learning process through observation by visiting schools.
- Understand the significance of 'Teaching-Aid' in conceptual learning and its usage techniques.
- Develop lesson plan, unit plan and year plan and understand its value for the smooth transition of school level activities.
- Realise the dynamics of community in the context of ensuring the access to the quality school education for all children.
- Get acquainted with the school environment as well as overall the school education system and process.
- Understand the use of educational tools and tests through conducting action research, case studies and value the contribution of research for improving the quality of teaching – learning process.

Year- 1: Semester -I, : 4 credits

UEDFA11103: School Exposure Programme:

- Micro-Teaching (5 skills) – 2 credits
- Classroom observation – 1 credit
- Teaching Aid – 1

Year- 1: Semester -II: 3 credits

UEDFA21105 and UEDFA20106: Pre-internship Programme:

- School Attachment – 1 credit
- School visits and stray lessons) – 2 credits

Year- 2: Semester -III: 20: Credits

UEDID31107 and UEDID31108: School Internship Programme

- Teaching practice – Pedagogy-I : 6 credits
- Teaching practice – Pedagogy-II : 6 credits

UEDIA31109: Learning Activities and Assignments during Internship

- Action Research – 1 credit
- Case study – 1
- Observation- Peer classroom lessons - 1
- Administration of Psychological testing – 1 credit

UEDPD3110 and UEDPD3111: **Assessment of internship (viva) – 4 credits**

- Post Internship POSS -1
- Post Internship POSS -2

UEDTC40007: School Organization and Management

Year: II		Semester: IV
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

Introduction: The paper on School Organization and Management provides a comprehensive understanding of the fundamental aspects and principles involved in effectively running educational institutions. This course aims to equip students with the knowledge and skills necessary to navigate the intricate dynamics of school management, administration, and organization.

Course Learning Outcomes: On completion of this course, the teacher trainees will be able to**:**

- Understand the basic concepts of educational management.
- Understand different components of school management.
- Realize the multifaceted role of a teacher/head teacher.
- Understand and appreciate the process of becoming an effective teacher.
- Realize the importance and goals of secondary education in India.
- Imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
- Get a holistic view of quality in education and the agencies concerned with quality assurance.
- Develop an understanding of population concepts and the multi-dimensional nature of population education.
- Understand the concept of environmental education and the role of school in the context of sustainable development.

Course Content:

Unit-1: Introduction to school organization and Management

1.1. Meaning and Definition, Scope of School Organization and management
1.2. Inter relationship between school management, administration and organization
1.3. Aims, objectives and functions of school management
1.4. Types and principles of school management
1.5. Schools under different managements: Central Government schools a) Navodaya Vidyalayas b) Kendriya Vidyalayas c) Railway schools d) Sainik schools e) National Open Schools; State Government schools and Local Government Schools – Private – Aided and unaided schools

Unit-2: School as an organization

2.1. Meaning, definition and functions of a school

2.2. Role of the headmaster as an academician and administrator

2.3. Qualities and competencies of teacher and professional ethics &Code of Conduct.

2.4. Recommendations of various committees on professional development of teachers

2.5. Action Research: Academic, Administration, Teacher & Classroom

Unit-3: Institutional planning

3.1. Characteristics of institutional planning

3.2. Management and Administrative elements of school

3.3. Management of Material & Human Resources

3.4. School plant – location, building classroom, furniture, Sanitation and other Essentials

3.5. School resources – a) Library b) laboratory c) Hostels

3.6. Mobilization of resources – grants in aid, school budget

3.7. School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative)

Unit- 4: Universalization of Secondary Education and Quality Control

4.1. Constitutional Provisions, policies and programmes of secondary education.

4.2. Current status and problems of secondary education with special reference to: Girl child education; Inclusive education; Vocationalisation of education; Right to Education Act 2009 – Role of School in its implementation.

4.3. Equality in education – gender and marginalized groups.

4.4. Quality in Education: Quality – meaning and definition, Tools and techniques of quality control in education / institutional evaluation, Quality assurance in Education S.S.A. & RMSA, RUSA, Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council.

Field Engagement/ Learning Activities/ Practicum:

- Visit different types of schools & write a report on the Status of basic amenities available in schools and curriculum transaction in schools.
- Write a small report on professional ethics & code of conduct observed among present teachers in schools & teacher education institutions.
- Write a critical report on the teacher & student attendance in colleges of Education & provide some suggestions.
- Prepare different time tables & critically observe the same in the school & write a report.

- Collect the recommendations given by various commissions on professional development of teachers and critically view its implications.
- What are the funds provided by various funding agencies? What are their contributions to the development of quality of higher education? Critically write a report.
- Reflect on the research conducted by SSA. And write a report.
- How do you think NAAC is ensuring external & internal quality at higher education?

