

## Year of Implementation: 2017

**ST. XAVIER'S COLLEGE (AUTONOMOUS) KOLKATA  
TWO YEARS B.ED.CURRICULUM WITH RESPECT FROM 2016  
BASED ON  
UNIFORM CURRICULUM STRUCTURE  
IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014**

SEMESTER	SUBJECT CODE	TITLE	MARKS
I	CG41012T	CHILDHOOD AND GROWING UP [1 <sup>ST</sup> & 2 <sup>ND</sup> HALF]	100
	CG41012P		25
	AL41022T	ASSESSMENT FOR LEARNING [1 <sup>ST</sup> & 2 <sup>ND</sup> HALF]	100
	AL41022P		25
	LC41032T	LANGUAGE ACROSS THE CURRICULUM	50
	LC41032P		50
	SU41042T	YOGA EDUCATION: SELF UNDERSTANDING AND DEVELOPMENT	50
	SU41042P		50
	DA41052T	DRAMA AND ARTS IN EDUCATION	25
	DA41052P		25
II	LT42012T	LEARNING AND TEACHING [1 <sup>ST</sup> & 2 <sup>ND</sup> HALF]	100
	LT42012P		25
	PS42022T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [SOCIAL SCIENCE]	50
	PS42022P		50
	PS42032T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [SCIENCE]	50
	PS42032P		50
	PS42042T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [MATHEMATICS]	50
	PS42042P		50
	PS42052T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [LANGUAGE]	50
	PS42052P		50
	SI42511P	SCHOOL INTERNSHIP	50
	KC42032T	KNOWLEDGE AND CURRICULUM PART – I	50
	KC42032P		50
	CI42042T	CONTEMPORARY INDIA AND EDUCATION [1 <sup>ST</sup> & 2 <sup>ND</sup> HALF]	100
	CI42042P		25
	RR42052T	READING AND REFLECTING ON TEXTS	25
	RR42052P		25

SEMESTER	SUBJECT CODE	TITLE	MARKS
III	PS43012T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43012P	[BENGALI]	25
	SI43511P	SCHOOL INTERNSHIP [BENGALI]	300
	PS43022T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43022P	[ENGLISH]	25
	SI43521P	SCHOOL INTERNSHIP [ENGLISH]	300
	PS43032T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43032P	[GEOGRAPHY]	25
	SI43531P	SCHOOL INTERNSHIP [GEOGRAPHY]	300
	PS43042T	PEDAGOGY OF A SCHOOL SUBJECT PART – II [HINDI]	50
	PS43042P		25
	SI43541P	SCHOOL INTERNSHIP [HINDI]	300
	PS43052T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43052P	[HISTORY]	25
	SI43551P	SCHOOL INTERNSHIP [HISTORY]	300
	PS43062T	PEDAGOGY OF A SCHOOL SUBJECT PART – II [LIFE SCIENCE]	50
	PS43062P		25
	SI43561P	SCHOOL INTERNSHIP [LIFE SCIENCE]	300
	PS43072T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43072P	[MATHEMATICS]	25
	SI43571P	SCHOOL INTERNSHIP [MATHEMATICS]	300
	PS43082T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43082P	[PHYSICAL SCIENCE]	25
	SI43581P	SCHOOL INTERNSHIP [PHYSICAL SCIENCE]	300
	PS43092T	PEDAGOGY OF A SCHOOL SUBJECT PART – II [POLITICAL SCIENCE]	50
	PS43092P		25
	SI43591P	SCHOOL INTERNSHIP [POLITICAL SCIENCE]	300
	PS43102T	PEDAGOGY OF A SCHOOL SUBJECT PART - II	50
PS43102P	[ECONOMICS]	25	
SI43601P	SCHOOL INTERNSHIP [ECONOMICS]	300	
CA43611P	COMMUNITY-BASED ACTIVITIES	75	
IV	GS44012T	GENDER, SCHOOL AND SOCIETY	50
	GS44012P		25
	KC44022T	KNOWLEDGE AND CURRICULUM PART – II	50
	KC44022P		25
	IS44032T	CREATING AN INCLUSIVE SCHOOL	50
	IS44032P		25
	VW44042T	VOCATIONAL / WORK EDUCATION	50
	VW44042P		25
	HP44042T	HEALTH AND PHYSICAL EDUCATION	50
	HP44042P		25
	PE44042T	PEACE EDUCATION	50
	PE44042P		25
	GC44042T	GUIDANCE AND COUNSELLING	50
	GC44042P		25
	EP44042T	ENVIRONMENTAL AND POPULATION EDUCATION	50
	EP44042P		25
	YE44042T	YOGA EDUCATION	50
	YE44042P		25
	IC44052T	CRITICAL UNDERSTANDING OF ICT	50
	IC44052P		50
	UD44062T	UNDERSTANDING DISCIPLINE AND SUBJECTS	50
	UD44062P		50

COURSE	COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hours
		Theory	Engagements with the Field		
<b>SEMESTER-I</b>					
Course-I	Childhood and Growing Up (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Course-II	Assessment for Learning (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Course-III	Language across the Curriculum	50	50	50+50 (2+2)	30+60
Course EPC-1	Yoga Education: Self Understanding and Development	50	50	50+50 (2+2)	30+60
Course EPC-2	Drama and Arts in Education	25	25	25+25 (2+2)	30+60
TOTAL		325	175	500(14+8)	210+240
<b>Full Marks: 500 (Credit :22)</b>					
<b>SEMESTER-II</b>					
Course-IV	Learning and Teaching (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Course-V(A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+1)	30+30
	School Internship		50	50 (4)	120
Course VI-(A)	Knowledge and Curriculum-Part-I	50	50	50+50 (2+2)	30+60
Course-VII	Contemporary India and Education (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Course EPC-3	Reading and Reflecting on Texts	25	25	25+25 (2+1)	30+30
TOTAL		325	225	550(14+10)	210+300
<b>Full Marks: 550 (Credit :24)</b>					
<b>SEMESTER-III</b>					
Course-V(B)	Pedagogy of a School Subject-Part-II	50	25	50+25 (2+1)	30+30
	School Internship		300	300 (14)	420
	Community-based Activities		75	75 (2)	60
TOTAL		50	400	450(2+17)	30+510
<b>Full Marks: 450 (Credit :19)</b>					
<b>SEMESTER-IV</b>					
Course-VIII	Gender, School and Society	50	25	50+25 (2+1)	30+30
Course-VI(B)	Knowledge and Curriculum-Part-II	50	25	50+25 (2+1)	30+30
Course-IX	Creating an Inclusive School	50	25	50+25 (2+1)	30+30
Course-X Optional	Vocational/Work Education	50	25	50+25 (2+2)	30+60
Course-X Optional	Health and Physical Education	50	25	50+25 (2+2)	30+60
Course-X Optional	Peace Education	50	25	50+25 (2+2)	30+60
Course-X Optional	Guidance and Counselling	50	25	50+25 (2+2)	30+60
Course-X Optional	Environmental and Population Education	50	25	50+25 (2+2)	30+60
Course-X Optional	Yoga Education	50	25	50+25 (2+2)	30+60
Course EPC-4	Critical Understanding of ICT	50	50	50+50 (2+2)	30+60
Course-XI	Understanding Discipline and Subjects	50	50	50+50 (2+2)	30+60
TOTAL		300	200	500(12+9)	180+270
<b>Full Marks: 500 (Credit :21)</b>					
<b>Total Marks: 2000 (Credit :86)</b>					

**FOUNDATION COURSE: 2 CREDITS (30 HOURS)-**

**NON-ACADEMIC CREDIT: 2 CREDITS (60 HOURS)**

**Total Credit: 90 (86+2+2)**

Note:

- a) \*Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.
- b) Course codes are abbreviated in the following manner: 1<sup>st</sup> Digit –PG Course  
 2<sup>nd</sup> Digit – Semester  
 3<sup>rd</sup> Digit/ Digits – Course No.  
 2→Composite Paper  
 T→Theory  
 P→Practicum

**SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:**

**1<sup>st</sup> Year**

**Semester- I: Full Marks 500 (Credit - 22)**

Subject Code	Course Name	Marks	Credit	Class Teaching Hours
	Childhood and Growing Up	50+50	4	60
	Assessment for Learning	50+50	4	60
	Language across the Curriculum	50	2	30
	Yoga Education: Self Understanding and Development	50	2	30
	Drama and Arts in Education	25	2	30
<b>Practicum</b>				
<b>Engagement with the Field (Credit-8) (Marks = 175) ( 240 Hours)</b>				
Childhood and Growing Up (Credit-1= 25 Marks)				
Assessment for Learning (Credit-1=25 marks)				
Language across the Curriculum (Credit-2=50 marks)				
Yoga Education: Self Understanding and Development (Credit-2=50 Marks)				
Drama and Arts in Education (Credit-2 =25 Marks)				
<b>NOTE: 15/30/45 marks (whichever is applicable) allotted for Activity will be internal</b>				
<b>10/20/30 marks (whichever is applicable) allotted for Activity &amp; Filework will be external</b>				

**Semester- II: Full Marks: 550 (Credit - 24)**

Subject Code	Course Name	Marks	Credit	Class Teaching Hours
	Learning and Teaching	50+50	4	60
	Pedagogy of a School Subject- I	50	2	30
	School Internship	50	4	120
	Knowledge and Curriculum- I	50	2	30
	Contemporary India and Education	50+50	4	60
	Reading and Reflecting on Texts	25	2	30
<b>Practicum</b>				
<b>Engagement with Field (Credit-7) (Marks = 225) (300Hours)</b>				
Learning and Teaching (Credit -1 = Marks 25)				
Pedagogy of a School Subject- I (Credit-1=Marks 50)				
Knowledge and Curriculum- I (Credit-2 =Marks 50)				
Contemporary India and Education (Credit-1 =Marks 25)				
Reading and Reflecting on Texts (Credit-1= Marks 25)				
<b>NOTE: 15/30/45 marks (whichever is applicable) allotted for Activity will be internal</b>				
<b>10/20/30 marks (whichever is applicable) allotted for Activity &amp; Filework will be external</b>				