Suggested Readings

- Aggarwal, J.C. (2007). School Management. New Delhi: Shipra publication.
- Famulavo, Joseph (1986). Hand Book of Human Resource Administration. New York: McGraw-Hill.
- Haseen, Taj (2008). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- http://mhrd.gov.in/inclusive education
- http://mhrd.gov.in/rashtriya-madhyamik-shiksha-abhiyan
- Mohanthy, Jagannath (2007). Educational Management Supervision School Organization. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mohd., Akhtar Siddiqui (1991). Inservice Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Naik, J.P. (1976). Equality, Quality and Quantity - The Elusive Triangle in Indian Education. Bombay: Allied Publishers.
- National Curriculum Framework for Teachers (2009). New Delhi: NCTE.
- National Curriculum Framework (2005). New Delhi: NCERT.
- Tilak, Jandhyala B.G. (1992.) Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.
- Total Quality Management for Tertiary Education (2003). Bangalore: NAAC.
- Walia, J.S. (2004). Education in Emerging Indian Society. Paul Publishers.
- Walker, James W. (1980). Human Resource Planning. New York: McGraw-Hill.
- www.censusindia.gov.in
- www.naac-india.com
- www.ncte-india.org

UEDTC41008: Creating an Inclusive School

Year: II		Semester: IV
Total Credits: 4		Contact Hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

Introduction:

This course prepares student teachers in dealing with how to create an Inclusive School.Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is the course with an intention to develop a thought in the teacher which results in accepting 'all' the children in the class as his/her responsibility. This is a small beginning to a teacher towards a major change in the system and society.

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

- Understand the meaning and significance of inclusive education.
- Explain the Policy and legislative frameworks promoting inclusion.
- Describe the role of technology for inclusive education.
- Analyze critically the present curriculum in the light of inclusive education.
- Learn to create inclusive classrooms using inclusive pedagogy.

Course Content:

Unit 1: **Understanding Inclusion in Education**

1.1 History of inclusion –paradigm shift from segregation to inclusion

1.2 Policy perspective: Initiatives to promote inclusive education; International Focus: Salamanca 1994, UNCRPD, EFA (MDG); National Focus: Constitutional obligations for education of diverse groups, NPE 1986-92, Rehabilitation Council of India (RCI) Act 1992; PWD Act 1995 and revised PWD Bill 2012, NCF 2005, NFG paper, National Policy on Disabilities 2006, NEP 2020, SSA, RMSA, National Commission on Minority Education Institutions(NCMEI), National Commission for Education of SC, ST; Educational concessions, facilities and provisions.

Unit 2: **Understanding physical, psychological and socio – cultural diversity**

2.1 Diversity due to disability (Nature, Characteristic, Identificationand Needs); Special needs of children with sensory disabilities (visual impairment, hearing impairment,

speech impairment etc.)**;** Special needs of children with cognitive disabilities(ADHD, Autism spectrum disorder etc.)**;** Special needs of children with physical disabilities (locomotor disability, multiple disabilities etc.)**;** Special needs of children with learning disabilities (dysgraphia, dyscalculia, dyslexia etc.)

2.2 Diversity due to socio – cultural and economic factors: Discrimination, language attitudes, violence and abuse

2.3 Misconceptions about disabilities

Unit 3: Addressing Learners' Diversity

3.1 Curricular Issues: Curriculum adaptation/ modifications; Content contextualization; Assessment and Evaluation – Continuous Comprehensive Evaluation (CCE)**,** Alternative means for assessment and evaluation in inclusive classrooms

3.2 Learning and learner support--assistive and adaptive devices, ICT

3.3 Universal Design in Learning (UDL)

Unit 4: Teacher Preparation and Inclusive Education

4.1 Individualized education program on Children with Diverse Needs (CWDN)

4.2 Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.

4.3 Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.

4.4 Role of technology for inclusive education.

4.5 National institutes for disability (NIEPVD, AYJNISHD), NIEPID, NIEPMD, PDUNIPPD, SVNIRTAR, NILD, ISLRTC, NIMHR**)**

Practicum

- During the internship phase visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and theirsocio-economic and educational status.

- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, and child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers. Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think, Reflect and Discuss.

Suggested Readings

- Ainscow, M., and Booth, T.(2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A., and Booth, T. (2006) *Improving Schools, Developing Inclusion.* London: Routledge.
- Hegarty, S., and MithuAlur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion.* New Delhi: Sage.
- Jha, M. (2002).*Inclusive Education for All: Schools Without Walls*. Chennai: Heinemann.
- Julka, A. (2006).*Meeting special needs in schools A manual*. New Delhi: NCERT.
- Julka, A. (2012). *Index of Inclusion*. New Delhi: NCERT.
- Julka,A.(2014).*Including Children with Special Needs: Primary Stage*. New Delhi: NCERT.
- Julka,A. (2014).*Teachers Creating Inclusive Classrooms: Issues and Challenges – Research Study.*New Delhi: NCERT.
- Julka,A.(2015).*Including Children with Special Needs: Upper Primary Stage*. New Delhi: NCERT.

- MHRD (2009). *The Right of Children to Free and Compulsory Education Act 2009.*New Delhi: Ministry of Human Resource Development.
- NCERT(2006).*Position Paper : National Focus Group on Education of children with Special Needs.* New Delhi: NCERT.
- NCERT (2006).*Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe*. Children New Delhi: NCERT.
- UNICEF. (2003).*Examples of Inclusive Education*. Kathmandu: UNICEF ROSA.
- World Bank. (2003). *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.Washington, D.C. : World Bank Group.
- Ysseldyke, J.E., and Algozzine, B. (1998).*Special Education a Practical approach for Teachers.* New Delhi: Kanishka.

UEDTC41009: Language across the Curriculum

Year : II		Semester: IV
Total credits :4		Contact hrs per week: 5
Internal marks :40	External marks:60	Total Marks: 100

Introduction

Language is a form and means of communication. It is intimately related to human beings since it is the universal and exclusive characteristic of man alone. It is the product of the human mind and the vocal apparatus which the human being possesses. It is the most important tool he has ever devised. It is the tool which enables him to make his living, build his home and fashion his life. It is the instrument which gives order and organization to his thinking. This paper deals with nature, social and functions of language, language diversity in classroom and language learning theories and language skills. The Teacher Education Institutions offering the B.Ed. programme shall know about the language across the curriculum inside the class room and outside the class room.

Course Learning Outcomes: On completion of the course the students will be able

- To enable students to understand nature, function and role of language across the curriculum.
- To familiarize learners with NEP-2020.
- To acquaint students with obstacles in language usage while using the language and ways to overcome them.
- To make understand learners the importance of language and learning in different subjects.
- To develop critical reflection amongst learners in the contexts of classroom discourse.
- To engage learners with subject specific expository texts.
- To enable students to understand importance and use of first and second language, multilingualism and impact of culture.
- To familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills

UNIT 1: NATURE, ACADEMIC, SOCIAL AND FUNCTIONS OF LANGUAGE

1.1. Language: meaning, concept, definitions, aims, objectives, functions and importance

1.2. Proficiency of home language and school language

1.3. Strategies for Enhancing Language proficiency: drama, essay, storytelling, group discussion and peer tutoring

1.4. Nature of expository texts Vs. narrative texts - transactional Vs. reflexive texts.

1.5. Reading comprehension skills, language skills and literacy skills

1.6. Linguistic education: academic language and social language, CALP (Cognitive Academic Language Proficiency) skills, BICS (Basic Interpersonal Communication) skills, conceptual literacy.

UNIT II: LANGUAGE DIVERSITY IN CLASSROOM AND LANGUAGE LEARNING THEORIES

2.1 Learning mother tongue – First Language- Language across the Curriculum, meaning, concept, goals, aims, needs and role of Language across the curriculum.

2.2 Tri language system-multilingualism and importance of Plurilinguelism.

2.3 Modes of human activities involving language

2.4 Language Objectives: relationship between language and thinking

2.5 Development of conceptual literacy

2.6 Basic tenets of language across the curriculum.

2.7 Principles of language across the curriculum

2.8 Integration across the curriculum: personal and pedagogical integration.

2.9 Plato's problem theory of language

2.10 Cartesian theory of language production

2.11 Locke's theory of tabula raja

2.12 Skinner's imitation theory of language acquisition

2.13 Chomsky's universal grammar theory

2.14 Schumann's cultural theory

2.15 Kraghen's monitor theory

2.16 Piaget's views on language learning

2.17 Vygotsky's cultural tools for language learning.

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

3.1. Integrated Curriculum meaning, types, key features, objectives, types of integration

3.2. Levels of curriculum integration

3.3. Models of curriculum integration: Multidisciplinary inter- disciplinary trans disciplinary and spiral curricula

3.4. Coyle's 4C's of curriculum.

3.5. Content and language integrated learning approach in the classroom

3.6. National Education Policy (NEP-2020) - Recognition of mother tongue.

UNIT IV: DEVELOPING RECEPTIVE AND PRODUCTIVE SKILLS

4.1 Barriers to Listening Skills

4.2 Activities for Developing Listening Skills

4.3 Barriers to Speaking Skills

4.4 Activities for Developing Speaking Skills

4.5 Barriers to Reading Skills

4.6 Activities for Developing Reading Skills

4.7 Barriers to Writing Skills

4.8 Activities for Developing Writing Skills

4.9 Need and Importance of Classroom Discourse

Field Engagement/ Learning Activities/Practicum

- School Visit to Find out Communication Problem/Apprehension in Students
- Designing Games and Exercises for Developing Listening, Speaking, Writing and Reading Skills
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions.
- Write an assignment on the basic tenets of language across the curriculum
- Make the students to participate in the discussion on home language Vs. School language.
- Have a group discussion on NCF'2005.