**Semester- III: Full Marks: 450(Credit:19)**

Subject Code	Course Name	Marks	Credit	Class Teaching Hours	
	Pedagogy of a School Subject –II	50	2	30	
	School Internship	300	14	-	420
<b>Practicum/ Engagement with the Field (Credits-3) (Marks = 100) ( 90 Hours)</b> Pedagogy of a school Subject (Credit-1 = Marks 25) Community-based Activities (Credit-2 = Marks 75) – Included in School Internship. <b>NOTE: 15/30/45 marks (whichever is applicable) allotted for Activity will be internal</b> <b>10/20/30 marks (whichever is applicable) allotted for Activity &amp; Filework will be external</b>					

**Semester- IV: Full Marks: 500 (Credit: 21)**

Subject Code	Course Name	Marks	Credit	Class Teaching Hours
	Gender School and Society	50	2	30
	Knowledge and Curriculum –II	50	2	30
	Creating an Inclusive School	50	2	30
	Optional Course*	50	2	30
	Critical Understanding of ICT	50	2	30
	Understanding Disciplines and Subjects	50	2	30
<b>Practicum/ Engagement with Field (Credit 9) (Marks = 200) (270Hours)</b> Gender School and Society (Credit 1= Marks 25) Knowledge and Curriculum –II (Credit 1 = Marks 25) Creating an Inclusive School (Credit 1= Marks 25) Optional Course* (Credit 2 = Marks 25) Critical Understanding of ICT (Credit 2 = Marks 50) Understanding Disciplines and Subjects (Credit 2= Marks 50) <b>NOTE: 15/30/45 marks (whichever is applicable) allotted for Activity will be internal</b> <b>10/20/30 marks (whichever is applicable) allotted for Activity &amp; Filework will be external</b> <b>*The Optional Courses are :</b> 1. Vocational/Work Education 2. Health and Physical Education 3. Peace Education 4. Guidance and Counselling 5. Environmental and Population Education 6. Yoga Education				

**Examination policy:**

- Pattern of questions for theoretical examination (For 50 marks)**  
 2 short type questions X 5 marks (out of 3 questions) =10 marks  
 5 very short type questions X 2 marks (out of 8 questions) =10 marks  
 3 essay type questions X 10 marks (out of 5 questions) =30 marks  
**(For 25 marks)**  
 3 short type questions X 5 marks (out of 5 questions) =15 marks  
 5 very short type questions X 2 marks (out of 8 questions) =10 marks

**COURSE DETAILS:  
SEMESTER-I**

Course-I	Childhood and Growing Up	Theory	Engagement With the Field	Credit	Class Hours
		50+50	25	4+1	60+30
<b>1<sup>st</sup> Half</b>	<b>Development and its Characteristics</b>				
<b>Objectives</b>	The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio-cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Growth and developmental pattern of learners:</b> <ul style="list-style-type: none"> <li>• Concept of growth and development</li> <li>• General characteristics of Growth and Development</li> <li>• Stages and sequence of Growth and Development</li> <li>• Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Stages of development:</b> <ul style="list-style-type: none"> <li>• Different stages of development - infancy, childhood, adolescence, Adulthood.</li> <li>• Adolescence - Physical development, Emotional development, Cognitive development.</li> <li>• Needs and problems of adolescents, their guidance and counseling</li> </ul>				7 hrs.
<b>Unit III</b>	<b>Different types of Development:</b> <ul style="list-style-type: none"> <li>• Cognitive development - Piaget's theory and its educational Implications.</li> <li>• Psycho-sexual development – Freud's Theory.</li> <li>• Psycho social development – Erikson's theory of psychosocial development.</li> <li>• Moral and pro social development - Kohlberg's theory</li> <li>• Development of self-concept and personal identity</li> <li>• Communication and speech development - paralinguistic and linguistic stages of development.</li> </ul>				7 hrs.
<b>Unit IV</b>	<b>Individual differences:</b> <ul style="list-style-type: none"> <li>• Role of heredity, environment including physical and socio cultural factors,</li> <li>• Nutrition,</li> <li>• Child rearing practices and Family.</li> </ul>				4 hrs.
<b>Unit V</b>	<b>Development of personality:</b> <ul style="list-style-type: none"> <li>• Concept of Personality, types and traits of personality,</li> <li>• Trait theories ( Eysenck and Cattell's 16 factor, Five factor)</li> <li>• Measurement of personality (Self-report and projective techniques).</li> </ul>				6 hrs.

<b>2<sup>nd</sup> Half</b>	<b>Aspects of Development</b>	
<b>Objectives</b>	The student teachers will be able to :- 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.	
<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<b>Various aspects related to development:</b> <ul style="list-style-type: none"> <li>• Instincts and Emotions</li> <li>• Emotional Intelligence</li> <li>• Attitude and attachment</li> </ul>	6 hrs.
<b>Unit II</b>	<b>Motivation:</b> <ul style="list-style-type: none"> <li>• Extrinsic and Intrinsic Motivation</li> <li>• Theories of Motivation- Maslow, Weiner and McClelland.</li> <li>• Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.</li> </ul>	7 hrs.
<b>Unit III</b>	<b>Attention and Interest:</b> <ul style="list-style-type: none"> <li>• Concept of attention, determinants of attention and their class room application</li> <li>• Attention span and its fluctuation, distraction</li> <li>• Interest and its relation with attention</li> </ul>	5 hrs.
<b>Unit IV</b>	<b>Intelligence:</b> <ul style="list-style-type: none"> <li>• Concept and nature, its distribution across population</li> <li>• Factor theories of intelligence (Guilford, Thurston and Gardner’s theory of Multiple Intelligence,)</li> <li>• Measurement of intelligence (Verbal and non-verbal tests of intelligence)</li> <li>• Intelligence quotient and education</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Creativity:</b> <ul style="list-style-type: none"> <li>• Concept of creativity</li> <li>• The components of creativity</li> <li>• Its identification and nurturance.</li> </ul>	5 hrs.
<b>Engagement with the Field/ Practicum</b>	Case Study	30 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio- Video, Film Show.	

Course-II	Assessment for Learning	Theory	Engagement With the Field	Credit	Class Hours
		50+50	25	4+1	60+30
<b>1<sup>st</sup> Half</b>	<b>Assessment of the Learning Process</b>				
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Get basic knowledge of assessment for learning.</li> <li>• Know the process of evaluation and it uses.</li> <li>• Write educational objectives.</li> <li>• Know different techniques of evaluation, tools of evaluation and their uses.</li> <li>• Know different characteristics of instruments of evaluation.</li> <li>• Know different types of teacher made tests and will construct them.</li> <li>• Compute simple statistics to assess the learning.</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Concept of Evaluation and Assessment:</b> <ul style="list-style-type: none"> <li>• Meaning of Test, Measurement, Assessment and Evaluation</li> <li>• Distinguish among Measurement, Assessment and Evaluation</li> <li>• Nature and purpose of Evaluation</li> </ul>				4 hrs.
<b>Unit II</b>	<b>Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:</b> <ul style="list-style-type: none"> <li>• Approaches-Formative and Summative; NRT and CRT</li> <li>• Techniques- observational, self-reporting, psychological and Educational tests</li> <li>• Validity- Meaning, Types and Measurement</li> <li>• Reliability - Meaning, Types and Measurement</li> <li>• Norm and Usability</li> </ul>				7 hrs.
<b>Unit III</b>	<b>Psychological Test:</b> <ul style="list-style-type: none"> <li>• Meaning and concept</li> <li>• Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality</li> <li>• Achievement test- meaning, characteristics, steps for construction and uses</li> <li>• Diagnostic and prognostic test</li> </ul>				7 hrs.
<b>Unit IV</b>	<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.</li> <li>• Scoring and Grading, Analysis of Score and Its Interpretation               <ol style="list-style-type: none"> <li>a) Tabulation of data.</li> <li>b) Graphical (Histogram, frequency Polygon)</li> <li>c) Central Tendency (Mean, Median Mode)</li> <li>d) Deviation – Standard.</li> </ol> </li> </ul>				7 hrs.



<b>UNIT V</b>	<b>Problem – Learner:</b> <ul style="list-style-type: none"> <li>• Problem – Learner; Concept and Types,</li> <li>• Identification of Problem – Learner; Observation, Case Study, Socio-Metric &amp; Testing (Educational and Psychological) Techniques/.</li> <li>• Remedial Measures – Guidance &amp; Counseling, Life-Skill Training.</li> </ul>	5 hrs.
<b>2<sup>nd</sup> Half</b>	<b>Assessment of the Learning System</b>	
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Understand different aspects of the complexities of the learning system.</li> <li>2. Know various school records designed for specific purposes.</li> <li>3. Understand the relationship between school and the community.</li> <li>4. Acquire knowledge about physical, infrastructural and human resources available in the schools.</li> <li>5. Understand the curricular process in the school.</li> <li>6. Evaluate the school effectiveness and other functional aspects of the schools.</li> <li>7. Explore the students support services available and achievements of the schools.</li> </ol>	
<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<b>Infrastructural facilities:</b> <ul style="list-style-type: none"> <li>• Rooms (types and numbers),</li> <li>• Classroom furniture,</li> <li>• Sanitation facility,</li> <li>• Drinking water,</li> <li>• Playground,</li> <li>• Library, etc.</li> </ul>	4 hrs.
<b>Unit II</b>	<b>Human Resource:</b> <ul style="list-style-type: none"> <li>• Teaching staff (Full Time + Part Time + Para teacher)</li> <li>• Non –Teaching staff</li> <li>• Students: - Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.</li> <li>• Teacher-student Ratio.</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Management &amp; Record Maintenance:</b> <ul style="list-style-type: none"> <li>• Managing Committee</li> <li>• Committees for Academic Purposes</li> <li>• Different Committees</li> <li>• Fee Structure,</li> <li>• Number of units/ School hour/ time table / periods</li> <li>• Students participation – student Self – Government.</li> <li>• Records: <ul style="list-style-type: none"> <li>❖ Accounts related</li> <li>❖ Staff related</li> <li>❖ Student related</li> <li>❖ Curriculum related</li> </ul> </li> </ul>	7 hrs.

<b>Unit IV</b>	<b>Special Service Provided:</b> <ul style="list-style-type: none"> <li>• Mid-Day Meal</li> <li>• Book bank for poor students</li> <li>• Tutorial for weaker students</li> <li>• Remedial teaching</li> <li>• Parent Teacher Association</li> <li>• Staff Welfare Service</li> <li>• Health Programme</li> <li>• Conducting Talent Search Examination</li> <li>• Providing Scholarship</li> </ul>	7 hrs.
<b>Unit V</b>	<b>School Community relationship:</b> <ul style="list-style-type: none"> <li>• Community involvement in decision making.</li> <li>• Community Contribution to school</li> <li>• Meeting with community members</li> <li>• School response to parents.</li> </ul>	6 hrs.
<b>Engagement with the Field / Practicum</b>	Achievement Test	30 hrs.