- Present a seminar on different theories language learning
- Enact a drama on the significance of language

Suggested Readings:

- Pearson, J. C. et al. (2011). *Human Communication*. (4th ed.). New York: McGraw Hill Companies Inc.
- Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.
- Fromkin, V, Rodman, R &Hyms, N. (2011). *Introduction to Language*. (9th ed.). Canada: C engage Learning.
- Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication.* (6thed.). Cambridge: MIT Press.
- Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.
- First and Second Language Acquisition- a Brief Comparison. Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf
- Similarities and Differences between First and Second Language Acquisition Activities for Developing Speaking Skill. Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm
- Activities for Developing Listening Skill. Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html
- Earl Stevick.W.(1982). Teaching and Learning Languages. Cambridge UniversityPress.
- Krashen,S.D. (1981).Thestudyofsecondlanguage acquisition and second language learning. Oxford: Oxford University Press.
- Richards,J.C.(2006). Communicative language teaching today. Cambridge: Cambridge University Press.
- Widdowson, H. (1978). Aspects of language teaching. Oxford: Oxfor UniversityPress.
- Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.

UEDTC41010: Yoga and Health Education

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3 hrs.
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction:

This course is designed to provide a comprehensive understanding of the transformative power of yoga and health education in promoting physical, mental, and emotional well-being. Yoga, an ancient practice originating from India, has gained immense popularity worldwide for its holistic approach to health and wellness. It encompasses a range of practices, including physical postures (asanas), breathing techniques (pranayama), meditation, and mindfulness, all aimed at achieving harmony and balance in the body and mind. This course explore the fundamental principles of yoga and its impact on overall health and well-being.

Health education is not just about individual well-being but also extends to the broader community. This course explore how health education plays a vital role in promoting public health, addressing health disparities, and creating healthier environments for all. This course equipped with the knowledge and skills to lead a healthy lifestyle, prevent illness, and navigate the complexities of health in the modern world.

Course Outcomes: On completion of this course, the students will be able to

- Understand the basic Concepts of Yoga and Promote the awareness of health through yoga.
- Apply the principles of Yoga to live healthy and active life.
- Having successfully completed this course student will learn about health, health education, personal hygiene, health problems-prevention and control, nutrition and wellness, and first-aid-management
- Analyze the techniques of body posture to bring out healthy changes.
- Develop the knowledge through practice, participate and organize.

Course Contents:

Unit 1: Introduction

1.1 Meaning and Definition of Yoga, Aims and objective of Yoga, Yoga in Early Upanisads, The Yoga Sutra: General Consideration, Need and Importance of Yoga in Physical Education and Sports.

1.2 Foundations of Yoga**:** The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana Dhyana, Samadi. Yoga in the Bhagavadgita – Karma Yoga, Jnana Yoga and Bhakti Yoga

1.3 Asanas: Effect of Asanas and Pranyama on various system of the body. Classification of asanas with special reference to physical education and sports. Influences of relaxative, meditative posture on various system of the body. Types of Bandhas and Mudras. Meditation. Types of Kriyas.

Unit 2: Health Education

2.1 Health: Meaning and Definition. Health Education: Meaning, Definition, Aims, Objectives of Health Education. Importance and Principles of Health Education

2.2 Introduction to Body Function: Cell, tissues- functions and different types, Human Skeleton system, Muscular system, Circulatory system, Respiratory system, Nervous System, Digestive system.

2.3 School Health Program: Introduction, Objectives, Importance, Scope, and Organization of School Health Program.

2.4 School Health Services- Importance, Functions, Agencies, Inspections, Medical Examinations, Mid-day meals, Supervision.

2.5 Health Instructions- Meaning, Importance, Objectives, Scope and Principles of Health Instruction, Methods of teaching Health Instructions. Healthful School Living-School Building, Drinking water, Toilet facilities, Sewage, Lighting, Ventilation, Chalk Board, Furniture etc.

2.6 Diet and Nutrition: Introduction, Need and Importance of Nutritious Diet, Classification of foods, Functions of food, Constituents and Ingredients of food, Need and Importance of Water, Requirement of Diet, Balanced Diet – adolescent boys and girls, adult man, adult woman. Caloric requirement.

2.7 Posture – Meaning and Definition, Importance of good posture, Characteristics of good posture, values of good posture, causes of poor posture, Preventive measures, Common postural deformities, exercises for improving posture defects, First aid, Diseases- Communicable and non-communicable.

Field Engagement/ Learning Activities/ Practicum:

- Project on Health and Yoga, analysis of various textbooks from Health and Yoga point of view.
- Learning and performing of basic yogic activities, Asanas and Pranayam, Kriyasand Meditation.
- Interactive discussions, group-work, sharing of experiences, organizing activities like school awareness program, camp, blood donation camp etc.
- Organizing school health check-ups, referral, and practical classes of first aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.