Course-III	Language across the Curriculum	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Recognize nature, function and role of language across the curriculum</li> <li>2. Acquaint with obstacles in language usage while using the language and ways to overcome them.</li> <li>3. Understand importance and use of first and second language, multilingualism and impact of culture.</li> <li>4. Acquire knowledge about the communication process and verbal and nonverbal communication skills.</li> <li>5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills</li> </ol>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Theoretical Background of Language Usage:</b> <ul style="list-style-type: none"> <li>• Language – Meaning and Concept</li> <li>• Functions of Language</li> <li>• Role of Language across curriculum</li> <li>• A brief historical background of language development.</li> <li>• Theories of language development – Bloomfield, Chomsky, Saussure</li> <li>• Theoretical understanding of Multilingualism.</li> </ul>	7 hrs.			
<b>Unit II</b>	<b>Understanding the Language Background:</b> <ul style="list-style-type: none"> <li>• Understanding home language and school language.</li> <li>• Power dynamics of ‘standard’ language vs. ‘home language’.</li> <li>• Dialects.</li> </ul>	6 hrs.			

<b>Unit III</b>	<b>Different Strategies for Language Development:</b> <ul style="list-style-type: none"> <li>• Nature of classroom discourse.</li> <li>• Develop strategies for using language in the classroom – oral and written</li> <li>• Discussion as a tool for learning.</li> </ul>	5 hrs.
<b>Unit IV</b>	<b>Language Interaction in the classroom:</b> <ul style="list-style-type: none"> <li>• Nature of questioning in the classroom.</li> <li>• Types of questions – Teachers’ role.</li> <li>• Multicultural classroom – Teachers’ role.</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Nature of Reading Comprehension in the Content Areas:</b> <ul style="list-style-type: none"> <li>• Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics.</li> <li>• Schema Theory.</li> <li>• Different Texts – Expository, Narrative, Transactional. Reflexive.</li> </ul>	6 hrs.
<b>Engagement with the Field / Practicum</b>	1 Presentation & 1 term paper	60 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, exercises, assignments, language games in pedagogy of school subjects, illustrations on content based methodology may be provided	

Course EPC-1	Yoga Education: Self Understanding and Development	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Understand the meaning and importance of self-concept and self- esteem.</li> <li>• Be aware of different factors related to self-concepts and self-esteem.</li> <li>• Understand the concept and importance of yoga and well-being.</li> <li>• Be sensitized about the interrelationships of yoga and well-being.</li> <li>• Record a brief history of the history of development of yoga through the ages.</li> <li>• Discuss how yoga and yoga practices are important for healthy living.</li> <li>• Explain some important principles of yoga.</li> <li>• Know and develop their personality through various practices.</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Introduction to Yoga and Yogic Practices :</b> <ul style="list-style-type: none"> <li>• Yoga: meaning and initiation</li> <li>• History of development of yoga</li> <li>• Astanga Yoga or raja yoga</li> <li>• The streams of Yoga</li> <li>• The schools of Yoga: Raja Yoga and Hatha Yoga</li> <li>• Yogic practices for healthy living</li> </ul>			8 hrs.	

<b>Unit II</b>	<b>Introduction to Yogic Texts :</b> <ul style="list-style-type: none"> <li>• Historicity of yoga as a discipline</li> <li>• Classification of yoga and yogic texts</li> <li>• Understanding Astanga Yoga of Patanjali</li> <li>• Hatha yogic practices</li> <li>• Meditational processes</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Yoga and Health :</b> <ul style="list-style-type: none"> <li>• Need of yoga for positive health</li> <li>• Role of mind in positive health as per ancient yogic literature</li> <li>• Concept of health, healing and disease: yogic perspectives</li> <li>• Potential cause of ill health</li> <li>• Yogic principles of healthy living</li> <li>• Integrated approach of yoga for management of health</li> <li>• Stress management through yoga and yogic dietary considerations</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Self-concept:</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of self-concept</li> <li>• Importance of self-concept</li> <li>• Components of self-concept</li> <li>• Factors influencing self-concept</li> <li>• Development of self-concept</li> <li>• Impact of Positive and negative self-concept</li> </ul>	5 hrs.
<b>Unit V</b>	<b>Self-esteem:</b> <ul style="list-style-type: none"> <li>• Meaning and concept of self esteem</li> <li>• Importance of self-esteem</li> <li>• Types of self esteem</li> <li>• Strategies for positive behaviour</li> <li>• Keys to Increasing Self-Esteem</li> </ul>	4 hrs.
<b>Engagement with the field/ Practicum</b>	Student Activity Followed by Report Writing	60 hrs.
<b>Mode of transaction</b>	Lecture-cum-discussion, workshop sessions, assignments, presentations by the students	

Course EPC-2	Drama and Arts in Education	Theory	Engagement With the Field	Credit	Class Hours
		25	25	2+2	30+60
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> <li>• Understand the use of ‘Drama’ as Pedagogy.</li> <li>• Use ‘Role play’ technique in the teaching learning process.</li> <li>• Understand the importance of dramatic way of presentation.</li> <li>• Integrate singing method in teaching learning process.</li> <li>• Understand various ‘Dance forms’ and their integration in educational practices.</li> <li>• Use art of drawing and painting in teaching learning process.</li> <li>• Develop creativity through different creative art forms.</li> <li>• Understand the efficacy of different art forms in education.</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<p><b>Drama and its Fundamentals :</b></p> <ul style="list-style-type: none"> <li>• Drama as a tool of learning</li> <li>• Different Forms of Drama</li> <li>• Role play and Simulation</li> <li>• Use of Drama for Educational and social change (Street play, Dramatization of a lesson)</li> <li>• Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation</li> </ul>				6 hrs.
<b>Unit II</b>	<p><b>Music ( <i>Gayan and Vadan</i> ):</b></p> <ul style="list-style-type: none"> <li>• <i>Sur, Taal and Laya (Sargam)</i></li> <li>• Vocal - Folk songs, Poems, Prayers</li> <li>• Singing along with “<i>Karaoke</i>”</li> <li>• Composition of Songs, Poems, Prayers</li> <li>• Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices</li> </ul>				6 hrs.
<b>Unit III</b>	<p><b>The Art of Dance:</b></p> <ul style="list-style-type: none"> <li>• Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.</li> <li>• Integration of Dance in educational practices (Action songs, <i>Nritya Natika</i> )</li> </ul>				6hrs.
<b>Unit IV</b>	<p><b>Drawing and Painting:</b></p> <ul style="list-style-type: none"> <li>• Colours, Strokes and Sketching- understanding of various means and perspectives</li> <li>• Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting</li> <li>• Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms</li> </ul>				6 hrs.

<p style="text-align: center;"><b>Unit V</b></p>	<p><b>Creative Art:</b></p> <ul style="list-style-type: none"> <li>• Creative writing -Story writing, Poetry writing</li> <li>• Model making - Clay modeling, Origami, Puppet making</li> <li>• Decorative Art - Rangoli, Ikebana, Wall painting (Mural)</li> <li>• Designing - Computer graphics, CD Cover, Book cover, Collage work</li> <li>• The use of different art forms in Education</li> </ul>	<p style="text-align: center;">6 hrs.</p>
<p style="text-align: center;"><b>Engagement with the Field / Practicum</b></p>	<p style="text-align: center;">Student Activity Followed by Report Writing</p>	<p style="text-align: center;">60 hrs.</p>
<p style="text-align: center;"><b>Mode of Transaction</b></p>	<p style="text-align: center;">Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation</p>	

**FOUNDATION COURSE (FDNC1101)**

## SEMESTER-II

Course-IV	Learning and Teaching	Theory	Engagement With the Field	Credit	Class Hours
		50+50	25	4+1	60+30
<b>1<sup>st</sup> Half</b>	<b>Learning</b>				
<b>Objectives</b>	The student teachers will be able to :- 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Understanding Learning:</b> <ul style="list-style-type: none"> <li>• Nature of learning: learning as a process and learning as an outcome</li> <li>• Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.</li> <li>• Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.</li> </ul>				7 hrs.
<b>Unit II</b>	<b>Factors Influencing Learning:</b> <ul style="list-style-type: none"> <li>• Concept, nature and types of motivation – intrinsic, extrinsic and achievement.</li> <li>• Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning.</li> </ul>				5 hrs.
<b>Unit III</b>	<b>Learning Paradigms:</b> <ul style="list-style-type: none"> <li>• Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov &amp; Skinner) and their educational implications.</li> <li>• Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)</li> <li>• Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.</li> <li>• Social Constructivist Learning – Concept of Vygotsky, nature and implications.</li> <li>• Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)</li> </ul>				8 hrs.
<b>Unit IV</b>	<b>Transfer of learning:</b> <ul style="list-style-type: none"> <li>• Concept, Importance, Nature and Types of Transfer of Learning</li> <li>• Theories of Transfer of Learning</li> <li>• Methods of enhancing Transfer of Learning</li> </ul>				5 hrs.

<b>Unit V</b>	<b>Organization of Learning Experiences: Issues and Concerns:</b> <ul style="list-style-type: none"> <li>• Role of school – Guidance, Mental health, Co-curricular activities.</li> <li>• Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme</li> </ul>	5 hrs.
<b>2<sup>nd</sup> Half</b>	<b>Teaching for Learning</b>	
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Understand the process of teaching</li> <li>2. Understand and efficiently used different models of teaching.</li> <li>3. Engage in teaching with proper approach.</li> <li>4. Develop skills required for teaching</li> </ol>	
<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<b>Understanding Teaching:</b> <ul style="list-style-type: none"> <li>• Teaching: Concepts, definition, nature and characteristics factors affecting teaching.</li> <li>• Relation between Teaching, Instruction and Training.</li> <li>• Maxims of teaching. Role of teacher in effective teaching.</li> </ul>	5 hrs.
<b>Unit II</b>	<b>Models of Teaching:</b> <ul style="list-style-type: none"> <li>• Concept Attainment Model (CAM)</li> <li>• Advance Organizer Model (AOM)</li> <li>• Inquiry Training Model (ITM)</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Task of Teaching:</b> <ul style="list-style-type: none"> <li>• Task of teaching: meaning, definition and variables in teaching task.</li> <li>• Phases of teaching task: pre - active, inter-active and post-active.</li> <li>• Essentials of effective teaching</li> </ul>	5 hrs.
<b>Unit IV</b>	<b>Levels &amp; Approaches of Teaching:</b> <ul style="list-style-type: none"> <li>• Levels of Teaching: memory, understanding and reflective levels of teaching</li> <li>• Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.</li> <li>• Programmed Instruction (PI) &amp; Computer Assisted Instruction (CAI)</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Skills of Teaching :</b> <ul style="list-style-type: none"> <li>• Skills of Teaching: Concepts, definition.</li> <li>• Micro-teaching: Meaning and Procedure</li> <li>• Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.</li> <li>• Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).</li> </ul>	7 hrs.
<b>Engagement with the Field / Practicum</b>	Presentation	30 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, project work, field trip, assignment, seminar etc.	



Course - V(A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+1	30+30
<b>Pedagogy of Language Teaching</b>					
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<b>Foundations of Language Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Language Teaching.</li> <li>• Language Curriculum, Values of Language Teaching.</li> <li>• Inter relationship of various branches of language</li> <li>• Innovations in language teaching</li> <li>• Inculcation of National Integrity through Language teaching.</li> </ul>				7 hrs.
<b>Unit II</b>	<b>Teaching and Learning Process (As per language concerned):</b> <ul style="list-style-type: none"> <li>❖ Features, Limitations and comparison of different approaches and methods</li> <li>• Direct Method</li> <li>• Grammar translation</li> <li>• Structural Approach</li> <li>• Functional-Communicative Approach</li> <li>• Lecture Method</li> <li>• Interactive Method</li> <li>• Demonstration- observation method,</li> <li>• Heuristic Method,</li> <li>• Project Method</li> <li>• CAI</li> <li>❖ Teaching –learning of language from the viewpoint of Skinner, Piaget, Bruner, Vygotsky</li> </ul>				10 hrs.
<b>Unit III</b>	<b>Teacher and Teaching Skill (As per concerned subject):</b> <ul style="list-style-type: none"> <li>• Qualities of a good language teacher</li> <li>• Qualifications of a good language teacher (according to NCTE, RTE, RMSA)</li> <li>• Professional growth of a language teacher</li> <li>• Micro Teaching</li> <li>• Simulated Teaching</li> <li>• Integrated Teaching/Teaching in classroom situation.</li> <li>• Management of learning of slow learners in reference to language teaching</li> </ul>				9 hrs.
<b>Unit IV</b>	<b>Learning Resource in Language Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type and importance of Learning Resources.</li> <li>• Quality of good language textbook. (textbook revision)</li> <li>• Teaching aids in language. (Improvisation of Teaching Aids.)</li> <li>• Planning and organization of language Laboratory</li> </ul>				4 hrs.
<b>Engagement with the Field/ Practicum</b>	Student Activity Followed by Report Writing				30 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, project work, field trip, assignment, seminar etc.				

Course - V(A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+1	30+30
<b>Pedagogy of Social Science Teaching</b>					
<b>Objectives</b>	The student teachers will be able to:- <ol style="list-style-type: none"> <li>1. Appreciate the significance of teaching Social Science.</li> <li>2. Be acquainted with the approaches &amp; Methods of Teaching Social Science.</li> <li>3. Be used to the application of knowledge and skills in Social Science.</li> <li>4. Be acquainted with various practical aspects of Social Science.</li> </ol>				
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<b>Foundation of Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Social Science Teaching</li> <li>• Social Science Curriculum, Values of Social Science Teaching</li> <li>• Correlation of Social Science with other subject of curriculum</li> <li>• Importance of innovations in Mathematical Teaching.</li> <li>• National Integrity through Social Science Teaching</li> </ul>				<b>7 hrs.</b>
<b>Unit II</b>	<b>Strategies of Science Teaching:</b> <ul style="list-style-type: none"> <li>• Features and Limitations of different methods:</li> <li>• Lecture Method</li> <li>• Interactive Method</li> <li>• Demonstration – Observation Method</li> <li>• Regional Method</li> <li>• Heuristic Method</li> <li>• Project Method</li> <li>• CAI</li> <li>• Teaching learning process in Social Science from the view point of Skinner, Piaget, Bruner, and Vygotsky</li> </ul>				<b>10 hrs.</b>
<b>Unit III</b>	<b>Teacher and Teaching skills:</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of Social Science Teachers</li> <li>• Professional growth of Social science Teachers</li> <li>• Micro-teaching</li> <li>• Simulated Teaching</li> <li>• Teaching in class room situation/ Integrated teaching</li> <li>• Management of learning of slow and gifted learners</li> </ul>				<b>9 hrs.</b>
<b>Unit IV</b>	<b>Learning Resources in Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type and importance of learning resources</li> <li>• Quality of good Social Science text book</li> <li>• Teaching aids in Social Science( improvisation &amp; utilization of teaching aids)</li> <li>• Planning and organization of Social Science Laboratory</li> </ul>				4 hrs.
<b>Engagement with the Field/ Practicum</b>	Student Activity Followed by Report Writing				30 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration, etc.				

Course - V(A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+1	30+30
<b>Pedagogy of Science Teaching</b>					
<b>Objectives</b>	The student teachers will be able to:- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.				
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<b>Foundation of Science Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Science Teaching</li> <li>• Science Curriculum, Values of Science Teaching</li> <li>• Correlation of Science with other subject of curriculum</li> <li>• Scientific aptitude and attitude</li> <li>• Importance of innovations in Science Teaching.</li> </ul>				7 hrs.
<b>Unit II</b>	<b>Strategies of Science Teaching:</b> <ul style="list-style-type: none"> <li>• Features and Limitations of different methods:</li> <li>• Lecture Method</li> <li>• Demonstration method</li> <li>• Heuristic Method</li> <li>• Laboratory Method</li> <li>• Project Method</li> <li>• CAI</li> <li>• Problem Solving Method.</li> <li>• Teaching learning process in science from the view point of Skinner, Piaget, Bruner, and Vygotsky</li> </ul>				10 hrs.
<b>Unit III</b>	<b>Teacher and Teaching skills:</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of Science Teachers</li> <li>• Professional growth of Science Teachers</li> <li>• Micro-teaching</li> <li>• Simulated Teaching</li> <li>• Teaching in class room situation/ Integrated teaching</li> <li>• Laboratory practical based demonstration skill</li> <li>• Management of learning of slow and gifted learners</li> </ul>				9 hrs.
<b>Unit IV</b>	<b>Learning Resources in Science Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type and importance of learning resources</li> <li>• Quality of good science text book</li> <li>• Teaching aids in science including improvisation of teaching aids</li> <li>• Planning and organisation of Science Laboratory</li> </ul>				4 hrs.
<b>Engagement with the Field/ Practicum</b>	Student Activity Followed by Report Writing				30 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar, etc.				

Course - V(A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+1	30+30
<b>Pedagogy of Mathematics Teaching</b>					
<b>Objectives</b>	The student teachers will be able to:- <ol style="list-style-type: none"> <li>1. Appreciate the significance of teaching Mathematics.</li> <li>2. Be acquainted with the Approaches &amp; Methods of Mathematics Science.</li> <li>3. Be used to the application of Mathematical knowledge and skills.</li> <li>4. Be acquainted with various practical aspects of Mathematics.</li> </ol>				
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<b>Foundation of Mathematics Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Mathematics Science Teaching</li> <li>• Mathematics Curriculum, Values of Mathematics Teaching</li> <li>• Correlation of Mathematics with other subject of curriculum</li> <li>• Mathematical aptitude and attitude</li> <li>• Importance of innovations in Mathematical Teaching.</li> </ul>				7 hrs.
<b>Unit II</b>	<b>Strategies of Science Teaching:</b> Features and Limitations of different methods: <ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Inductive &amp; Deductive Method</li> <li>• Method of Analysis &amp; synthesis</li> <li>• Heuristic Method</li> <li>• Laboratory Method</li> <li>• Project Method</li> <li>• Tropical Method</li> <li>• Concentric Method</li> <li>• CAI</li> <li>• Problem Solving Method.</li> <li>• Teaching learning process in Mathematics from the view point of Skinner, Piaget, Bruner, and Vygotsky</li> </ul>				10 hrs.
<b>Unit III</b>	<b>Teacher and Teaching skills:</b> Qualifications and qualities of Mathematics Teachers <ul style="list-style-type: none"> <li>• Professional growth of Mathematics Teachers</li> <li>• Micro-teaching</li> <li>• Simulated Teaching</li> <li>• Teaching in class room situation/ Integrated teaching</li> <li>• Management of learning of slow and gifted learners</li> </ul>				9 hrs.
<b>Unit IV</b>	<b>Learning Resources in Mathematics Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type and importance of learning resources</li> <li>• Quality of good Mathematics text book</li> <li>• Teaching aids in Mathematics ( improvisation of teaching aids)</li> <li>• Planning and organization of Mathematics Laboratory</li> </ul>				4 hrs.
<b>Engagement with the Field/ Practicum</b>	Student Activity Followed by Report Writing				30 hrs.
<b>Mode of Transaction</b>	Lecture, lecture cum Discussion, project work, Demonstration of A.V. Aid, Action Research, Visit, Group work and its Presentation				

Course - VI(A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Epistemological bases of Education:</b> <ul style="list-style-type: none"> <li>• Meaning of epistemology with reference to the process of knowledge building and generation.</li> <li>• Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief.</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Philosophical Foundation of Education:</b> <ul style="list-style-type: none"> <li>• Significance of Philosophy in Education.</li> <li>• Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee.</li> <li>• Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.</li> </ul>				6hrs.
<b>Unit III</b>	<b>Sociological bases of education:</b> <ul style="list-style-type: none"> <li>• Constitutional goal for Indian Education.</li> <li>• Social issues in education –globalization, multiculturalism, secularism, education for sustainable development.</li> <li>• Nationalism, universalism and secularism – their interrelationship with education.</li> <li>• Illiteracy, poverty, socially disadvantaged groups gender inequality.</li> </ul>				6 hrs.
<b>Unit IV</b>	<b>Concepts and scope of education:</b> <ul style="list-style-type: none"> <li>• Four pillars of education.</li> <li>• Aims of education: Personal, Social, Economic and National Development.</li> <li>• Education for generation, conservation and transmission of knowledge.</li> <li>• Agencies of education: home, school, community and media.</li> <li>• Types of education: formal, non-formal, informal and role of their agencies.</li> </ul>				6 hrs.