Suggested Readings:

- Saraswati. S.S. (1989). Asana Pranayama Mudra Bandh, Bihar School of Yoga, Munger.
- Brown, F. Y (2000). How to use Yoga. Delhi: Sports Publication
- Gharote, M. L., and Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala Kaixydahmoe.
- Ghore, M.M.(2008). Anatomy and Physiology of Yogic Practices. Lonavala Yoga Institute, Lonavala.
- Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala
- Morarji Desai National Institute of Yoga, Yogasana, Morarji Desai National Institute of Yoga, New Delhi.
- Morarji Desai National Institute of Yoga. Pranayama, Morarji Desai National Institute of Yoga, New Delhi
- MDNIY (2010). Yoga Teachers Manual for School Teachers, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

- K. Park, (2019). Preventive and Social Medicine. Banarsidas Bhanoth, PublishersNagpur Road, Jabalpur, India.
- NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available onwww.aeparc.orgwww.ncert.nic.in)
- NCERT (2014). Population Education: Source Material, NCERT, New Delhi
- Stephen J. Williams, Paul R. Torrens, (2007). Introduction to Health Service, 7th edition, Delmore Publications
- Kaur, M. (2019). An Introduction to Health & Physical Education. Tandon Publications.
- Pandharinath R. (2012), Health Education and Recreation in Physical Education. 2013th edition, Pragun Publications.

UEDTA41102: Reading and Reflecting on Texts

Year : II		Semester: IV
Total credits :2		Contact hrs per week: 3
Internal marks :20	External marks:30	Total Marks: 50

Introduction

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and them to the critically examine the ideas presented in the texts and organise debates/discussions around the 'ideas'. The given texts could be excretes from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme shall select 10-15 books available in their library for teaching the course in the light of its objectives listed below.

Course Learning Outcomes: On completion of this course, the students will be able to

- To develop proficiency in reading and responding to written texts.
- To examine and appreciate authentic literary and non-literary texts.
- To develop study and reference skills
- To reflect on the ideas expressed in the texts.
- To plan, draft, edit and present a piece of writing related to their understanding of a text.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.
- To read diverse texts/books and learn to think together.
- To use their reading and writing skills for effective preparation for the other courses.

The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Unit 1: One or more stories from the following collection:

1.1 The Guide- R.K Narayan- Methuen & Co Ltd in 1970.

1.2 How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004.

1.3 The speaking tree – A complete collection –Times Group Books-2019.

1.4 Tales of the Open Road- Ruskin Bond- Penguin UK-2006

1.5 The Novelist as a Teacher- Chinua Achebe, delivered at the first commonwealth writer's conference at Leeds in 1964.

1.6 The man who planted trees- Jean Giono, Chelsea Green Pub.

1.7 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

Unit 2: Essays /Excerpts from literary and Scientific Texts

2.1 The Elephant, the Tiger and the Cell phone-Shashi Tharoor, Penguin, India.

2.2 Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.

2.3 Running in the Family- Michael Ontage, Bloomsbury, London.

2.4 Cry, The Beloved country- Alan Paten- Penguin Modern

Classics. 2.5 NEP-2020.

2.6 Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publ.

2.7 Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.

2.8 A Brief History of Time- Stephen Hawking, Random House.

2.9 Fall of a Sparrow- Salim Ali, Oxford.

2.10 National curriculum framework – 2005. NCERT

2.11 RTE Act, 2009.

Tasks and Assignments:

- Preparing a Record on "Reading and Reflecting on Texts".
- Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
- Read any three books related to education and submit a review of them.

Transaction Mode:

- The teachers in colleges of education should:
- Engage the student-teachers in reading interactively - individually and in small groups.
- Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
- Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies.
- Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
- Engage the student-teachers to analyses various text structures and develop comprehension of them.
- Engage the student-teachers in developing their writing skill by providing various contexts for writing.
- Prepare the student-teachers for selected readings and writings required for other courses.
- Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
- Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
- Read any three books related to education and make a critical a presentation.

UEDTA41103: Arts in Education

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction: The NCF-2005 and NEP 2020 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher. In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. Arts education also helps in enhancing analytical and critical thinking among students. Learning through the arts and its related skills will help student teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice The aim of this course is to enhance the professional capacities of student- teacher specifically his /her creativities and aesthetic sensibilities.

Course Outcomes: On completion of this course, the students will be able to

- Understand fundamentals of art in education.
- Equip with the techniques of art, music, and drama for enhancing teaching and learning.
- Enhance one's self-expression and creativity through visual and performing arts.
- Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression.
- Acquire skills for integrating different art forms across school curriculum for better learning and development.

Course Contents:

Unit 1: Art and Craft in Education

1.1 Art Education; Meaning, need and importance

1.2 Regional arts and crafts and its relevance in education

1.3 Paper crafts: Origami, paper cutting, or paper sculpture, creating paper craft project.

1.4 Integration of traditional art forms in education.

1.5 Contemporary Indian arts and artists.

Unit 2: Visual Arts and Performing Arts

2.1 Visual Arts: fundamentals of visual arts methods and techniques (drawing, painting, clay modeling, and collage making etc.); materials (pencil, pen, crayons, dry and water colours, clay, paper, etc.)

2.2 Exploring visual arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.

2.3 Performing Arts: Dance, Music, Theatre, and Puppetry; integrating performing arts across the school curriculum for developing communication skills and personality development.