<p style="text-align: center;"><b>Unit V</b></p>	<p><b>Dynamics of Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>• Determinants of curriculum development</li> <li>• Theories of curriculum development</li> <li>• Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary</li> <li>• Curriculum reforms in India ; National Curriculum Frameworks</li> </ul>	<p style="text-align: center;">6 hrs.</p>
<p style="text-align: center;"><b>Engagement with the Field / Practicum</b></p>	<p style="text-align: center;">Project</p>	<p style="text-align: center;">30 hrs.</p>
<p style="text-align: center;"><b>Mode of Transaction</b></p>	<p>Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences</p>	

Course-VII	Contemporary India and Education	Theory	Engagement With the Field	Credit	Class Hours
		50+50	25	4+1	60+30
1 <sup>st</sup> Half	<b>Education in Post-Independent India</b>				
<b>Objectives</b>	The student teachers will be able to :- 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5. Develop an idea about National Values.				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Educational provision in the Constitution of India:</b> <ul style="list-style-type: none"> <li>• Fundamental Rights</li> <li>• Directive Principles of State Policy</li> <li>• Fundamental Duties</li> <li>• Centre-State Relationship</li> <li>• Language Issues</li> </ul>				7 hrs.
<b>Unit II</b>	<b>Recommendations of various commissions after independence:</b> <ul style="list-style-type: none"> <li>• Indian University Commission(1948-49)</li> <li>• Secondary Education Commission(1952-53)</li> <li>• Indian Education Commission(1964-66)</li> <li>• National Policy of Education(1986,1992)</li> </ul>				8 hrs.
<b>Unit III</b>	<b>Equalization and universalization of Elementary and Secondary Education:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Problems</li> <li>• Probable solutions</li> <li>• Views of Swami Vivekananda</li> </ul>				4 hrs.
<b>Unit IV</b>	<b>Inequality, Discrimination and Marginalization in education:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Causes</li> <li>• Probable solutions</li> </ul>				5 hrs.
<b>Unit V</b>	<b>Issues of Contemporary relevance and National Values:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Relevance in education</li> <li>• Relation with international understanding.</li> <li>• Views of Swami Vivekananda in case of the followings:               <ul style="list-style-type: none"> <li>a) Mass Education b) Women Education c) Technical and Vocational Education d) Culture and Education</li> </ul> </li> </ul>				6 hrs.

<b>2<sup>nd</sup> Half</b>	<b>Policy Framework for Education in India</b>	
<b>Objectives</b>	The student Teachers will be able to :- 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Develop the knowledge about various policies on education 4. Examine the role and functions of different monitoring agencies of education 5. Understand community participation and development in education 6. Acquire skill to develop educational planning and management.	
<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<b>Contemporary issues of education:</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Poverty</li> <li>• Population explosion</li> <li>• Student unrest</li> </ul>	6 hrs.
<b>Unit II</b>	<b>Policies on education:</b> <ul style="list-style-type: none"> <li>• SSA</li> <li>• RTE (2009)</li> <li>• NCF (2005)</li> <li>• NKC(2009)</li> <li>• RMSA</li> <li>• NCF-TE (2009)</li> </ul>	7 hrs.
<b>Unit III</b>	<b>Monitoring agencies:</b> <ul style="list-style-type: none"> <li>• UGC</li> <li>• NAAC</li> <li>• NCTE</li> <li>• NUEPA</li> <li>• NCERT</li> <li>• IASE</li> <li>• CTE</li> <li>• SCERT</li> <li>• DIET</li> </ul>	6 hrs.
<b>Unit IV</b>	<b>Community participation and development:</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Dalit education</li> <li>• Tribal education</li> <li>• Adult and Continuing Education</li> <li>• Distance and Open Education</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Educational Planning and Management:</b> <ul style="list-style-type: none"> <li>• Educational Planning</li> <li>• Institutional Planning</li> <li>• Leadership</li> <li>• Administrative structure of Secondary Education</li> <li>• Quality Management</li> </ul>	5 hrs.
<b>Engagement with the Field / Practicum</b>	Action Research	30 hrs.
<b>Mode of Transaction</b>	Lectures, discussions, assignments, films on educational thinkers	



Course EPC – 3	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	Class Hours
		25	25	2+1	30+30
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Know the meaning, process, importance and characteristics of reading.</li> <li>• Appreciate and apply different levels, types, techniques and methods of reading.</li> <li>• Acquaint with the skills of reading different types of texts.</li> <li>• Develop different types of reading skills through various activities and met cognition</li> <li>• Learn the skills of reading comprehension and to enhance vocabulary.</li> <li>• Acquaint with the problems of reading across curriculum</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Introduction to Reading:</b> <ul style="list-style-type: none"> <li>• Reading – Meaning and Process</li> <li>• Importance of Reading across Curriculum</li> <li>• Characteristics of Reading</li> </ul>				4 hrs.
<b>Unit II</b>	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Levels of Reading- literal, interpretative, critical and creative</li> <li>• Types of Reading – intensive and extensive reading, Oral &amp; Silent Reading</li> <li>• Reading Techniques – Skimming and Scanning.</li> <li>• Methodology of Reading</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Reading the Text:</b> <ul style="list-style-type: none"> <li>• Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes</li> <li>• Importance of Different Texts in Curriculum</li> </ul>				9 hrs.
<b>Unit IV</b>	<b>Developing Reading Skills:</b> <ul style="list-style-type: none"> <li>• Developing Critical Reading Skills</li> <li>• Developing Reflective Skills</li> <li>• Activities for Developing Reading Skills</li> <li>• Developing Metacognition for Reading</li> </ul>				6 hrs.
<b>Unit V</b>	<b>Reading Comprehension:</b> <ul style="list-style-type: none"> <li>• Developing Reading Comprehension</li> <li>• Developing Vocabulary for Reading</li> <li>• Problems of Reading</li> </ul>				5 hrs.
<b>Engagement with the Field / Practicum</b>	Student Activity Followed by Report Writing				30 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary, etc.				

**SEMESTER-III**

Course - V(B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	Class Hours
		50	25+75*	2+ (1+2*)	30+ (30+60*)
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				
<b>COURSE CONTENT/SYLLABUS</b>					
Unit I	<b>Pedagogical Analysis:</b> <ul style="list-style-type: none"> <li>● Concepts and Methods of Pedagogical Analysis;</li> <li>● The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI- XII) on the following items: <ul style="list-style-type: none"> <li>❖ Breaking of Unit into Sub-unit with no. of Periods;</li> <li>❖ Previous knowledge;</li> <li>❖ Instructional Objectives in behavioural terms; Sub-unit wise concepts</li> <li>❖ Teaching- Learning Strategies</li> <li>❖ Use of teaching aids</li> <li>❖ Blueprint for criterion reference test Items.</li> </ul> </li> </ul>				9 hrs.
Unit II	<b>Learning Design:</b> <ul style="list-style-type: none"> <li>● Concept and Importance</li> <li>● Steps of Learning Design</li> <li>● Qualities of Good Learning Design</li> </ul>				5 hrs.
Unit III	<b>Activities in Language:</b> Importance Planning & Organisation <ul style="list-style-type: none"> <li>● Fair and Exhibition,</li> <li>● Field Trips /Excursion,</li> <li>● Debate,</li> <li>● Wall &amp; Annual Magazine,</li> <li>● Subject Club./Sahitya Sabha</li> <li>● Workshop &amp; Project</li> <li>● Language games/quiz</li> </ul>				10 hrs.
Unit IV	<b>Evaluation in Language Education:</b> <ul style="list-style-type: none"> <li>● Concept of Assessment and Evaluation</li> <li>● Evaluation devices</li> <li>● Competency based evaluation</li> <li>● CCE</li> <li>● Formative and summative evaluation</li> <li>● Diagnose and remediation</li> <li>● Construction of assessment tools like achievement test</li> </ul>				6 hrs.
Engagement with the Field/ Practicum	Concept Mapping & One Pedagogical Analysis on either Class IX-X or XI-XII				30 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)				60 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.				

Course - V(B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	Class Hours
		50	25+75*	2+ (1+2*)	30+ (30+60*)
<b>Pedagogy of Social Science Teaching</b>	<b>History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology</b>				
<b>Objectives</b>	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> <li>❖ Be aware of teaching &amp; learning of the subject concern.</li> <li>❖ Examine critically the major concept, ideas, principles &amp; values relating the subject concern.</li> <li>❖ Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>❖ Provide the students authentic historical knowledge with the proposed content &amp; make them to be component to do pedagogical analysis of the subject.</li> </ul>				
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<p><b>Pedagogical Analysis:</b></p> <ul style="list-style-type: none"> <li>● Concepts and Methods of Pedagogical Analysis;</li> <li>● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items: <ul style="list-style-type: none"> <li>● Breaking of Unit into Sub-unit with no. of Periods;</li> <li>● Previous knowledge;</li> <li>● Instructional Objectives in behavioural terms;</li> <li>● Sub-unit wise concepts;</li> <li>● Teaching- Learning Strategies;</li> <li>● Use of teaching aids;</li> <li>● Blueprint for criterion reference test Items.</li> </ul> </li> </ul>				9 hrs.
<b>Unit II</b>	<p><b>Learning Design:</b></p> <ul style="list-style-type: none"> <li>● Concept and importance</li> <li>● Qualities of good Learning Design</li> <li>● Steps of Learning Design</li> </ul>				5 hrs.
<b>Unit III</b>	<p><b>Activities in Social Science</b> Importance, Planning &amp; Organization</p> <ul style="list-style-type: none"> <li>● Exhibition and fair</li> <li>● Field trip and Excursion</li> <li>● Debate and Quiz</li> <li>● Project work</li> <li>● Workshop</li> <li>● Wall &amp; Annual Magazine</li> <li>● Social Science Club in school</li> </ul>				10 hrs.
<b>Unit IV</b>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>● Concept of assessment and evaluation</li> <li>● Evaluation devices</li> <li>● Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation;</li> <li>● Construction of assessment tools like achievement test.</li> </ul>				6 hrs.