2.4 Exploring performing arts traditions from different cultures and regions.

Field Engagement/ Learning Activities/ Practicum:

- Preparation and presentation of documentary on Indian art and craft and artists.
- Hands on experience of working in different media and materials (drawing, painting, clay modeling, collage making etc. with pencil, pen, crayons, dry and water colours, clay, paper, etc.), methods and techniques (block printing, collage making, clay modeling, relief work, heritage crafts etc.).
- Planning and organizing a stage-setting for a performance, presentation and participation by the student-teachers in the regional performing art forms keeping integrated approach of all art forms.
- Exhibition preparation: Organizing and presenting artworks in an exhibition.
- Preparation and presentation of teaching aids.
- Organizing three day workshop on Visual Arts or Performing Arts.

Suggested Readings:

- Banerjee, U.K. (2006). *Indian Performing Arts: A Mosaic,* Harman Publishing House.
- Buck, C.H. (2018). *Faith, Fairs, and Festivals of India,* 1kg Limited.
- Emery, L. (2002). *Teaching Art in a Postmodern World Theories, Teacher Reflections and Interpretive Frameworks,* Common Ground Pub.
- Exploring the Craft Tradition of India NCERT.

- Gupta, S., Sharma, S.P. (2006). *Fairs and Festivals of India,* Hindoology books.
- Hickman, R. (2004). *Art Education 11-18 Meaning, Purpose and Direction*, Second Edition, Routledge Publication.
- NCF 2005. Living Craft tradition of India (Textbook in Heritage Crafts) NCERT
- Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, 2006, New Delhi.
- Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006.
- Steinbach, K. (2018). *Creative Practices for Visual Artists Time, Space, Process,* Routledge.
- Thakurta, T.G. (1992). *The Making of a New 'Indian' Art Artists, Aesthetics and Nationalism in Bengal, C.1850-1920*, Cambridge University Press.
- Voigt, D.C. (2019). *Teaching and Learning in Art Education Cultivating Students' Potential from Pre-K Through High School*, Taylor & Francis.

UEDTA41104: Understanding the Self

Year: II		Semester: IV
Total Credits: 2		Contact hours per week: 3
Internal Marks: 20	External Marks: 30	Total Marks: 50

Introduction

What is self? Is self the experience of internal talk? What characterizes "self-ness"? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above questions and many more similar questions trigger the exploration and need to understand the 'self'. This course provides opportunity to the student teachers to gain an understanding about their own 'self' both as an individual and as a student-teacher.

Developing an understanding of the 'Self' is essential for an individual totalize her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student teachers are integral part of it. As an integral member of the society an individual have various identities-gender, relational, linguistic, cultural etc. and it is essential to understand and address one 'implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities Aswell as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

Course Outcomes: On completion of this course, the student will be able to

- Gain an understanding of the central concepts in defining 'self' and 'identity'
- Reflect critically on factors that shape the understanding of 'self'
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- Develop effective communication skills including the ability to listen, observe etc.

- Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.
- Appreciate the critical role of teachers in promoting 'self' and students' wellbeing.

Course Contents:

Unit 1: Understanding of Self and Educational Implications

1.1 The Concept of Self: meaning, Related terms: Self Concept, Self Esteem, Self-Efficacy and Self Actualization

1.2 Identifying factors in the development of 'self' and in shaping identity

1.3 Building an understanding about philosophical and cultural perspectives of 'Self' and

1.4 Developing an understanding of one's own philosophical and cultural perspectives as a teacher.

1.5. Factors Influencing and Educational Implications (a) Physical (b) Psychomotor (c)Intellectual (d) Language (e) Emotion (f) Social and (g) Moral and Value Development.

Unit 2: Development of Professional Self and Ethics

2.1. Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity

2.2. Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher

2.3. Reflections on experiences, efforts, aspirations, dreams etc. of peers

2.4. Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings

2.5. Understanding the role of teacher as facilitator and partner in well-being among learners

2.6. Role of Teacher in Developing Understanding of Self among Learners

Field Engagement/Learning Activities/Practicum

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the 'known' and 'unknown 'self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOC analysis)

- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practicing selected asanas, pranayam, meditation and yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education ,NCERT.

Suggested Readings

- Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from: www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III ' Self and Growth Process' pg. 255-402, NCERT Pub
- Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
- Delores, J. (1996). Learning the Treasure within – Twenty First Century Education. UNESCO Education Commission Report.
- Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced studying Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub
- Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrance (Eds.), The Handbook of Education and Human Development (pp. 9 - 27), Blackwell
- Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT Pub
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

UEDTM41011: Entrepreneurship Education

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction: This paper provides a comprehensive framework for student teachers to develop the necessary skills, knowledge, and mindset required to embark on entrepreneurial ventures and establish successful educational institutions. By integrating theoretical concepts with practical engagement activities, the course prepares students to navigate the complex landscape of entrepreneurship and contribute to the promotion of an entrepreneurial culture within the educational sector.

Course Outcomes: On completion of this course, the students will be able to

- Demonstrate the skills that are needed to initiate their own enterprise.
- Understand the processes involved in establishing own educational institutions.
- Understand the policy & procedures involved in initiating an enterprise.
- Devise various programmes & strategies to run an enterprise successfully.

Course Contents:

Unit-1: Entrepreneurship

1.1. Concept, Nature of Entrepreneurship
1.2. Significance of Entrepreneurship
1.3. Essential skills of Entrepreneurship

Unit-2: Entrepreneurship Training for Teachers

2.1. The entrepreneurial teacher
2.2. Teacher education for entrepreneurship education 2.3.Implications – A new role for teachers

Field Engagement/ Learning Activities/ Practicum:

- Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
- Critically review the Education Acts Code of different States and reflect.
- If you are given a chance to open your school – Narrate your ideologies.
- Prepare a proposal to start your own school following State Government Rules.
- Suggest various modes of publicity for the Institutional enrolment - Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.

References:

- Buame, S, (2000) Entrepreneurial and Innovative Management, School of Administration
- Dwomo-Fokuo, E. (2003) Entrepreneurship Theory And Practice, Kumasi Polytechnic
- Hisrich,R.D., Peters, M.P. (1995) Entrepreneurship Starting, Developing And Managing A New Enterprise, 3rd edition, Richard Dirwin Inc.
- Kuratko, D.F.& Hodgetts, R.M, (1992) Entrepreneurship, A Contemporary Approach, 2nd edition, the Dryden Press.

UEDTM41012: Gender, School and Society

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction: Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines.

Education has the inbuilt potential of formulating inter-linkages between gender and education. Discourses on gender and education require critical engagements with the deep questions on the nature of socialization. It needs to reflect and focus on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. In order to eliminate the hierarchies on such social constructions, gender debates and discourses have to be operationalized within the overarching concern for democratic education.

This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and feminity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes.

Course Outcomes: On completion of this course, the students will be able to

- Recognize the key concepts of gender, gender bias, gender stereotype, and empowerment.
- Reflect on the process of formation of gender identity through socialization practices.
- Identify and analyze issues in school curriculum, gender biases in the textual materials across disciplines, and pedagogical processes.

- Examine policies, plans and schemes of the government for promoting girls education.

Course Contents:

Unit 1: Gender: Key Concepts

1.1 Gender, Sexuality, Patriarchy, Matriarchy, Masculinity and Feminity, Transgender.

1.2 Gender Bias, Gender Stereotyping and Empowerment

1.3 Theories on Gender: Socialization theory, Structural theory and Deconstructive theory etc.

1.4 Socialization practices in the family, school, peer group, and community.

1.5 Gender Identity: meaning, characteristics, formation of gender identity in family, school and society.

1.6 Understanding the importance of addressing sexual harassment and abuse in family, community, and other formal and informal institutions

Unit 2: Gender and Education

2.1 Gender Concerns related to Access, Enrolment, Retention and Overall achievement.

2.2 Gender in school curriculum: Epistemological issues in school textbooks in relation to gender; Hidden curriculum-teacher attitudes, expectations and peer culture.

2.3 Construct of gender in national curriculum frameworks.

2.4 Schooling of Girls: Inequalities and resistances in education of the girl child.

2.5 Constitutional Commitments, Reports of Commissions and Committees, Policy initiatives, Schemes and Programmes on Girls Education.

Field Engagement/ Learning Activities/ Practicum:

- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Prepare a project on Issues and Concerns of Transgender.
- Debates and Discussions on Violation of Rights of Girls and Women
- Analysis of Video Clipping on Portrayal of Women in Medias.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools-Public and Private, Management and prepare a report.
- Field visits to Schools, to observe the Schooling Processes and Transactional Strategies from a Gender Perspective.

- Preparation of Projects on Analysis of Recommendations of Commissions and Committees on Education and Empowerment of Girls and Women
- Organizing Poster Competition on Gender Equality and Empowerment.

Suggested Readings:

- Chanana, Karuna. (1988). Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi.
- Conway, Jill K., et al. (1987). Introduction: The Concept of Gender, Daedalus, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National BookTrust, New Delhi
- Dube, Leela, (2000). Anthropological Explorations in Gender: Intersecting Fields, Sage Publications: New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
- Engels, F. (1902). *The Origin of the Family, Private Property and the State.* Chicago Charles H. Kerr and Company Cooperative.
- Ganesh, K. (1994). Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India, Indian Journal of Social Science, 7(3 & 4): 355-62.
- Ganesh, K. (1999). Patrilineal Structure and Agency of Women: Issues in Gendered Socialization in T. S. Sarasvati (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.
- Government of India. (1975) Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India).
- Government of India. (1994). The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: HRD Ministry, Government of India.
- Jaffe, Aaron. (2020). *Social Reproduction Theory and the Socialist Horizon: Work, Power and Political Strategy*, Pluto Press.
- Kirk Jackie e.d.(2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). *Practicing Gender Analysis in Education*, Oxfam
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UEDTM41013: Tribal Education

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Introduction:

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country. The male female gap in literacy and educational attainment among the scheduled tribes is significant. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. This paper discuss the concept of tribes and different tribal welfare programs, policies etc. in India.

Course Learning Outcomes: On completion of this course, the students will be able to:

- Understand the concept of Tribes and their status.
- Acquire a deeper understanding of Tribal Welfare programmes in India & KA
- Develop insights into the growth and development of Tribal Education in India & KA.
- Understand the issues and trends in contemporary Tribal Society.
- Gain practical experience to students in Tribal Education Programmes.
- Explore the research areas in Tribal Education.

Unit- 1: Introduction Tribal Education

1.1 Understanding the concept of Tribe

1.2 International initiatives for the development of Tribes.

1.3 United Nations Declaration on the Rights of Tribal People.

1.4 Historical perspectives of Tribal Education in India

1.5 Educational Challenges of Tribal Children.

Unit – 2: Tribal Education in India

2.1 Constitutional Safeguards and Provisions related to Tribes

2.2 Development of Tribal Educations in India and different states –School Education, Higher Education

2.3 Tribal Educational Institutions

2.4 Ethnographic profile of Tribes in Karnataka State

2.5 Recent Trends & Issues in Tribal Education.

2.6 Role of NGOs/Voluntary Organizations for promoting tribal education.

2.7 Thrust Areas of Research in Tribal Education and Research studies on Issues related to Tribal Education.

Field Engagement/ Learning Activities/ Practicum:

- Student teachers should teach at least one tribal adult to become literate.
- Each student shall organize and participate in literacy or other development awareness programmes in tribal settlements
- Write a report on Bridge School Programmes in Tribal settlement/village/area/neighbor hood
- Write a report on Sarva Shiskha Abhiyan Programmes in tribal areas

Suggested Readings:

- Ananda, G. (2000) Educating Tribals (An Ashram School Approach) Common Wealth Publishers, New Delhi.
- Adinarayana Reddy.P & Umadevi..P (2005) Tribal Women Education, constraints and strategies, the Associated Publications, Ambala

- Alka Saxena, (2002) Dynamics of Tribal Education, Rajat Publications, New Delhi
- APREIS (1995), Evaluation Study of A.P. Residential Schools for Scheduled Tribes, TCR & T1 TW, Department, Hyderabad and SCERT, Hyderabad
- Devendra Thakur, Thakur D.N. (1995), Tribal Education, Deep & Deep Publications, New Delhi
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- Vijay Kumar (2000) Tribal Welfare and Development in India.
- Nishi K Dixit (2006) Racial Identity and Rights of Tribes and Tribals, Vista International Publishing House, Delhi.
- Behura N.K.& Nilakantha Panigrahi (2006) Tribals and the Indian Constitution, Rawat Publications, New Delhi.

UEDTM41014: Guidance and Counseling

Year: II		Semester: IV
Total credits: 2		Contact hrs per week: 3hrs
Internal marks: 20	External marks: 30	Total Marks: 50

Course Outcomes: On completion of this course, the students will be able to:

- Understand the concept of Guidance & counseling and its nature and scope.
- Extend services for Educational, vocational and personal guidance.
- Acquaint with the organizational aspects of guidance services.
- Acquaint with the tools and techniques of guidance services.
- Diagnose the problems of children and to extend guidance and counselling services.
- Acquaint with service agencies of guidance and counselling centres.

Content:

Unit - 1: Introduction to guidance and counseling

1.1 Guidance – Concept, need and principles
1.2 Counseling – Concept, need and principles.
1.3. Counseling approaches – directive and Non-Directive; Group and individual counselling.
1.4. Characteristics of good counselor and counselling.
1.5. Role of the Teacher in guidance and counselling.

Unit –2: Types of guidance in Schools

2.1. Types of guidance –Educational, Vocational and Personal.
2.2. Educational guidance – nature, scope, curricular choices, and problems of Students related to Educational guidance.
2.3. Vocational guidance – nature, scope, approaches to career guidance, Employment trends and vocational guidance, Vocationalization of Secondary Education.
2.4. Personal guidance – nature, scope, problems of Students which need personal guidance, Role of counseling personal guidance.
2.5. Factors influencing choice of course and vocation-Interest, Aptitude, Intelligence, personality and family background.

Engagement:

- Development of Non-Standardized tools.
- Field visit to various agencies of guidance and counseling centers and study its Organizational structure, functions and achievements.
- Development of Students profile by using Standardized and Non-Standardized tools and techniques.
- Workings in the Guidance/Counselling center i.e., take up one case and prepare a

report

under the guidance of professional in the center.

- Conducting awareness programmes and submitting a report on Educational Vocational and personal guidance/Counselling services to Secondary/Intermediate/Degree Students.

Suggested Readings

- Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and counselling: ATheoretical perspective Vol. I, Vikas, New Delhi.
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- Joneja , G.K (1997) : Occupational information in guidance, NCERT, New Delhi.
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