<b>Engagement with the field/ Practicum</b>	Concept Mapping & One Pedagogical Analysis on either Class IX-X or XI-XII	30 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	60 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students in pedagogy of school subjects, illustrations on content based methodology may be provided	

Course - V(B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	Class Hours
		50	25+75*	2+ (1+2*)	30+ (30+60*)
<b>Pedagogy of Science Teaching</b>	<b>Life Science, Physical Science, Computer Science and Application</b>				
<b>Objectives</b>	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> <li>1. Be aware of teaching &amp; learning of the subject concerned.</li> <li>2. Examine critically the major concept, ideas, principles &amp; values relating to the subject concerned.</li> <li>3. Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>4. Make them competent to do the pedagogical analysis of the subject concerned.</li> </ol>				
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit I</b>	<b>Pedagogical Analysis:</b> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items: <ul style="list-style-type: none"> <li>• Breaking of Unit into Sub-unit with no. of Periods;</li> <li>• Previous knowledge;</li> <li>• Instructional Objectives in behavioural terms;</li> <li>• Sub-unit wise concepts</li> <li>• Teaching- Learning Strategies</li> <li>• Use of teaching aids</li> <li>• Blueprint for criterion reference test Items</li> </ul> </li> </ul>				8 hrs.
<b>Unit II</b>	<b>Learning Design:</b> <ul style="list-style-type: none"> <li>• Concept and importance</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>				8 hrs.

<b>Unit III</b>	<b>Activities in Science:</b> Importance, Planning & Organization <ul style="list-style-type: none"> <li>• Science Exhibition and Science fair</li> <li>• Field trip and Excursion</li> <li>• Debate and Quiz</li> <li>• Project work</li> <li>• Workshop</li> <li>• Wall &amp; Annual Magazine</li> <li>• Science Club in school</li> </ul>	8 hrs.
<b>Unit IV</b>	<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Evaluation devices, evaluation programme in Science</li> <li>• Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation;</li> <li>• Construction of assessment tools like achievement test.</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	<p style="text-align: center;">Concept Mapping &amp; One Pedagogical Analysis on either Class IX-X or XI-XII</p>	30 hrs.
	<p style="text-align: center;">* Community-based Activities (vide details at the end of Semester-III syllabus)</p>	60 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	

Course - V(B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	Class Hours
		50	25+75*	2+ (1+2*)	30+ (30+60*)
<b>Pedagogy of Mathematics Teaching</b>	<b>Mathematics</b>				
<b>Objectives</b>	The student teachers will be able to:- <ol style="list-style-type: none"> <li>1. Be aware of teaching &amp; learning of the subject concerned.</li> <li>2. Examine critically the major concept, ideas, principles &amp; values relating to the subject concerned.</li> <li>3. Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>4. Make them competent to do the pedagogical analysis of the subject concerned.</li> </ol>				

**COURSE CONTENT/SYLLABUS**

<b>Unit I</b>	<p><b>Pedagogical Analysis:</b></p> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items: <ul style="list-style-type: none"> <li>• Breaking of Unit into Sub-unit with no. of Periods;</li> <li>• Previous knowledge;</li> <li>• Instructional Objectives in behavioural terms;</li> <li>• Sub-unit wise concepts</li> <li>• Teaching- Learning Strategies</li> <li>• Use of teaching aids</li> <li>• Blueprint for criterion reference test Items</li> </ul> </li> </ul>	9 hrs.
<b>Unit II</b>	<p><b>Learning Design:</b></p> <ul style="list-style-type: none"> <li>• Concept and importance</li> <li>• Qualities of good Learning Design</li> <li>• Steps of Learning Design</li> </ul>	5 hrs.
<b>Unit III</b>	<p><b>Activities in Mathematics:</b> Importance, Planning &amp; Organization</p> <ul style="list-style-type: none"> <li>• Mathematics Exhibition and fair</li> <li>• Field trip and Excursion</li> <li>• Debate and Quiz</li> <li>• Project work</li> <li>• Workshop</li> <li>• Wall &amp; Annual Magazine</li> <li>• Mathematics Club in school</li> </ul>	10 hrs.
<b>Unit IV</b>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Evaluation devices in Mathematics (Tools &amp; Techniques)</li> <li>• Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation;</li> <li>• Construction of assessment tools like achievement test.</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	<p align="center">Concept Mapping &amp; One Pedagogical Analysis on either Class IX-X or XI-XII</p>	30 hrs.
	<p align="center">* Community-based Activities (vide details at the end of Semester-III syllabus)</p>	60 hrs.
<b>Mode of Transaction</b>	<p align="center">Lecture, Lecture cum Discussion, project work, Demonstration of A.V. Aid, Action Research, Visit, Group work and its Presentation</p>	

Course - V(B)	School Internship	Theory	Engagement With the Field	Credit	Class Hours
		-	300	14	420

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class timetable, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.
- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself / herself in all activities of the school.

**The following activities are to be undertaken at the time of School Internship**

(\*Community –based activities shall consist of the following)

Practicum:- Student Activity Followed by Report Writing (2 activities)      2 credits

- Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc.
- Gardening.
- Cleanliness of the campus and beautification.
- Cleaning of furniture
- Assembly.
- Community Games.
- Cultural Programmes.
- SUPW.
- Scout & Guide
- Celebration of National Festivals, Teacher’s Day, etc.
- First Aid.
- Aesthetic development activities - decoration of classroom etc.
- Rendering service to rural schools / Teaching less fortunate followed by report.

**SEMESTER – IV**

Course - VIII	Gender, School and Society	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+1	30+30
<b>Objectives</b>	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Gender issues: key concepts:</b> <ul style="list-style-type: none"> <li>● Definition of gender.</li> <li>● Difference between gender and sex.</li> <li>● Social construction of gender.</li> <li>● Gender including transgender and third gender, sex, patriarchy.</li> <li>● Gender bias, gender stereotyping, and empowerment</li> <li>● Equity and equality in relation with caste, class, religion, ethnicity, disability and region.</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Gender studies: paradigm shifts:</b> <ul style="list-style-type: none"> <li>● Paradigm shift from women’s studies</li> <li>● Historical backdrop: some landmarks on social reform movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries with focus on women’s experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya).                             <ul style="list-style-type: none"> <li>A. Commissions and committees on women education and empowerment</li> <li>B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</li> </ul> </li> </ul>				7 hrs.
<b>Unit III</b>	<b>Gender, Power and Education:</b> <ul style="list-style-type: none"> <li>● Gender Identities and Socialization Practices in:                             <ul style="list-style-type: none"> <li>&gt; Family</li> <li>&gt; Schools</li> <li>&gt; Other formal and informal organization.</li> </ul> </li> <li>● Schooling of Girls and Women Empowerment</li> </ul>				5 hrs.



<b>Unit IV</b>	<b>Gender Issues in Curriculum:</b> <ul style="list-style-type: none"> <li>● Curriculum and the gender question</li> <li>● Construction of gender in curriculum framework since Independence: An analysis</li> <li>● Gender and the hidden curriculum</li> <li>● Gender in text and context (textbooks' inter- sectionality with other disciplines.</li> <li>● Teacher as an agent of change</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Gender, Sexuality, Sexual Harassment and Abuse:</b> <ul style="list-style-type: none"> <li>● Development of sexuality, including primary influences in the lives of children ( such as gender, body image, role models)</li> <li>● Sites of conflict: Social and emotional</li> <li>● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions</li> <li>● Agencies perpetuating violence: Family, school, work place and media (print and electronic)</li> <li>● Institutions redressing sexual harassment and abuse.</li> </ul>	6 hrs.
<b>Engagement with the Field / Practicum</b>	Presentation	30 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	

Course – VI(B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+1	30+30
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Realize the concepts of curriculum and syllabi.</li> <li>2. Discover the relationship between power, ideology and curriculum.</li> <li>3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice &amp; its transactional modes.</li> </ol>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Concept of Curriculum:</b> <ul style="list-style-type: none"> <li>● Meaning , Characteristics &amp; Types of Curriculum</li> <li>● Nature &amp; Scope of Curriculum</li> <li>● Necessity of curriculum.</li> <li>● Principles of framing curriculum.</li> <li>● Role of State in curriculum.</li> <li>● Constitutional values and national culture in curriculum.</li> </ul>	6 hrs.			

<b>Unit II</b>	<b>Relationship between curriculum and syllabi:</b> <ul style="list-style-type: none"> <li>● Relationship between curriculum framework and syllabi.</li> <li>● Process of translating syllabus into text books.</li> <li>● Representation and non-representation of various social groups in curriculum framing.</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Designing curriculum, school Experiences and Evaluation:</b> <ul style="list-style-type: none"> <li>● Principles of selecting curriculum content.</li> <li>● Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum.</li> <li>● Methodology of curriculum transaction.</li> <li>● Curriculum evaluation (formative, summative, Micro and Macro).</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Power, Ideology and Curriculum:</b> <ul style="list-style-type: none"> <li>● Relationship between powers, structures of Society and knowledge.</li> <li>● Meritocracy versus elitism in curriculum.</li> </ul>	5 hrs.
<b>Unit V</b>	<b>Curriculum as process and practice:</b> <ul style="list-style-type: none"> <li>● Inculcation of values, disciplines, rules and reproduction of norms in the society.</li> <li>● Necessity and construction of Time-Table</li> <li>● Hidden curriculum and children’s resilience.</li> <li>● Critical Analysis of text books, teachers’ handbooks, children’s literature.</li> </ul>	6 hrs.
<b>Engagement with the Field/Practicum</b>	Student Activity Followed by Report Writing	30 hrs.
<b>Mode of Transaction</b>	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	

Course - IX	Creating an Inclusive School	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+1	30+30
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Sensitise to the concept of inclusive education and social inclusion</li> <li>2. Familiarize with the legal and policy perspectives behind inclusion in education</li> <li>3. Understand the types, probable causes, preventive measures and characteristics of different types of disability.</li> <li>4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other Socio-economically backward children.</li> <li>5. Know how inclusion can be practiced in mainstream class.</li> </ol>				

<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<p><b>Introduction to inclusive Education:</b></p> <ul style="list-style-type: none"> <li>● Concept &amp; history of special education, integrated education and inclusive Education &amp; their relation</li> <li>● Philosophical, Sociological, Economical &amp; Humanitarian dimensions of inclusive education</li> <li>● Advantages of inclusive education for the individual and society.</li> <li>● Factors affecting inclusion.</li> </ul>	5 hrs.
<b>Unit II</b>	<p><b>Legal and policy perspectives:</b></p> <ul style="list-style-type: none"> <li>● Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).</li> <li>● National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act (2009).</li> <li>● Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.</li> </ul>	7 hrs.
<b>Unit III</b>	<p><b>Defining learners with special needs:</b></p> <ul style="list-style-type: none"> <li>● Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI</li> <li>● Preparation for inclusive education – School’s readiness for addressing learner with diverse needs</li> <li>● Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)</li> <li>● Identification and overcoming barriers for educational and social inclusion</li> </ul>	7 hrs.
<b>Unit IV</b>	<p><b>Inclusion in operation:</b></p> <ul style="list-style-type: none"> <li>● Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM</li> <li>● Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.</li> <li>● Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances</li> </ul>	6 hrs.
<b>Unit V</b>	<p><b>Teacher preparation for inclusive school:</b></p> <ul style="list-style-type: none"> <li>● Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.</li> <li>● Review of existing educational programmes offered in secondary school (General and Special School).</li> <li>● Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.</li> <li>● Teacher preparation for inclusive education in the light of NCF, 2005.</li> <li>● Characteristics of inclusive school.</li> </ul>	5 hrs.

<b>Engagement with the Field/ Practicum</b>	Case Study	30 hrs.
<b>Mode of transaction</b>	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	

<b>Course - X Optional</b>	<b>Vocational / Work Education</b>	<b>Theory</b>	<b>Engagement With the Field</b>	<b>Credit</b>	<b>Class Hours</b>
		<b>50</b>	<b>25</b>	<b>2+2</b>	<b>30+60</b>
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.</li> <li>2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.</li> <li>3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.</li> <li>4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.</li> </ol>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<p><b>Aims, Objectives and Bases:</b></p> <ul style="list-style-type: none"> <li>● Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.</li> <li>● Correlation of Work Education with other School Subjects.</li> <li>● Bases of Work Education – Psychological, Sociological, Historical and Economical.</li> </ul>				5 hrs.
<b>Unit II</b>	<p><b>Development of the Concept and Work &amp; Vocational Education Teacher:</b></p> <ul style="list-style-type: none"> <li>● Development of the concept of Work Education with Special reference to National Policy on Education (1986)</li> <li>● Work &amp; Vocational Education Teacher <ul style="list-style-type: none"> <li>&gt; Qualities &amp; Responsibilities.</li> <li>&gt; Need for Professional Orientation.</li> </ul> </li> </ul>				5 hrs.
<b>Unit III</b>	<p><b>Approaches &amp; Methods of Teaching Work &amp; Vocational Education:</b></p> <p>A. Inductive and Deductive approach</p> <p>B. Methods:</p> <ul style="list-style-type: none"> <li>&gt; Lecture Cum Demonstration Method,</li> <li>&gt; Laboratory Method,</li> <li>&gt; Heuristic Method,</li> <li>&gt; Problem Solving Method, and,</li> <li>&gt; Project Method.</li> </ul>				7 hrs.

<p style="text-align: center;"><b>Unit IV</b></p>	<p><b>Aids, Equipment and Assistance in Teaching Work &amp; Vocational Education:</b></p> <ol style="list-style-type: none"> <li>i. Work Education Laboratory</li> <li>ii. Management of Work Units: -             <ol style="list-style-type: none"> <li>a) Selection of Work projects</li> <li>b) Budgeting and planning</li> <li>c) Time allocation</li> <li>d) Materials and Equipment</li> <li>e) Disposal of finished products</li> <li>f) Organizational co-ordination of different agencies monitoring Network through Resource Centers –problems thereof.</li> </ol> </li> <li>iii. Excursion.</li> </ol>	<p style="text-align: center;">7 hrs.</p>
<p style="text-align: center;"><b>Unit V</b></p>	<p><b>Aspects of Teaching work Education:</b></p> <ul style="list-style-type: none"> <li>● A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.</li> <li>● Concept of improvisation; its use in the teaching of Work Education.</li> <li>● Ares of work education, viz. socially useful productive work (as designed by I.B. committee),</li> <li>● Occupational explorations and Innovative practices.</li> <li>● Removal of social distances through Work Education.</li> </ul>	<p style="text-align: center;">6 hrs.</p>
<p style="text-align: center;"><b>Engagement with the Field/ Practicum</b></p>	<p style="text-align: center;">Project</p>	<p style="text-align: center;">60 hrs.</p>
<p style="text-align: center;"><b>Mode of Transaction</b></p>	<p style="text-align: center;">Lecture, discussion, workshop, practical work</p>	

Course - X Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Build a scenario of Health Education in India.</li> <li>• Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis &amp; Remediation.</li> <li>• Learn the Tech Related Health Risks &amp; Learn How to Fix These.</li> <li>• Study the Health Education Vision &amp; Mission of India.</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Health Education Scenario in India:</b> <ul style="list-style-type: none"> <li>• Introduction to the concept of health, significance and importance</li> <li>• Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment,</li> <li>• Emerging Health &amp; Total Quality of the Educational Institutions,</li> <li>• Status of Health Education in India from Pre-Natal Education through Higher Education,</li> <li>• Health &amp; Hygiene, Mess &amp; Toilets, Disease &amp; Dispensary, Work &amp; Leisure,</li> <li>• Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads</li> </ul>				5 hrs.
<b>Unit II</b>	<b>Most Common &amp; Uncommon diseases in India:</b> <ul style="list-style-type: none"> <li>• The most common diseases during the previous decade-</li> <li>• Heart Diseases, Cancer, HIV/AIDs, Swine Flu, Reproductive Helpless Health, Osteoporosis, Depression,</li> <li>• Intentional &amp; Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases</li> <li>• Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention &amp; Prognosis.</li> </ul>				6 hrs.

<p align="center"><b>Unit III</b></p>	<p><b>Tech-Related Health Risks &amp; How to Fix Them:</b></p> <ul style="list-style-type: none"> <li>• Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone &amp; Car Accidents, Allergies &amp; Phones, Crazy Phones,</li> <li>• Computers Causing Wrist Pain, Back &amp; Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,</li> <li>• The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment,</li> <li>• Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling &amp; Regulatory Mechanisms.</li> </ul>	<p align="center">6 hrs.</p>
<p align="center"><b>Unit IV</b></p>	<p><b>Health Issues &amp; Health Education: Vision &amp; Mission:</b></p> <ul style="list-style-type: none"> <li>• Fast Food Problems, Drinking Water Problems,</li> <li>• Falling Heart &amp; Brain Entrainment Ratio, Inflated Height Weight Index,</li> <li>• High &amp; Low Blood Pressure, Depression &amp; Aggression,</li> <li>• Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices</li> <li>• Vision &amp; Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.</li> <li>• Games, Sports &amp; Athletics, Yoga Education.</li> </ul>	<p align="center">7 hrs.</p>
<p align="center"><b>Unit V</b></p>	<p><b>First Aid- Principles and Uses:</b></p> <ul style="list-style-type: none"> <li>• Structure and function of human body and the principles of first aid</li> <li>• First aid equipment</li> <li>• Fractures-causes and symptoms and the first aid related to them</li> <li>• Muscular sprains causes, symptoms and remedies</li> <li>• First aid related to haemorrhage, respiratory discomfort</li> <li>• First aid related to Natural and artificial carriage of sick and wounded person</li> <li>• Treatment of unconsciousness</li> <li>• Treatment of heat stroke</li> <li>• General disease affecting in the local area and measures to prevent them</li> </ul>	<p align="center">6 hrs.</p>
<p align="center"><b>Engagement with the Field / Practicum</b></p>	<p align="center">Preparation of One Inventory and One Student Activity Followed by Report Writing</p>	<p align="center">60 hrs.</p>
<p align="center"><b>Mode of Transaction</b></p>	<p align="center">Lecture, discussion, workshop, practical work</p>	

Course - X Optional	Peace Education	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Peace Education:</b> <ul style="list-style-type: none"> <li>● Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.</li> <li>● Barriers of Peace Education – Psychological, Cultural, Political.</li> <li>● Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.</li> <li>● Violence in School, home and society.</li> <li>● Role of Peace Education in present context.</li> </ul>				5 hrs.
<b>Unit II</b>	<b>Social Perspective of Peace Education:</b> <ul style="list-style-type: none"> <li>● Justice – Social economics, Cultural and religions</li> <li>● Equality – Egalitarianism, Education for all, equal opportunity</li> <li>● Critical thinking: Reasoning and applying wisdom cooperation</li> <li>● Learning to be and learning to live together</li> <li>● Peace Education in Secondary Education curriculum.</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Value Education:</b> <ul style="list-style-type: none"> <li>● Meaning, Concept, Nature and Sources of values.</li> <li>● Meaning, Concept, Nature and scope of Value Education.</li> <li>● Philosophical perspective, psychological perspective and sociological perspectives of Value Education.</li> <li>● Values in Indian Constitution and Fundamental Duties of citizens.</li> </ul>				7 hrs.
<b>Unit IV</b>	<b>General Idea about values:</b> <ul style="list-style-type: none"> <li>● Classification of Values Personal and social values               <ul style="list-style-type: none"> <li>a) Intrinsic and extrinsic values on the basis of personal interest &amp; social good.</li> <li>b) Social, moral, spiritual and democratic values on the basis of expectation of society &amp; one’s self inspiration</li> </ul> </li> <li>● Identification of Analysis of emerging issues involving value conflicts</li> <li>● Design and develop of instructional material for nurturing values</li> <li>● Characteristics of Instructional material for values.</li> </ul>				6 hrs.



<b>Unit V</b>	<b>Methods &amp; evaluation of value Education</b> <ul style="list-style-type: none"> <li>● Methods &amp; Evaluation of Value Education <ul style="list-style-type: none"> <li>a. <b>Traditional Methods:</b> Story Telling, Ramleela, Tamasha street play &amp; folk songs.</li> <li>b. <b>Practical Methods:</b> Survey, role play, value clarification, Intellectual discussions</li> </ul> </li> <li>● Causes of value crisis : material, social, economic, religion evils and their peaceful solution</li> <li>● Role of School Every teacher as teacher of values, School curriculum as value laden</li> <li>● Moral Dilemma (Dharmasankat) and one's duty towards self and society</li> </ul>	6 hrs.
<b>Engagement with the Field/ Practicum</b>	Preparation of One Inventory and One Student Activity Followed by Report Writing	60 hrs.
<b>Mode of Transaction</b>	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.	

Course - X Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Understand guidance and counselling in details</li> <li>2. Understand the mental health</li> <li>3. Develop the knowledge about adjustment and maladjustment.</li> <li>4. Acquire skill to develop tools and techniques.</li> <li>5. Understand the idea about Abnormal Behaviour and Mental illness.</li> </ol>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Overview of Guidance and Counselling:</b> <ul style="list-style-type: none"> <li>● Definition &amp; Functions</li> <li>● Nature &amp; Scope of Guidance and Counselling</li> <li>● Difference between Guidance &amp; Counselling</li> <li>● Types of guidance and counselling</li> <li>● Career &amp; Vocational guidance</li> <li>● Quality of a good counsellor</li> </ul>	5 hrs.			
<b>Unit II</b>	<b>Mental Health:</b> <ul style="list-style-type: none"> <li>● Concept</li> <li>● Characteristics</li> <li>● Role of home &amp; School</li> <li>● Mental health of a teacher</li> </ul>	5 hrs.			

<b>Unit III</b>	<b>Adjustment &amp; Maladjustment:</b> <ul style="list-style-type: none"> <li>● Concept</li> <li>● Purpose</li> <li>● Techniques</li> <li>● Criteria of good adjustment</li> <li>● Causes, Prevention &amp; Remedies of Maladjustment</li> <li>● Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Tools &amp; Techniques:</b> <ul style="list-style-type: none"> <li>● Concept of Testing &amp; Non-testing tools</li> <li>● Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC &amp; CRC.</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Abnormal Behavior and Mental illness:</b> <ul style="list-style-type: none"> <li>● Meaning &amp; Concept of normality and abnormality</li> <li>● Casual factors of Abnormal Behaviour – Biological &amp; Psychological.</li> <li>● Classification of mental illness(DSM-IV)</li> </ul>	6 hrs.
<b>Engagement with the Field/ Practicum</b>	Project	60 hrs.
<b>Mode of Transaction</b>	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	

<b>Course-X Optional</b>	<b>Environmental &amp; Population Education</b>	<b>Theory</b>	<b>Engagement With the Field</b>	<b>Credit</b>	<b>Class Hours</b>
		<b>50</b>	<b>25</b>	<b>2+2</b>	<b>30+60</b>
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Understand the concept of population and environmental education</li> <li>2. Know the objectives and methods of teaching environmental and population</li> <li>3. Be aware of population and environmental education policies</li> <li>4. Help teachers students analyse the various issues related to population and environmental education.</li> </ol>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Concept of population education:</b> <ul style="list-style-type: none"> <li>● The characteristics and scope,</li> <li>● Methodology of population education and</li> <li>● Its importance</li> </ul>	5 hrs.			
<b>Unit II</b>	<b>Concept of environmental education:</b> <ul style="list-style-type: none"> <li>● Its objectives and importance,</li> <li>● Developing environmental awareness,</li> <li>● Environmental attitude, values &amp; pro-environmental behaviour.</li> </ul>	6 hrs.			

<b>Unit III</b>	<b>Population education policies:</b> <ul style="list-style-type: none"> <li>● Population policy of the government of India (2000),</li> <li>● Implementation programmes, population control,</li> <li>● population dynamics in the context of India,</li> <li>● Population distribution, urbanization and migration.</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Sustainable development:</b> <ul style="list-style-type: none"> <li>● Concept of sustainable development and education for sustainable development</li> <li>● Agenda 21</li> <li>● United Nations Decade of education for sustainable development, programmes on environmental management</li> </ul>	5 hrs.
<b>Unit V</b>	<b>Issues related to population and environmental education:</b> <ul style="list-style-type: none"> <li>● Quality of life,</li> <li>● Sustainable life style,</li> <li>● Ecofeminism,</li> <li>● Empowerment of women,</li> <li>● Environmental and social pollution,</li> <li>● Effect of population explosion on environment,</li> <li>● Adolescent reproductive health.</li> </ul>	7 hrs.
<b>Engagement with the field/ Practicum</b>	Action Research	60 hrs.
<b>Mode of transaction</b>	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	

Course-X Optional	Yoga Education	Theory	Engagement With the Field	Credit	Class Hours
		50	25	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<b>Introduction to Yoga and Yogic Practices:</b> <ul style="list-style-type: none"> <li>● Introduction to yoga: concept &amp; principles</li> <li>● Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama,</li> <li>● Bandha, Mudra &amp; Dhyana as per yogic texts and research based principles of Yoga,</li> <li>● General guidelines for performing Yoga practices.</li> </ul>	6 hrs.			
<b>Unit II</b>	<b>Ancient Systems of Indian Philosophy and Yoga System:</b> <ul style="list-style-type: none"> <li>● Ancient systems of Indian Philosophy</li> <li>● Yoga &amp; Sankhya philosophy &amp; their relationship</li> </ul>	5 hrs.			

<b>Unit III</b>	<b>Historical aspects of Yoga:</b> <ul style="list-style-type: none"> <li>• Historical aspect of the Yoga Philosophy</li> <li>• Yoga as reflected in Bhagwat Gita</li> </ul>	5 hrs.
<b>Unit IV</b>	<b>Introduction to Yogic texts:</b> <ul style="list-style-type: none"> <li>• Significance to Yogic texts in the context of schools of yoga</li> <li>• Pantanjala Yoga Shastra: Ashtanga Yoga and Kriya Yoga in Sadhna Pada</li> <li>• Hathyogic texts (Hatha Pradaspika and Ghera and Sahita)</li> <li>• Complementarities between Patanjala Yoga and Hathyoga</li> <li>• Meditational Processes in Patanjala yoga sutras</li> <li>• Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Yoga and Health:</b> <ul style="list-style-type: none"> <li>• Need of yoga for a positive health for the modern man</li> <li>• Concept of health and disease: medical &amp; Yogic perspectives</li> <li>• Concept of Panch Kosa for an Integrated &amp; positive health</li> <li>• Utilitarian Value of Yoga in Modern Age</li> </ul>	7 hrs.
<b>Engagement with the field/ Practicum</b>	Student Activity Followed by Report Writing	60 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, workshop, practical work	

Course EPC - 4	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+2	30+60
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Understand the social, economic, security and ethical issues associated with the use of ICT</li> <li>2. Identify the policy concerns for ICT</li> <li>3. Describe a computer system;</li> <li>4. Operate the Windows and/or Linux operating systems;</li> <li>5. Use Word processing, Spread sheets and Presentation software;</li> <li>6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.</li> <li>7. Operate on Internet with safety</li> <li>8. Elucidate the application of ICT for Teaching Learning</li> <li>9. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups</li> </ol>				

<b>COURSE CONTENT /SYLLABUS</b>		
<b>Unit I</b>	<b>Digital Technology and Socio-economic Context:</b> <ul style="list-style-type: none"> <li>• Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives;</li> <li>• Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;</li> <li>• Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.</li> </ul>	7 hrs.
<b>Unit II</b>	<b>MS office:</b> <ul style="list-style-type: none"> <li>• MS Word</li> <li>• MS Power Point</li> <li>• MS Excel</li> <li>• MS Access</li> <li>• MS Publisher</li> </ul>	10 hrs.
<b>Unit III</b>	<b>Internet and Educational Resources:</b> <ul style="list-style-type: none"> <li>• Introduction to Internet</li> <li>• E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode;</li> <li>• Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.</li> <li>• General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,</li> <li>• Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);</li> <li>• Social networking</li> </ul>	6 hrs.
<b>Unit IV</b>	<b>Techno-Pedagogic Skills:</b> <ul style="list-style-type: none"> <li>• Media Message Compatibility</li> <li>• Contiguity of Various Message Forms</li> <li>• Message Credibility &amp; Media Fidelity</li> <li>• Message Currency , Communication Speed &amp; Control</li> <li>• Sender-Message-Medium-Receiver Correspondence</li> </ul>	7 hrs.
<b>Engagement with the Field/ Practicum</b>	Project	60 hrs.
<b>Modes of Transaction</b>	LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI	

Course - XI	Understanding Discipline and Subjects	Theory	Engagement With the Field	Credit	Class Hours
		50	50	2+2	30+60
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> <li>• Know the basis of knowledge and branches of emerging knowledge.</li> <li>• Be aware of the emergence of various disciplines</li> <li>• Develop among the teacher trainees an understanding of science as a discipline.</li> <li>• Understand nature of Mathematics as a discipline.</li> <li>• Develop among the teacher trainees an understanding of language as a discipline.</li> <li>• Develop among the teacher trainees an understanding of social science as a discipline.</li> </ul>				
<b>COURSE CONTENT /SYLLABUS</b>					
<b>Unit I</b>	<p><b>Discipline and Subject:</b></p> <ul style="list-style-type: none"> <li>• Education as Inter-disciplinary Field of Study</li> <li>• Nature and Characteristics of a Discipline</li> <li>• Emergence of Various Disciplines from Education</li> <li>• Merger of Various Disciplines into Education</li> <li>• Interrelation and Interdependence amongst Various School Subjects</li> </ul>				6 hrs.
<b>Unit II</b>	<p><b>Science as a Subject and Discipline:</b></p> <ul style="list-style-type: none"> <li>• Nature and history of science</li> <li>• Scientific method; a critical view</li> <li>• Knowledge, understanding and science</li> <li>• The socio cultural perspective and the ethical consideration</li> <li>• Science as a discipline, place of scientific knowledge in the schema of school curriculum</li> <li>• Study of emergence of school science in relation to the social political and intellectual and historical context.</li> <li>• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science</li> </ul>				6 hrs.
<b>Unit III</b>	<p><b>Language as a Subject and Discipline:</b></p> <ul style="list-style-type: none"> <li>• Centrality of language in education</li> <li>• Role of language in children’s intellectual development and learning</li> <li>• Language in the school curriculum; aims issues and debates</li> <li>• Policy issues and language at school</li> <li>• Language as a Medium of Communication</li> <li>• Phases of Language Development</li> </ul>				6 hrs.

<b>Unit IV</b>	<b>Mathematics as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>• Nature and History of Mathematics</li> <li>• Place of Mathematics in School Curriculum</li> <li>• Mathematics in Day-to-day life</li> <li>• Relationship of Mathematics with Other Subjects</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Social Science as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>• Nature and Philosophy of Social Science</li> <li>• Social Science as an Area of Study</li> <li>• Need of Studying Social Science through Interdisciplinary Perspectives</li> <li>• Place and Relevance of Social Science in School Curriculum</li> </ul>	6 hrs.
<b>Engagement with the Field/Practicum</b>	Project	60 hrs.
<b>Mode of Transaction</b>	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided	