Curriculum Framework
B.Ed.-M.Ed.(3 Year)
Academic Year 2024-25

Based on NEP 2020

INDIAN INSTITUTE OF TEACHER EDUCATION GUJARAT

IITE
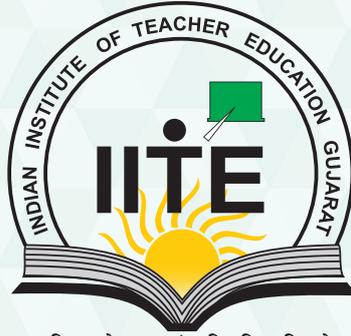
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Curriculum Framework B.Ed.-M.Ed. 2024

From the Desk of Vice-Chancellor….

Dear All,

It gives me immense pleasure to present the revised curriculum framework for the Post Graduate programme offered by the Indian Institute of Teacher Education (IITE), Gandhinagar. This curriculum has been meticulously developed in alignment with the National Education Policy 2020 (NEP-2020), which aims to reshape the Indian education system by integrating our rich heritage with global standards.

The revisions are rooted in the guiding principles of the National Curriculum Framework. The revised curriculum incorporates the Integrated Teacher Education Programme (ITEP) framework, ensuring that our future educators are equipped with the necessary tools and knowledge to foster holistic development in students.

As we endeavour to bring Indian educational ethos into the global context, these curricula will serve as a foundation for creating educators who not only excel in their professional capacities but also embody the values of peace, harmony, and global citizenship. Through this curriculum, we aim to empower our teacher candidates to contribute to a more inclusive, dynamic, and sustainable future.

I extend my heartfelt gratitude to the faculty members, the Board of Studies (BoS), and the Academic Council for their commitment and hard work in revising and finalizing this curriculum within a short span of time. Their efforts reflect the dedication of our institution to excellence in teacher education.

I also invite all stakeholders to carefully review the revised curriculum and provide constructive feedback. Your insights will help us make these courses more comprehensive, relevant, and in tune with the evolving needs of education globally.

With Best Regards,

Prof. R.C. Patel
Vice Chancellor
Indian Institute of Teacher Education (IITE),
Gandhinagar

Regulations for
PG Courses-2024

Regulations for PG Courses (2024)

M.A., M.Sc., and M.Ed. as per the guidelines issued by UGC on 14th June 2024 in light of recommendations in NEP-2020 and the integrated courses of M.A.-M.Ed./M.Sc.-M.Ed./ B.Ed.-M.Ed.

1.0   Programme, Duration and its equivalence:

1.1   Programme and Duration: **M.A., M.Sc., and M.Ed.** (2-Year), Integrated Techer Educator Programme **B.Ed.-M.Ed.** and integration of Innovative Integrated Teacher Educator programmes **M.A.-M.Ed./M.Sc.-M.Ed.** (3-Year, Recognised by NCTE, New Delhi.)

1.1.1   M.A. is a post-graduate PG programme in Arts and is entitled 'Master in Arts'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.2   M.Sc. is a post-graduate PG programme in Science and is entitled 'Master in Science'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.3   M.Ed. is a post-graduate PG programme in Education and is entitled 'Master in Education'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.4   M.A.-M.Ed. is a post-graduate Integrated Innovative Teacher Educator PG Programme (3-Year) and is entitled 'Master in Arts and Master's in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.1.5   M.Sc.-M.Ed. is a post-graduate Integrated Innovative Teacher Educator PG Programme (3-Year) and is entitled 'Master in Science and Master in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.1.6   B.Ed.-M.Ed. is a post-graduate Integrated Teacher Educator PG Programme (3-Year) and is entitled 'Bachelor in Education and Master in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.2   Equivalence:

1.2.1   The programme contents related to M.A.-M.Ed. is equivalent to PG Programme in Arts and equivalent to M.A. degree of the Indian Institute of Teacher Education and M.Ed. is Masters in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

1.2.2   The programme contents related to M.Sc.-M.Ed. is equivalent to PG Programme in Science and equivalent to M.Sc. degree of the Indian Institute of Teacher Education and M.Ed. is Master in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

1.2.3   The programme contents related to B.Ed.-M.Ed. is equivalent to UG Programme

in Education and equivalent to B.Ed. degree of the Indian Institute of Teacher Education and M.Ed. is Master in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

Students who pass this programme are considered eligible to pursue Research Studies in Education in the Centre of Education of Indian Institute of Teacher Education and also eligible for Ph.D. in relevant subject at the centres specified by University.

2.0   Eligibility for admission to M.A., M.Sc., and M.Ed. and B.Ed.-M.Ed., M.A.-M.Ed. and M.Sc.-M.Ed.

2.1   All of above programmes have different pre-entry qualifications as stipulated below and marks attained in pre-entry test (i3T).

2.1.1   Eligibility for admission to M.A.

The candidates seeking admission to the M.A. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Arts discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.2   Eligibility for admission to M.Sc.

The candidates seeking admission to the M.Sc. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.Sc.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Science discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.3   Eligibility for admission to M.Ed.

The candidates seeking admission to the M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

2. B.Sc.-B.Ed. or B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

3. B.El.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

4. D. El. Ed. with an UG degree (Minimum 50% of the Total Marks in each or equivalent CGPA from UGC recognised Universities or Institutions or State Examination Board)

2.1.4   Eligibility for admission to M.A.-M.Ed.

The candidates seeking admission to the M.A.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Arts discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.5 Eligibility for admission to M.Sc.-M.Ed.

The candidates seeking admission to the M.Sc.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.Sc.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Science discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.6 Eligibility for admission to B.Ed.-M.Ed.

The candidates seeking admission to the B.Ed.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. PG Degree in Sciences/ Social Sciences/ Humanities with a minimum of 55% of marks or its equivalent grade (CGPA) from UGC recognised

2.2 Admission to the above Programmes

There shall be pre-entry test for all of above Programmes and merit shall be prepared as per the norms regulated by university time by time.

3.0 Scheme of Instruction:

There will be four/six semesters and students will have to learn following subjects in two broad areas of curriculum in Education.

1. PG Course in respective academic programme, (2-Year M.A., and M.Sc.).

2. PG Course in Teacher Education (2-Year M.Ed.).

3. Innovative Integrated Teacher Educator Programme (3-Year) M.A.-M.Ed./ M.Sc.-M.Ed. integration of PG Programme in academics and Teacher Education.

4. B.Ed.-M.Ed. is an Integrated Programme of UG and PG Teacher Education Programmes as per Annexure 15 of NCTE (Recognition Norms and Procedure) Regulations, 2014.

Details of courses and scheme of study, duration, etc. are annexed herewith in Annexure-1.

3.1 PG Course in respective academic programme

There are two basic PG Academic Programmes and they are M.A. and M.Sc. The following subjects shall be offered in these two categories, they are:

i.	English	(M.A.),
ii.	Botany	(M.Sc.),
iii.	Chemistry	(M.Sc.),
iv.	Maths	(M.Sc.), and
v.	Physics	(M.Sc.)

Categories of courses being offered and title of the papers are annexed herewith in Annexure: 2.

3.2 PG Course in Teacher Education

PG Course in Teacher Education is integrated teacher education programme leading to PG Degree of M.Ed.

Categories of courses being offered, and title of the papers are annexed herewith in Annexure: 2.

3.3 UG Programme in Teacher Education

UG Programme (B.Ed.) is the programme as approved in Curriculum Frame of B.Ed.-M.Ed. programme of 2023-26 Batch.

3.4 MOOCs Courses

For the MOOC, University shall follow the University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations 2021, UGC Framework for Universities to conduct Examination for SWAYAM Courses August, 2024 and any other UGC Regulations from time to time. Further, the Regulations of Government of Gujarat for MOOCs shall be applicable. Credits from MOOCs can be transferred to the students' academic record as per relevant UGC and IITE regulations.

These regulations for the MOOC will be applicable initially for a period of one year from the date of publication. After that it will be reviewed and revised, if required, after the approval of competent authority.

4.0 Attendance

Provisions of IITE Regulations, 2023 shall be applicable for attendance and amendment in it thereto.

5.0 Medium of Instruction:

The medium of instruction and examination shall be English.

6.0 Course Structure for PG and Integrated Teacher Education Programme

6.1 General Programme Structure of M.Sc., M.A., and M.Ed.- Indian Institute of Teacher Education *Table 1*

6.2 General Programme Structure for M.A., M.Sc. and M.Ed.

6.2.1 For M.A. in General

6.2.2 For M.Sc. in General

6.2.3 For M.Ed. in General

Calculation of Credit:

1. 1 Credit means 1 instructional hour/week for Theory Course

2. 1 Credit means 2instructional hour/week for Practical or Tutorial Course

Summary of Credit and Marks for each programme is as per table shown below:

Programme	Semester	1	2	3	4	5	6	Total
M.Sc.	Credit	24	24	20	20	---	---	88
	Papers	7	7	5	5	---	---	24
	Marks	600	600	500	500	---	---	2200
M.A.	Credit	24	24	20	20	---	---	88
	Papers	7	7	5	5	---	---	24
	Marks	600	600	500	500	---	---	2200
M.Ed.	Credit	22	22	22	22	---	---	88
	Papers	6	6	6	6	---	---	24
	Marks	550	550	550	550	---	---	2200
B.Ed.-M.Ed.	Credit	24	22	28	28	26	26	154
	Papers	8	8	7	8	7	7	45
	Marks	600	550	800	700	650	650	3950
M.Sc.-M.Ed./ M.A.-M.Ed.	Credit	28	28	30	30	30	30	176
	Papers	8	8	8	8	8	8	48
	Marks	700	700	750	750	750	750	4400

Note: For all PG Programmes, all IKS Courses (Character Building and Holistic Development of Personality -1, -2, -3, and -4) are compulsory to clear (pass) but shall not be the part of SGPA, CGPA or in aggregate marks, but shall be included in total credit of that semester and programme as a whole.

7.0   Assessment and Evaluation: CCE (Continuous and Comprehensive Evaluation):

There will be continuous and comprehensive evaluation for the M.A., M.Sc., and M.Ed. Programmes. The learners will be evaluated internally as well as externally. As the university has adopted CCE module for the evaluation, the pattern scheme for evaluation will be as under:

7.1   Scheme of Evaluation:

There are two categories for evaluation:

7.1.1   Internal Evaluation: (30 % of Marks)

Internal evaluation will include assignment, project/seminar and test. The ratio of marks will be 1:1:1 for each. There will be written submission for assignment and project and seminar will be group activity and participation of learner will be adjudged by the subject teacher concerned. The detailed Marks statement of each shall be submitted to Examination Section on or before the last day of the respective semester.

7.2.2   External Evaluation: (70 % of Marks)

External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

7.3   Assessment

7.3.1   The following table shows how the marks will be calculated for the final evaluation:

Paper/Code	Credit	Internal Evaluation				External Evaluation			Total (6+9)	GP (Total/10)	Letter Grade (See Table)	GPA
		Assignment/Practical etc.	Project/Viva	CCE/Expt.	Total (3+4+5)	Ext Theory	Ext Practical	Total (7+8)				
1	2	3	4	5	6	7	8	9	10	11	12	13
Only Theory (Th)		10	10	10	30	70		70	100			
Only Practical (Pr)		10	10	10	30		70		100			
Theory & Practical (TP)		10	10	10	30	35	35	70	100			
Submission (STh)		10	10	10	30	70		70	100			
Submission (SPr)		10	10	10	30		70	70	100			
Submission (STP)		10	10	10	30	35	35	70	100			
					>= 40%			>= 40%				
Only Internal	Shall be determined by respective BoS											

Digits shown in above table is in Marks but it is proportion when evaluation is not of 100 Marks.

- The student is eligible for Total, if there are more than 40% of marks in Internal and 40 % marks in External Evaluation.

- Types of Evaluation Pattern shall be marked in respective course.

- When internal marks is not of 30, internal marks distribution will be 40-40-20 % for 100 marks and in proportion.

- In case of internal evaluation only in B.Ed.-M.Ed., distribution of marks, the scheme of evaluation shall be as specified in the curriculum framework of 2023-24 for B.Ed. only be considered as approved and final.

7.3.2   Conversion to GP and letter Grade

Sr. No.	% of Marks	Letter grade	Grade point	Remarks
1	90 and above	O+	10	Outstanding
2	80 to 89	O	9	Excellent
3	70 to 79	A+	8	Very Good
4	60 to 69	A	7	Good
5	50 to 59	B+	6	Above Average
6	40 to 49	B	5	Average
7	0 to 39	F	0	Fail

7.3.3 CGPA

Cumulative Grade Point Assessment (CGPA) will be average SGPA of the all six semesters and Final Degree will awarded on the basis of CGPA.

7.3.4 Examinations

7.3.4.1 There shall be examinations at the end of each semester, for odd semesters (i.e., I, III and V Semesters) after end of respective semesters; for even semesters (i.e., II, IV and VI Semesters) after end of respective semesters. Any candidate who fails to clear any of the examinations may take subsequent examination to be held as per regulations.

7.3.4.2 The candidate will be allowed to keep semesters on until he/she clears preceding semesters of previous year.

7.3.4.3 The candidate shall be allowed to attempt twice after completion of the two-year of the M.A., M.Sc., M.Ed. programmes and three-year M.A.-M.Ed., M.Sc.-M.Ed. and B.Ed.-M.Ed. Programmes. It means student will be allowed two more years for clearing all semesters which are not cleared in last four semesters of the course if he/she is not detained earlier.

If any of the students is detained earlier may not get opportunity of two attempts; those who are detained once will have one more year to clear and those who are detained twice will have no more attempts to clear them.

The Vice-chancellor of the University on his/her sole discretion may allow any of the students who have been given more two chances as per the regulations, one more year to clear courses on request satisfying him the reasons for not clearing examinations for said course.

8.0   These Regulations shall be guided by the Ordinances and Regulations of the University. In case of any discrepancies or ambiguity, Vice Chancellor shall take decision for the same and his decision will be applicable. Any modifications/amendments prescribed by the UGC or any other authority shall be considered by the University Authorities from time to time.

Annexure: A - Format of question paper1

<div align="center">

Indian Institute of Teacher Education, Gandhinagar

Semester-End Examination

May 20-

Semester:

</div>

> **Subject:**
>
> **Course Name:**

Date: **Total Marks: 70**

Time:

Note: **All the questions are compulsory and carry equal marks.**

            Specify your option/s clearly.

Q:1   Answer following questions. (Short Answer Questions)   14
          1.
          2.
          3.
          4.
          5.
          6.
          7.
          8.
          9.
          10.
          11.
          12.
          13.
          14.

(Equal weightage should be given to all units)

Q: 2   Answer following question in 800 words only: 14

          (From Unit I, paper setter may frame one question or two questions of 7 marks each. For
          7 marks question word limit is 400 words.)

<div align="center">OR</div>

Q: 2   Answer following question in 800 words only:

          (From Unit I, paper setter may frame one question or two questions of 7 marks each. For
          7 marks question word limit is 400 words)

Q: 3   Answer following question in 800 words only: 14

          (From Unit II, paper setter may frame one question or two questions of 7 marks each. For
          7 marks question word limit is 400 words)

<div align="center">OR</div>

Q: 3   Answer following question in 800 words only:

          (From Unit II, paper setter may frame one question or two questions of 7 marks each. For
          7 marks question word limit is 400 words)

Q: 4   Answer following question in 800 words only: 14

    (From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

<div align="center">OR</div>

Q: 4   Answer following question in 800 words only:

    (From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 5   Answer following question in 800 words only: 14

    (From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

<div align="center">OR</div>

Q: 5   Answer following question in 800 words only:

    (From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Format of question paper1

Indian Institute of Teacher Education, Gandhinagar

Semester-End Examination

May 20-

Semester:

Subject:

Course Name:

Date: **Total Marks: 35**

Time:

Note: All the questions are compulsory and carry equal marks.

Specify your option/s clearly.

Q: 1.	Answer following question in 800 words only: (From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words.)	14
	OR	
Q: 1	Answer following question in 800 words only: (From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	
Q: 2	Answer following question in 800 words only: (From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	14
	OR	
Q: 2	Answer following question in 800 words only: (From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	
Q:3	Answer following questions. (Short Answer Questions) 1. 2. 3. 4. 5. 6. 7. (Equal weightage should be given to all units)	07

Curriculum Framework
B.Ed.-M.Ed. (3 Year)
in force from
Academic Year 2024-25

Curriculum Framework B.Ed.-M.Ed. 2024

Sr. No.	Sem	COURSE CODE	Course Type	Credit	Title Of The Course	Internal Total	Marks External	Total
1	1	230111401	Theory	4	Evolution Of Indian Education	30	70	100
2	1	230111402	Theory	4	Child Development And Educational Psychology	30	70	100
3	1	230114436	Theory-Practical	4	Adolescence Education	30	70	100
4	1	230114437	Theory-Practical	4	Education For Mental Health	30	70	100
5	1	230114433	Theory-Practical	4	Emerging Technologies In Education	30	70	100
6	1	230114427	Theory-Practical	4	Gender Education	30	70	100
7	1	230114438	Theory-Practical	4	Guidance And Counselling	30	70	100
8	1	230114428	Theory-Practical	4	Human Rights Education	30	70	100
9	1	230114429	Theory-Practical	4	Peace Education	30	70	100
10	1	230114430	Theory-Practical	4	Health And Yoga Education	30	70	100
11	1	230114431	Theory-Practical	4	Tribal Education	30	70	100
12	1	230114432	Theory-Practical	4	Economics Of Education	30	70	100
13	1	230114434	Theory-Practical	4	Language Across Curriculum	30	70	100
14	1	230111404	Theory	4	General Pedagogy Of Mathematics And Science	30	70	100
15	1	230112216	Practical	2	Pre-Internship Practice	50	0	50
16	1	230112217	Practical	2	School Observations (Field Practice)	50	0	50
17	1	230112219	Practical	2	School Based Research Project	50	0	50
18	1	230112222	Practical	2	Community Engagement And Service	50	0	50
19	2	VAC010EDU	Theory	2	Policy Politics And Economics Of Education	15	35	50
20	2	230111413	Theory	4	Philosophical Perspectives Of Education	30	70	100
21	2	230111214	Theory	2	Assessment And Evaluation	15	35	50
22	2	230111215	Theory	2	Inclusive Education	15	35	50
23	2	230111410	Theory	4	Pedagogy Of Mathematics	30	70	100
24	2	230111411	Theory	4	Pedagogy Of Science	30	70	100
25	2	230112218	Practical	2	Internship In Teaching I	50	0	50
26	2	230112223	Practical	2	Creating Teaching Learning Material	50	0	50
27	3	DSC030EDU	Theory	4	Educational Technology	30	70	100
28	3	DSC010EDU	Theory	4	Educational Psychology	30	70	100
29	3	DSC020EDU	Theory	4	Educational Philosophy	30	70	100
30	3	230111224	Theory	2	Curriculum Development Principles	15	35	50
31	3	230111226	Theory	2	Education Policy Analysis	15	35	50
32	3	230111412	Theory	4	Advance Pedagogy	30	70	100
33	3	230112820	Practical	8	Internship In Teaching Ii	200	100	300
34	4	DSE021EDU	Theory	4	Value Education	30	70	100

35	4	DSE012EDU	Theory	4	School Education: Middle And Secondary Stage	30	70	100
36	4	DSE011EDU	Theory	4	School Education: Foundational And Preparatory Stage	30	70	100
37	4	DSE022EDU	Theory	4	Parametric And Non Parametric Statistics	30	70	100
38	4	VAC020EDU	Practical	2	Internship: Visiting Institutes Of Education	50	0	50
39	4	DSE013EDU	Theory	4	Higher Education In India	30	70	100
40	4	DSE023EDU	Theory	4	Guidance And Counselling Services	30	70	100
41	4	DSC040EDU	Theory	4	Fundamentals Of Research In Education	30	70	100
42	4	DSC050EDU	Theory	4	Educational Sociology	30	70	100
43	4	DSC060EDU	Practical	4	Academic Writing	30	70	100
44	4	230111425	Theory	4	Sociological Perspectives Of Education	30	70	100
45	4	230112221	Practical	2	Internship In Teaching Iii	50	0	50
46	5	DSC080EDU	Theory	4	Psychological Testing	30	70	100
47	5	DSM010EDU	Theory	4	Mooc/Ipr/Prototype/Poc/Training (1)	30	70	100
48	5	VAC030EDU	Practical	2	Internship: Teacher Education Institutes	50	0	50
49	5	DSC070EDU	Theory	4	Inclusion: Concept And Policy Framework	30	70	100
50	5	DSR010EDU	Theory	4	Fundamentals Of Educational Research: Methods And Designs	30	70	100
51	5	DSC090EDU	Theory	4	Educational Management & Administration	30	70	100
52	5	DSR020EDU	Practical	4	Dissertation: Research Proposal	30	70	100
53	6	DSC110EDU	Theory	4	Teacher Education	30	70	100
54	6	DSM020EDU	Theory	4	Mooc/Ipr/Prototype/Poc/Training (2)	30	70	100
55	6	VAC040EDU	Theory	2	Environment Education	15	35	50
56	6	DSR040EDU	Practical	4	Dissertation: Submission	30	70	100
57	6	DSR030EDU	Practical	4	Dissertation: Research Work	30	70	100
58	6	DSR050EDU	Practical	4	Disseration: Presentation And/Or Publication	30	70	100
59	6	DSC100EDU	Theory	4	Curriculum Development	30	70	100

Sem	Code	Nature Paper		Title	Credit	Hours	Marks (Internal)	Marks (External)
1	IKS010CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - I	2	2	15	35
2	IKS020CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - II	2	2	15	35
3	IKS030CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - III	2	2	15	35
6	IKS040CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - IV	2	2	15	35

Note: For all PG Programmes, all IKS Courses (Character Building and Holistic Development of Personality -1, -2, -3, and -4) are compulsory to clear (pass) but shall not be the part of SGPA, CGPA or in aggregate marks, but shall be included in total credit of that semester and programme as a whole.

SEMESTER I

Semester - I

Sr. No.	Course Code	Course Type	Credit	Title Of The Course	Internal Total	Marks External	Total
1	230111401	Theory	4	Evolution Of Indian Education	30	70	100
2	230111402	Theory	4	Child Development And Educational Psychology	30	70	100
3	230114436	Theory-Practical	4	Adolescence Education	30	70	100
	230114437	Theory-Practical	4	Education For Mental Health	30	70	100
	230114433	Theory-Practical	4	Emerging Technologies In Education	30	70	100
	230114427	Theory-Practical	4	Gender Education	30	70	100
	230114438	Theory-Practical	4	Guidance And Counselling	30	70	100
	230114428	Theory-Practical	4	Human Rights Education	30	70	100
	230114429	Theory-Practical	4	Peace Education	30	70	100
	230114430	Theory-Practical	4	Health And Yoga Education	30	70	100
	230114431	Theory-Practical	4	Tribal Education	30	70	100
	230114432	Theory-Practical	4	Economics Of Education	30	70	100
	230114434	Theory-Practical	4	Language Across Curriculum	30	70	100
4	230111404	Theory	4	General Pedagogy Of Mathematics And Science	30	70	100
5	230112216	Practical	2	Pre-Internship Practice	50	0	50
6	230112217	Practical	2	School Observations (Field Practice)	50	0	50
7	230112219	Practical	2	School Based Research Project	50	0	50
8	230112222	Practical	2	Community Engagement And Service	50	0	50

Education

230111401 **Theory**	**Semester-1** **Evolution of Indian Education**	**Compulsory** **Credit: 04** **Marks:100**

Course Outcomes:

Prospective teacher...

- Familiarises with the important aspects of Ancient Indian Education System.
- Develops an understanding of Medieval and Colonial Education System.
- Critically appraises the development of education after Independence in India
- Analyses and deliberates on the focus areas & trends of Indian education system.

Unit-1: Ancient Indian Education System

1.1　Education during Vedic & Later Vedic Period: Aims, Characteristics and Curriculum

1.2　Education during Buddhist Period: Aims, Characteristics and Curriculum

1.3　Education during Mauryan and Gupta Period: Aims, Characteristics and Curriculum

1.4　Introduction to Ancient Indian Universities : Takshashila, Nalanda, Valabhi

Unit-2: Medieval and Colonial Education System

2.1　Medieval Education System: Characteristic features and Educational Institutions during medieval period

2.2　Colonial Education System: Characteristic features and Educational Institutions during modern period.

2.3　Educational Policies: Macaulay Minutes and Wood's Dispatch, and their impact on the Indian Education System.

2.4　Rise of Sanskrit Pathshala, Gamthi Shala, Buniyadi Schools, and their role in Education

Unit-3: Education in Independent India

3.1　Progress of Education after Independence w.r.t recommendations of Kothari Commission-1964-66, NEP 1986

3.2　Progress of Education after Independence w.r.t Open Distance learning, Vocational Education, Professional Education,

3.3　Contribution of Educational Thinkers: Savitribai Phule, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malviya,

3.4　Contribution of Organisations: Vidyabharti, Ramkrishna Mission, Arya Samaj

Unit 4: Focus Areas and Future Trends in Education

4.1　Current challenges in Indian education including access, quality, and equity

4.2   Online and Digital Education w.r.t Content creation, digital repository, equitable use of technology and technology integration

4.3   The fundamental principles guiding education systems as envisioned in NEP-2020

4.4   Discussion on Progression from Education 1.0 to Education 4.0

Mode of Transaction:

- Lecture cum Discussion,
- Field trip
- Assignment
- Project

Suggested Activities:-

- Visit to Historical Educational Sites & Oral History Interviews.
- Comparative Analysis of Education Policies & Analysis of Educational Documents
- Timeline of Educational Reforms.
- Role Play of Key Educational Reformers & Reflective Journals:
- Panel Discussion on Contemporary Educational Challenges & Educational Reforms Debate.
- Educational Museum/ Exhibit/ Documents..Visits and Readings.

230111402	**Semester-1**	**Compulsory**
Theory	**Child Development & Educational Psychology**	**Credit: 04** **Marks:100**

Course Outcomes:

Prospective teacher...

- Develops insight about Child Development & Educational Psychology and the stages of human growth and development.
- Understands different theories of Development and its implication in real classroom scenario.
- Understands and imply theories of Intelligence, Personality Creativity and Motivation.
- Understands different theories of Learning and its implication in real classroom scenario.
- Understands Mental Health and Adjustment.

Unit 1: Educational Psychology & Growth and Development

1.1 Psychology: Concept; Educational Psychology: Concept, Scope and Significance

1.2 Growth, Development & Maturity: Concept, Principles and Factors affecting Growth and Development

1.3 Stages of Human Development: Characteristics and Educational Implications

1.4 Adolescence: Concept, Characteristics, Challenges and Educational Implications

Unit 2: Developmental Theories: Concept, Stages and Characteristics, Educational Implications

2.1 Piaget's Cognitive Development Theory

2.2 Vygotsky's Theory of Cognitive Development

2.3 Kohlberg's Moral Development Theory

2.4 Dollard Miller's Theory

Unit 3: Individual Differences, Intelligence, Personality, Creativity and Motivation

3.1 Individual Difference: Concept, areas, Educational Implication;
Intelligence: Concept and Guilford's SOI Theory, Measurement of Intelligence and its Educational implications

3.2 Personality: Concept, Factors affecting Personality, Vedic Theory of Personality

3.3 Creativity: Concept, Steps of developing creativity

3.4 Motivation: Concept, Need, Theory of Abraham Maslow and McClelland

Unit 4: Learning and Learning Theories, Mental Health and Adjustment

4.1 Learning: Concept and Nature of Learning, Factors affecting Learning, Transfer of Learning: Concept and Types

4.2 Classical Conditioning theory

4.3 Operant Conditioning theory , Learning by trial and error

4.4   Mental Health, Mental Hygiene, Adjustment: Concept, Characteristics, Educational Implications, adjustment,Defense Mechanism: Concept, Types.

Mode of Transaction:

- Lecture, Discussion, Experiential learning, Assignment, Project

Suggested Activities:-

- Observe and List out Developmental characteristics of 5 students at Secondary level
- Compare the Educational implications of various Developmental theories and determine its uniqueness.
- View any two movies like Slumdog Millionaire, Smile Pinky, Salam Bombay and discuss in context of its issues and concerns of childhood/adolescents.

230114436 Theory	Semester-1 **Adolescence Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Develops insight about aspects of Adolescent and related theories
- Identifies and relates with the needs and problems of adolescents
- Understands the role of school in the development of adolescent
- Designs various activities for adolescent development.

Unit 1: Introduction to Adolescent and Cognition (Theory)

1.1 Concept of Adolescence, Characteristics of Adolescence in Indian context

1.2 Role of Heredity and Environment in Adolescent development

1.3 Piaget's Cognitive Development Theory: Educational Implications

1.4 Erikson's theory : Educational Implications

Unit 2: Development theories of Adolescent (Theory)

2.1 Jung's theory : Educational Implications in General, Educational Implications in Indian context

2.2 Kohlberg's Moral Development theory: Educational Implications

2.3 Goleman's Theory of Emotional Intelligence : Educational Implications

2.4 Role of School in Cognitive Development: Educational Implications

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Developmental Theories in Indian context (Practical)

Students have to choose any two activities from this section.

The evaluation of this component will be through the practical examination.

3.1 Write the educational implications of Kohlberg's Moral Development theory in context to Indian adolescent.

3.2 Write the educational implications of Erikson's theory in context to Indian adolescent.

3.3 Write the educational implications of Goleman's Theory of Emotional Intelligence in context to Indian adolescent.

3.4 Write your reflections on Role of Indian Schools, Parents and Society in Cognitive Development of adolescents.

Unit 4: Understanding Adolescence: Issues and Concerns (Practical)

Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

4.1 Identify the Adjustment Problems related to cultural and social aspects in an adolescent.

4.2 Write a report on Influence of Media on behaviours of adolescent: (Depiction of children, and men and women in television and cinema, social networking)

4.3 Write a report on any one Indian adolescent observing his behavioural changes with global impact in society.

4.4 Do a case study on Adolescent behaviour with reference to current era.

Suggested Activities:

- Case Study on Adolescent Behaviour (at least two) and presentation of same
- Observation of Issues and Concerns of Adolescents in schools

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.
  The Theory Component is to be evaluated from Unit 1 and 2 Only.

- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
  - The practicum will be considered as completed on the basis of the submission of Journal.

230114437 Theory	Semester-1 **Education for Mental Health** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Develops insight about concepts associated with Mental Health and Hygiene
- Identifies and reviews basic concepts associated with Mental Health and Illness.
- Reviews and reflects on the Psychology of Adjustment and Mental Health.
- Reviews and writes about various aspects of practicability of Adjustment

Unit 1: Mental Health and Hygiene, Stress and its effect (Theory)

1.1 Mental Health and Hygiene: Meaning, elements and purposes, Characteristics and causes of poor mental health

1.2 Role of teachers, Food and Nutrition in achieving Mental Health

1.3 Stress: Nature, meaning and types, Factors influencing stress

1.4 Stress: Causes and remedial measures, Schools' and Teachers' Role

Unit 2: Concepts associated with mental health (Theory)

2.1 Frustration: Meaning, causes and classification, remedial measures

2.2 Abnormal Behavior: Meaning, Causes, Classification, remedial Measures

2.3 Mental Diseases: Meaning, Causes and Types, Remedial Measures

2.4 Adjustment: Meaning, Methods and Process , Defence Mechanisms: Displacement, Repression, Projection,Sublimation, Rationalization, Denial, Reaction Formation

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Strengthening Mental Health (Practical)

3.1 Prepare a chart on food and nutrition elements which support Mental Health.

3.2 Prepare a report on listing characteristics of maladjusted person you observed.

3.3 Write a report on any one Mental diseased person you have come through.

3.4 Identify any one educational movie based on Mental problem of a student and write a review over it.

Unit 4: Practicability of Adjustment (Practical)

4.1 Identify the events of your life wherein you portrayed Defence mechanism in behaviour (any 5) and write down a report over it.

4.2 'Frustration can be overcome' Justify the statement

4.3 Identify the Types of stress prevalent in today's times and suggest remedial measures over it.

4.4 Write five Remedial Measures on Abnormal Behavior of a student in the class.

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.

  The Theory Component is to be evaluated from Unit 1 and 2 Only.

- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.

  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.

  - The practicum will be considered as completed on the basis of the submission of Journal.

230114433 Theory	Semester-1 **Emerging Technologies in Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Understands the concept of emerging technologies in education and their potential impact on teaching and learning.
- Comprehends and evaluates the use of synchronous and asynchronous learning approaches.
- Develops and Designs Learning Experiences using multimedia and interactive elements.
- Researches and reflects on the challenges and impact of emerging technologies.

Unit 1: Introduction to emerging technologies in Education (Theory)

1.1 Concept and Significance of Technology, Technology of Education and Technology in Education

1.2 Historical Context of Technology integration in educational settings

1.3 Generations of Computer Technology and their Use in Pedagogy

1.4 Ethical Consideration and Responsible use of emerging technologies in Education

Unit 2: Synchronous and Asynchronous (Theory)

2.1 E-Learning: Concept, advantages and limitations

2.2 Synchronous & Asynchronous Learning: Meaning, advantages and limitations

2.3 E-Learning Strategies: Virtual Classrooms, Online Learning, Audio Video Conferencing and Application Sharing.

- Flipped Classrooms and Blended Learning Models

2.4 Learning Management Systems: Features, Criteria for selecting LMS, advantages and limitations

- Practical Component
- Any one practical from Unit 3 and any one Practical from Unit 4 individually or in group.

Unit 3: Integrating Multimedia and Interactive Elements (Practical)

- **This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose any two activities from this section.**
- **The evaluation of this component will be through the practical examination.**

3.1 Utilizing Multimedia resources (Video, Audio, Images) to enhance learning

- ❖ Develop a multimedia program for teaching a topic at school level. The duration of the program should be at least 2 hours (divided into sections of 30 min. each). Prepare a report and host it on a platform.
- ❖ Select a Digital Repository of your choice. Study the content available on it. Select a school level content of your choice and prepare a MOOC Quadrant for self-learning of the students. Prepare a report and host it on a platform.

❖ Review any 5 popular Podcasts/ Vodcasts of educational purpose. Take inspiration from it and prepare your own podcast. You may select a topic related to motivation/leaderships/ value education / guidance/ relevance etc.

❖ Prepare a survey questionnaire on digital literacy/take standardised questionnaire available and conduct a survey on at least 50 students/stakeholders and prepare a report of the results.

3.2 Digital Platforms and e-learning Modules: DIKSHA, SWAYAM, NPTEL, Virtual Labs etc.

3.3 Podcasts and Vodcasts

3.4 Digital Literacy and Responsible use of Technology

Unit 4: Emerging technologies and their impact (Practical)

- This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

- The evaluation of this component will be through the practical examination.

4.1 Exploration of Emerging Technologies such as AI, AR, VR, and IoT in Education

❖ Select an emerging technology of your choice/available on digital repository/ platforms offering education content. Study the technology with reference to its features/ applications/ augmentation/ virtual reality/ impact etc. Prepare a case study on the select technology/ platform using empirical data/news reports/events/discussion. Present the findings of the study in the form of report.

4.2 Gamification and game-based learning for engagement

❖ Select a game based learning platform of your choice. Analyse the type of the games and learning experiences provided by these apps. Based on the understanding of the app develop your own learning app for teaching students using traditional or contemporary games/ conduct a survey of students/teachers about the use/addiction/ impact of the game based apps.

4.3 Social media and networking for collaborative learning

❖ Identify types of social media that can be used for the purpose of learning. Select a social media platform of your choice and prepare a collaborative learning lesson plan using a select content and its integration with the platform or Conduct a survey on the use of social media platform in education/awareness and skills available with the teachers/ impact on student learning etc.

4.4 Addressing Challenges and concerns related to Educational Technology: access, equity, equality, digital literacy

❖ Select a school/institutions/ children in your neighbourhood. Study the availability of digital infrastructure/ digital facilities/skills and knowledge/ethics etc. You may use survey/empirical data available. Suggest measures to cope with the challenges of access/equity/ equality/ digital literacy etc.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table. The Theory Component is to be evaluated from Unit 1 and 2 Only.

- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.

  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.

  - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Group Discussion, Lectures, visits, assignments

230114427 Theory	Semester-1 **Gender Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Acquaints with the concepts associated with gender, gender equality, and stereotypes.
- Appraise the role of education in gender responsive school environment and teaching.
- Familiarises and embraces the actions needed for gender sensitive society.
- Reviews and reflects on the gender laws, legislations and policies for gender sensitive society.

Unit 1: Introduction to Gender Education (Theory)

1.1 Understanding Gender, Sex and transgender: Definitions, concepts, and perspectives

Gender and Education: Nation, Education and Gender

Feminist perspective in education: Curriculum Analysis of content and pedagogy

1.2 Concept of Gender Equality

- Gender Equality and Law: Provisions in constitution, Test of Discrimination, Special Provisions and Right to life.
- Need to promote gender equality

1.3 Education and Gender

- Biological Differences, Structural Constraints, Social Interaction, Gender Socialisation and Gender Schemas and their role in in shaping gender norms and expectations

1.4 Gender Stereotypes and Bias: w.r.t society, employment, family and educational settings

Unit 2: Gender and Education (Theory)

2.1 Historical Perspective of Women's Education

2.2 Gender Gap in education access, attainment and employment

- Reasons for gap and implications for society
- Gender and Knowledge Construction

2.3 Gendered Education and Environment in School

- Gender and Learning: gender impacts on learning processes and outcomes
- Gender and Classroom Dynamics: Power dynamics and gendered interactions

2.4 Genderresponsive Teaching Strategies:

- Strategies for creating inclusive and gendersensitive learning environments
- Gender sensitive classrooms, power equations, Diversity and Intersectionality

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3:   Gender, Society and Role Expectations (Practical)

3.1 Education Policies and Education for women and gender

- New Education Policy 1986 and Education for Women's Equality
- NEP 2020 and women education
  - ❖ Select an education policy/policies of your choice and study and review the women/ transgender specific recommendations and the impact of those recommendation

3.2 Gender and Curriculum

- ❖ Select a text/curriculum/syllabus of your choice. Analyse it with feminist lens. Describe/narrate/ depict/perform/ etc. gender roles/expectations/violence/ stereotypes/ prejudices etc. Trace the changing depictions and prepare a report/perform a drama.

3.3 Gender Roles and Expectations and Genderbased Violence

- ❖ Select a society/region/period/era of your choice. Study and record the events depicting the gender specific roles/violence/stereotypic behaviour/disparities. Prepare a detailed report tracing the evolution of gender role and its impact on family and society.

3.4 Gender and Work Place

- ❖ Select a society/region/period/era of your choice. Trace the existence/roles/ of women in workplace in various roles/leaders/managers/workers/breaking the glass ceiling. Develop a research report based on the data/historical evidences/ and reflect on the transitional role of the women in society.

Unit 4: Gender, Law, Legislation and Policy (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

4.1 Gender Equality and Legislations:

- Personal Laws (Hindu Succession Act, 1956; Hindu Minority and Guardianship Act, 1956, Prohibition of Child Marriages Act, 2006
- Gender Specific Legislation The Protection of Women from Domestic Violence Act, Pre Natal Diagnostics Techniques Act, 1994 (PNDT)
- Gender Specific Legislation in Labour law: Equal Remuneration Act, 1976, Maternity Benefit Act, 1961
  - ❖ Select any one of the listed law/legislation /any other law of your choice. Prepare a report of the law. Develop a survey questionnaire to know the awareness of the society towards the law/ develop and intervention to create awareness about the law in the society.

4.2 Gender Campaigns responsive Policies in Education:

- ❖ Identify the gender responsive policies like provisions for equality/access/mainstreaming/ empowering and trace the impact of the recommendations for the select society/ Develop a survey questionnaire to know the awareness of the society towards the policy/ develop and intervention to create awareness about the policy in the society.

4.3 Empowered Girls and Women in society

❖ Select the women role model from the history/contemporary India/world/. You can select women educationist/scientists/ entrepreneur/musicians/dancers etc. from ancient India/ Prepare the case study on the life of the leader tracing the birth, education, challenges. Initiatives etc. Reflect on the inspiration that you acquire from their life.

4.4 Gendered Education and school as sites of socialisation: Gendered environment at schools, Gendered attitude, educational experiences, choices, language, Gendersensitive Assessment and ways ahead.

❖ Select an institution/school/society of your choice and area. Observe/record/survey/interview gendered perspectives and the impact on the learners. Suggest ways for creating gender inclusive environment in the society.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable.
  The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
  - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Gender Stereotype Analysis through critical thinking and reflection on the impact of these stereotypes on society.
- Gender RolePlay, Interview with Gender Advocates to discuss and promote gender inclusive environment.
- Gendersensitive teaching strategies and Plans: designing genderinclusive teaching strategies and plans for different subjects.
- Gender and Literature read and analyse literature that explores gender themes.
- Gender Equity in Education and Social Movements: Organize workshops or group activities to discuss strategies for promoting gender equity in educational settings.
- Cultural Gender Norms: research and present gender norms and practices in different societies.

230114438 Theory	Semester-1 **Guidance and Counselling Services** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Understands concepts related to guidance and its types.
- Gets acquainted with concepts and areas of counselling.
- Relates and reflects on the organisation of guidance services.
- Knows and uses the agencies for providing guidance and counselling services to students and to understand issues in counselling services.

Unit 1: Basic concepts of Guidance and its types (Theory)

1.1 Guidance : Concept, Characteristics, Scope, Misconceptions about guidance

1.2 Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization

1.3 Types of Guidance: Educational, Vocational/Career and Personal

   Individual guidance and group guidance

1.4 Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit 2: Basic concepts and Areas of Counselling (Theory)

2.1 Counselling: Concept, Characteristics, Scope, Misconceptions about counselling

2.2 Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health

2.3 Stages of the counselling process

- Counselling Techniques-Person centred and Group centred,
- Cognitive interventions, behavioural interventions, and systematic interventions strategies

2.4 Areas of counselling: Family counselling, Parental counselling, Adolescent counselling, Peer counselling

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Organisation of Guidance (Practical)

3.1 Select a school and organise a Vocational/Career Guidance for Class IX students.

3.2 Select a group of students and provide them with Group Guidance in relation to their Educational problems.

3.3 Identify 2 students with acute personal problems which hampers their educational achievement and process the individual guidance for them accordingly.

3.4 Integrate Bulletin Board of any school on the theme: Career Options after 12th in 21st century

Unit 4: Organisation of Counselling (Practical)

4.1 Visit an Educational Counsellor, gain insights on his role and functions and prepare a relevant report

4.2 Identify Counselling centres of your district and write a report on their areas and activities

4.3 Be a part of Parent Teachers' Meet and explain parents about awareness, need and importance of counselling in modern era

4.4 Implement Peer counselling in the classroom through a seminar

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.

  The Theory Component is to be evaluated from Unit 1 and 2 Only.

- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.

  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.

  - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Identification of the cases for counselling
- Exploring the possibilities for peer counselling in the institutions

230114428 Theory	Semester-1 **Human Rights Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Acquaints with the concepts of Human Rights, international initiatives and constitutional provisions.

- Familiarise with and appraises the principles and perspectives of Human Rights Education.

- Practices and adopts approaches for integration of concepts for Human Rights Education.

- Examines and evaluates the need of Human Rights Education for social justice and harmony.

Unit 1: **Introduction to Human Rights Education (Theory)**

1.1 Concept of Rights, Human Rights, Human Rights violation and Human rights education

Nature and Need of Human Rights

Generational classification of Human Rights

1.2 International Initiatives for Human Rights

- Humanitarian Interventions, International humanitarian law (Geneva Convention 1949), Abolition of slavery,

- United Nations and

- Universal Declaration of Human Rights(UDHR)1948,

- UN Council on Human Rights,

1.3 Rights and Indian Constitution

- Fundamental Rights, Directive Principles of State Policy and Fundamental Duties as Constitutional Obligations, Acts and Articles

   Human Rights Protection Mechanism in India:

   - Law Enforcement Agencies

   - Judicial System, Adjudication Process and Judicial Activism

   - Remedies: Writs, Public Interest Litigation (PIL), Judicial Review,

   - Protection of Human Rights Act 1993

   - Institutional Mechanisms

   - National/State Commissions for Human Rights

   - Role of Civil Society Organizations and Media

1.4 Impact of globalisation on human rights

- Emerging Issues in human rights – communalism, terrorism corruption, governance and accountability, tribal rights, forest protection rights, traditional & cultural rights, displacement & rehabilitation rights

Unit2: Principles and Perspectives of Human Rights Education (Theory)

2.1 Human Rights Education

- Concept, Principles. Human Rights Pedagogy and reason for including Human Rights Education in school curriculum

- Educational Policies and Human Right

2.2 Human Rights perspective in education and curriculum methodology, context and approaches for integration of content like core values, history & culture, constitutional obligation, democratic values, equality, dignity, justice, etc. in curriculum

2.3 Human Rights perspectives in teachinglearning process, assessment and school culture using subject integration, pedagogy, curricular and cocurricular integration.

2.4 Challenges and opportunities in implementing human rights curriculum in schools

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit3: Approaches for Practicing Human Rights Education (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose any two activities from this section.

The evaluation of this component will be through the practical examination.

3.1 Human Rights violation and Movements

Articles in Indian Constitution for protection of human rights

❖ Select an event/movement/case study of your choice in which human rights are violated. Develop a research project by creating relevant research questions on violation and measure for protection of these rights./Develop a lesson plan and pedagogical approach to teach these topics in the class like story telling/ drama/role play /debate etc.

3.2 Indian Constitution Rights and Duties, Articles and policies

❖ Identify the content from a select curriculum/text book/ India freedom struggle/constituent assembly/fundamental rights/Articles, Acts and Policies/ etc. Use this content to develop a theme/text/etc. which can be used to teach and integrate concepts across the subjects like science, social science, language, mathematics etc.

3.3 Human Rights and role models

❖ Select a thinker Thomas Hobbes, John Locke, JeanJacques Rousseau/Educationist like Gandhi/ Rabindranath Tagore/ Nelson Mandela etc./ Activists/ Socialist who have contributed significantly in the protection of human rights. Trace the origin of their action and its impact. Prepare a module for dialogue/discussion/critical thinking/and means in which the students can be motivated to become agents of change.

3.4 Human Rights and educational institution

❖ Select an Article /Policy of your choice. Survey/interview the select sample from you institu-

tion/society about the incident revolving around selected topic/event in which they might have witnessed violation and action taken by them. Suggest measures to integrate the topic in the curriculum.

Unit 4: Human Rights Education and Social Justice (Practical)

4.1 Human Rights and International Efforts

❖ Select the report related to indicators on education/ human rights/ human rights education/ curriculum for human rights etc. published by any International Organisation/Institution/Civil society like UNDP/UN/UNICEF/UDHR/ UNCRC/etc. Use the data on India with select indicators and compare it with the global data. Present your findings in the form of the report. Suggest means and measures to improve the status of India in terms of human rights,

4.2 Human Rights and Indian Constitution

❖ Select identify an Act Protection of Civil Rights Act 1955,/ Prevention of Atrocities Act, 1989/ Persons with Disabilities Act, 1995, / Prohibition of Sex Selection Act, 1994, /Environment (Protection) Act, 1986, /Prevention of Domestic Violence Act 2006./or any other Act of your choice. Trace the history of its origin and evolution with specific reference to the cause/movements/ loss of life/impact on society. Prepare a report /documentary film/small narration video film/ etc. for creating an awareness in the society/teaching students. Prepare a learning module/ report on the whole process.

4.3 Human Rights Violation of Marginalised and disadvantaged groups Women, Scheduled Castes,Scheduled Tribes, Backward Classes , Minorities, Minority Educational Institutions and others

❖ Select a historical/contemporary event/episode/war/domestic or societal situation. Explore it terms of their respective violations of human rights, constitutional provisions, international conventions, movements, landmark judgments. Prepare a learning module and report on the process, violations and impact.

4.4 Select any one indicator of human right violation in India w.r.t. social justice/ discrimination/ inequality/social exclusion/ domestic violence/ terrorism/atrocity/ rehabilitation/refugees/ displacement due to development/challenges due to globalisation/economic, social and cultural rights/civil rights/ etc.

❖ Conduct a survey/interview of the select sample to with an objective of finding exposure to human rights violation act/knowledge of their constitutional rights / mechanism of protecting rights etc. Present your findings in terms of the project report.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable.
  The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.

- The practical component is to be evaluated by the submission of journal with selected activity from the given list.
- The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Human rights debate and case studies related to human rights violations
- Model United Nations/Moot Court/role play where students can act as representatives, delegates, lawyers, judges, and witnesses to discuss and decide on a fictional human rights case.
- Community interview projects community members, including marginalized groups, to explore their experiences with human rights and understand the challenges they face.
- Human rights mapping activity in small groups,.
- Human rights action project: that addresses a specific human rights issue in their school or community, such as organizing an awareness campaign or advocating for policy changes.

230114429 Theory	Semester-1 **Peace Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Acquaints with the concepts of peace, culture of peace, conflict and aggression.
- Assimilates concepts for peace education and peace sensitive curriculum.
- Reviews and adopts elements and curriculum for Peace Education Pedagogy
- Examines and evaluates the role of peace agencies, movements and laws in maintaining peaceful societies.

Unit-1: Introduction to Peace Education (Theory)

1.1 Peace: Concept, types and conditions for sustenance of peace

   Relevance of peace and peace education in building a harmonious society

1.2 World views on Peace, well-being and justice: Modern and traditional

1.3 Participatory Democracy and Peace : Relation between peace and democracy

   Pillars of Culture of Peace: World view & belief systems, Enculturation, education, institutional mechanism

1.4 Peace and aggression : Meaning and approaches for positive peace

   Peace, conflict and war : Reasons for conflict and war and Strategies for conflict resolution

Unit-2: Elements of Peace Education (Theory)

2.1 Peace Education: Meaning, principles, and institutional support for peace education

2.2 Theoretical, moral and spiritual foundations of peace education

2.3 Peace Education and Curriculum: Strategies for selection and organisation of content related to peace, conflict, war, justice, empathy, compassion etc. in curriculum of school education

   Learning experiences and strategies for teaching peace curriculum

2.4 Teacher and Peace: Skills needed for transacting peace curriculam

   Role of teacher in developing culture of peace

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Peace Education Pedagogy (Practical)

This section is divided into 4 subunits and 5 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

3.1 Designing and implementing peace education lessons and activities

❖ Select a content/course/syllabi of your choice. Analyse it for the elements/components related to depiction of conflict/war/peace/ compassion/ empathy/justice etc. Prepare a report of content analysis and means of improving them.

❖ Select a content/course/syllabi of your choice. Design Lesson plans and learning activities for it.

3.2 Using storytelling, literature, and arts for peace education

❖ Select depiction of storytelling/arts/music/dance from curricula/mythology/ancient texts etc. Develop outcome based teaching plans for teaching them to teach in classrooms. Prepare a published lesson plan report.

3.3 Engaging students in dialogue and critical thinking about peace and justice.

❖ Select an event of peace/war/conflict from curriculum / existing situations from society/country/world. Develop, plan and implement forum for discussion on impact of the situation and means for conflict resolution. Submit a detailed report.

3.4 Moral and Spiritual foundations, traditional knowledge and peace

❖ Select a traditional knowledge/oral traditions/folk lore/ etc. og your choice. Develop a teaching module of one credit to explore collaborative and cooperative efforts for peace in the society and its contribution in prosperity and development.

Unit 4: Peace Education and Global Citizenship (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section. The evaluation of this component will be through the practical examination.

4.1 Human Security and Human Development: Concept and threats for developing country.

❖ Trace the evolution of the concept of comprehensive human development and exploring the link between violence and security needs/ violence and poverty/ religious & regional terrorism. Prepare a report based on the primary data available. Identify the root cause of the conflict and strategies for reducing them

4.2 Agencies for Peace and role in peace keeping: Indian and International

❖ Select an agency working at National/ International level. Study and document their role in maintain peace/ peace initiatives etc. Prepare a case study of at least two initiatives of the organisation. Support the case study with the data from the authentic source.

4.3 Culture of Peace, Peace movements, Duality of Peace concept and agents for change

❖ Trace the evolution of the peace movements. Select a movement of your choice from India/world. It can be current/past event. Record the cycle of the event and the impact it has created on the society. You can use a questionnaire/interview schedule to study the opinion of the selected sample.

4.4 Religion, spiritualism, peace and peace keepers

❖ Study the role of religion/spiritualism/traditions/culture/customs/texts/thinkers. Select any one component of your choice. Develop a one credit module for training students on the role of the selected component in maintaining peace and religious harmony.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.
  The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
  - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Role play, storytelling etc. to promote peace, peace education and conflict resolution.
- Community service project in local community, such as volunteering at a homeless shelter or organizing a charity event.
- Peace education workshop, competition, debates etc. for promoting peace and unity.
- Conflict resolution simulation to practice conflict resolution skills, such as active listening, empathy, and negotiation.
- Peace-themed art exhibition, Peace education campaign using various media and advocacy strategies.

230114430 Theory	Semester-1 **Health and Yoga Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Acquanits with Philosophy and Practices of yoga
- Appraises and embraces the lifestyle based on yogic philosophy.
- Practices and preforms asana and yoga.
- Practices and performs meditation and mindfulness exercises and evaluation.

Unit1: Introduction to Yoga Philosophy and Practices (Theory)

1.1 Introduction to Yoga

- Meaning, origin, and historical development of yoga.
- Philosophy and Psychology of Yoga and its Role in Wellbeing

1.2 Patanjali's Yoga Sutra

- Ashtanga Yoga: Eight Limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi
- Use of Yoga in Different Contexts

1.3 Organisation of Yoga Sutras: Samadhipada, Sadhnapada, Vibhutipada,and Kaivalyapada

- Stages of Chitta: Kshipta (Restless), Mudha (Torpid), Viksipta (Distracted), Ekagra (concentrated), Niruddha (Restricted)

1.4 Yogic Principles of Healthy Living: Ahara (Food), Vihara (Recreation), Achara (Conduct), Vichara (Thinking), Vyavahara (Behaviour)

- Stress Management through Yoga and Yogic Dietary Consideration

Unit2: Yogic Philosophy and Lifestyle (Theory)

2.1 Concept of Health: Concept of Panch Kosha and Yogic concept of health and disease

- Role of yoga in prevention of disease and promotion of health

2.2 Need of Yoga for Positive Health

- Role of Mind in Positive Health as per Ancient Yogic Literature
- Concept of Health, Healing and Disease: Yogic Perspective

2.3 Meditation and Mindfulness

- Yoga and Meditation
- Yoga to Live in Peace and Harmony with surroundings

2.4 Yogic Concepts of the Self, Karma and Bhakti

- Application of yogic concepts in

Practical Component

08 Practical from Unit 3 and Unit 4.

Unit 3: Yoga Practices: Asana & Pranayam etc. (Practical)

The asana and pranayama listed under this section are to be taught and practiced during the practical classes. The list here is indicative and can be modified as per the requirements under the heading of asana and pranayama. The students need to conduct selfevaluation/ group evaluation for the changes observed before and after practicing through selfreflection and other tools available. The practical component will include preparation of Journal for minimum five Asana & Pranayam/reflections that are practiced.

The evaluation of this component will be through the practical examination.

   3.1 Yogic practices: Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc.

   3.2 Pranayama: Poorak, Kumbhak, Rechak, Bhastrika, Bhramari, Ujjayi

   3.3 Sitting Posture: Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasana)

      Standing Posture: Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho

      mukhasana)

   3.4 Sleeping Posture: rdha Salbhasana, Navkasana, Mandukasana, Matsyasana,

      Setubandhasana)

Unit 4: Meditation and Mindfulness (Practical_

The meditation and mindfulness exercise listed under this section are to be taught and practiced during the practical classes. The list here is indicative and can be modified as per the requirements under the heading of meditation and mindfulness. The students need to conduct selfevaluation/ group evaluation for the changes observed before and after practicing through selfreflection and other tools available. The practical component will include preparation of Journal for minimum 02 meditation and mindfulness exercise /selfassessment practiced..

The evaluation of this component will be through the practical examination.

   4.1 Meditation: Mindfulness, Transcendental, Guided meditation: relaxation techniques

      and mindfulness breathing and stretching exercise

   4.2 Vipasana Meditation and practices

   4.3 Mindfulness based interventions: Mindfulness based stress reductions,

      MindfulnessBased Cognitive Therapy , Dialectical Behaviour Therapy, Acceptance and

      Commitment Therapy

   4.4 Selfassessment and impact of yoga and meditation using selfreflections/surveys using

      questionnaire and other tools for wellbeing/stress management etc.

Mode of Transaction:

- **Theory Component:** Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable.

- **Practical Component:** Scheduling of the practical classes in the timetable for training and practic-

ing the exercises. Preparation of the Journal with minimum 10 Practicals.

The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Selfreflections/journals/evaluation based on the observed benefits of performing exercises.
- Prepare journals and submissions of list of the diseases, disorders and postural deformities and write down some yogic remedies.
- Develop diet plans/ daily plans / routines/recipe booklets based on the yogic lifestyles for healthy living.
- Plan visits to yoga, vipasna and meditation centres for exposure to various yogic practices.
- Conduct selfevaluation/Survey and prepare a group data for various aspects of physiology to check the physiological development when indulging in regular practice of Yoga.
- Practice and demonstrate different yoga asana/ Yoga Games/ Yoga for Stress Management/flexibility/selfawareness and maintain a journal for experience sharing and narration.

230114431 Theory	Semester-1 **Tribal Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Familiarises with the concepts associated with tribes and their social systems.

- Appraise the perspectives, initiatives, curricular provisions for tribes and tribal education.

- Associates with various aspects of tribal language and research for tribal community.

- Analyses and appraises tribal art, culture customs and practices.

Unit-1: Introduction to Tribes and their Social Systems (Theory)

1.1 Concept of Tribe, Tribal Study and Tribal Education

- Relevance of Tribal Studies in Today's Context

- India and Indigenous People; Tribal People Vs. Indigenous People and significance of this discourse

1.2 Social System and Organisation w.r.t Gujarat – Definition and Characteristics

- Units of Social system- Tribe (The Little Community)

- Subunits and Patterns: Subtribe, Moiety, Phratry, Local Group of Village Community, Clan, Lineage, Family

- Major Tribes in Gujarat and their socioeconomic and educational conditions

1.3 Distribution of Indian Tribes : Geographical, Racial Size, Economy, Degree of Incorporation

- Causes of Variation : Migration, Acculturation and Assimilation, Geography

- Socio-economic and educational status of tribal communities

- Approaches for Tribal Development: Isolation, Assimilation, Integration

1.4 Constitutional Status of Scheduled Tribes, De-notified and Nomadic Tribes

- Constitutional Safeguards : Educational, Social, Economic and Service Provisions

- Recent Government initiatives and policies for Tribal Education

Unit 2 : Tribal Education, Research (Theory)

2.1 Various Perspectives on Tribal Studies: Historical, Institutional, Development and Planning, Integration, Stratification, Gender, Administration, Anthropological, Comparative, Ethnographic, Demographic

- Role of Ministry of Tribal Affairs in Tribal Development and Education

2.2 Indigenous People and International Bodies: Role of International Labour Organisation, World Bank, United Nations

- Strategy for Tribal Development with reference to International Measures: Human Development Index (HDI), Human Poverty Index (HPI), Gender Development

- Index (GDI) and Gender Empowerment Measure (GEM)

2.3 Educational Provisions in Curriculum at Secondary Stage for Indian Tribes w.r.t content, medium of instructions and availability of text in local language

- Curricular Provisions for Certification in indigenous knowledge systems and skills relevant for development and generating employment for tribes
- Role of Tribal communities in their education

2.4 Provisions in Teacher Training for developing skills for inclusion and assimilation of learners from tribes and indigenous population

- Pedagogical Approaches, Research and Practices, for facilitating education of Tribes
- Challenges for addressing the curricular provisions and learning needs of tribal learners

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit-3: Tribal Language, Research and Development (Practical)

This section is divided into 4 subunits and 8 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

3.1 Spoken Languages in Tribal Gujarat: Ethnicity (Negritos, Austrics, Mongoloids, Dravidian, Western Brachycephals, Nordics); Language Group (Indo-Aryan, Dravidian, Sino-Tibetan, Negroid, Austric, Others) and Tribal Language in Gujarat

- ❖ List out the Tribes and Subtribes of Gujarat and group them according to their Region, Ethnicity and Language Group
- ❖ Select any one language and prepare an e-content/text relevant to their language w.r.t Fundamental Literacy and Numeracy
- ❖ Develop a Language Training Program of 1 Credit for Teacher Educators w.r.t the Basics of Teaching of the selected language

3.2 Ministry of Tribal Affairs: Role, initiatives, schemes and central assistance

- ❖ Identify the Initiatives and schemes of the Ministry for promotion of Tribal and Indigenous Language/vocations/occupations etc. and create an awareness program of one week for a language and region of your choice. Prepare a plan for its implementation.
- ❖ Study the status of implementation of the recommendation of NEP 2020 w.r.t Tribal and indigenous population and present a report on its findings.

3.3 Research Institutes working for Tribal Development: Tribal Research Institute and Central Institute of Indian Languages: Role and relevant Researches

- ❖ Study the work done by the research institute and select any research relevant to your area and interest and reflect on the findings of that research and its implications to Tribes and indigenous people of Gujarat.

3.4 Surveys and Data Bases: Research studies on ethnicity/demography/socio economic status/development Indicators etc.

❖ Study and select a data base of your choice w.r.t various development indicators of Tribes and prepare a report on status in Tribes and Indigenous population in Gujarat

❖ Prepare your own questionnaire and conduct a survey relevant to the region and area of your choice and present a report on its findings.

Unit 4: Tribal Culture, Art, Music, Rite of Passage (Practical)

This section is divided into 4 subunits and 6 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

4.1 Tribal Culture and Practices: Religious practices, customs, food, fairs, festivals, costumes, vocations & occupations etc.

❖ Spend a week with a select tribal population of your interest and choice. Conduct an ethnographic study indicators of your choice- vocation/culture/practices/language/food etc. Maintain a daily reflective diary with narration and present an ethnographic report on its findings.

4.2 Rites of Passage: Rites related to ceremonial and other events for pregnancy, child birth, puberty, initiations, maturity, marriage, funeral, myths beliefs, oral traditions etc.

❖ Select a tribe related to your preferably of the area in which you live and study rites followed by the tribe , customs, dress, festivals, food, dance etc. associated with the rite and present a report on its findings.

4.3 Tribal Art, Dance, Music and other art forms: Folk dance, indigenous practices, message, oral histories etc. behind the art and music.

❖ Study the tribe of your choice and develop a bilingual (Local language and English) database for the art, music and other practices relevant to that tribe and prepare a published report.

4.4 Vocation and Skills: Vocations and skills associated with the employment, major occupations both agricultural and non-agricultural, indigenous knowledge and practices etc.

❖ Select a tribe related to your preferably of the area in which you live and study the vocations, skills, occupations practiced by the tribes. Prepare one credit course for providing skill training to the tribal inhabitants / your peers/school students

❖ Select a tribe related to your preferably of the area in which you live and study the indigenous practices of the tribe. Prepare a data base for the same. Include the details of the practice, origin, oral history or folk lore associated with it and present it in the form of published report.

Mode of Transaction:

• **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.

• The Theory Component is to be evaluated from Unit 1 and 2 Only.

• **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.

- The practical component is to be evaluated by the submission of journal with selected activity from the given list.

  The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Research surveys/interviews/ observations etc.
- Visits to the institutions catering to the tribal population like tribal schools, community groups, NGOs etc.
- Camping and Stay in the tribal village for observation, practice and reflections on practices, customs, festivals, fairs etc.
- Preparing and performing dance/drama/music etc. relevant to the particular tribe.
- Awareness programs and campaigns for the tribal people.

230114432 Theory	Semester-1 **Economics of Education** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Familiarises with the concepts associated with economics, financing and cost of education.
- Appraise and review the decision making process and various functions of education.
- Associates with impact of education on economy and analyses it through various indicators.
- Analyses and appraises the process and indicators involved in efficiency of education.

Unit 1: Introduction to Economics of Education (Theory)

1.1 Conceptual Foundation of Economics of Education:

- Introduction to Concept, relevance and scope of Economics of Education
- Public & private good, consumptions & investment good, social & merit good.

1.2 Human Capital Theory (Education as an investment)

- Rates of return approach to education
- Education as a screening or credentialism hypothesis

1.3 Financing and Cost of Education

- Agencies financing education, Finance by parents, employees, society
- Cost and Cost Effectiveness – Current & capital cost; direct & indirect cost; private, social & unit cost of education

1.4 Education and Economic Growth

- Growth accounting framework & Endogenous growth theory
- Economic Reforms in Education: Privatisation, Internationalisation

Unit 2: Education as an investment (Theory)

2.1 Decision Making in Education: Individual, Institutional and Collective Decisions

- Major Economic Approaches of Educational Planning: Rate of Return Analysis, Manpower Planning, Social Demand Analysis

2.2 Development of Human Resource

- Human Capital – concept dimensions, determinants
- Education as human capital, Formation of human capital and its quantitative indicators

2.3 Production Function of Education:

- Concept of average, marginal and value productivity
- Inputs and outputs in the education system
- Educational Wastage: Concept and measurement of wastage

2.4 Effective utilisation of resources:

- Human, physical facilities & infrastructure and financial resources
- Methods for Evaluating Educational Programs
- Costbenefit analysis of education & Cost Effectiveness Analysis

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit3: Impact of Education on economy (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

3.1 Education and Earning

- Relationship between education and earnings
- Earning Profiles, Earning Differentials and Productivity
  - ❖ Select the profile of a group/students/workers/teachers etc. Prepare earning profiles of the group and analyse the earnings w.r.t with different levels of education or length of schooling, yeas of experience, gender etc.

3.2 Wastage and Education: Concept and Index of Wastage
  - ❖ Select a sample of school going students/population in the surrounding area/data of school going students from government website. Study the data w.r.t gender, religion, race etc. and measure the wastage of education on the select indicator for retention and drop out.

3.3 Effective utilisation of resources

- Utilisation of human resources index of utilisation of teaching and notteaching resources, Physical and infrastructure resources, financial resources
  - ❖ Select the unit/institution of your choice/ data on school education/college education and measure the efficient use of utilisation of teaching and nonteaching resources using the index of utilisation of teachers as resource, index of utilisation of a particular category of nonteaching staff, index of utilisation of a particular type of physical facility or infrastructure

3.4 Economic Impact:

- Education and social mobility, Education and income inequality
  - ❖ Select a region of your choice. Study the patterns of social mobility its reasons/challenges etc./ Income inequality its trends and impact of income inequality on the population. Suggest ways to increase income and reduce mobility.

Unit 4: Efficiency in Education (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

4.1 Efficiency in education provision:

- Technical efficiency vs. allocative efficiency
  - ❖ Identify any government scheme/provisions/scholarships/fees etc. determine the efficiency of allocation of funds and analyse the efficiency of funding mechanism. Identify the policy/ management/system level issues in allocation of provisions.

4.2 Unit Cost :
- Unit recurring cost: Normal unit cost, cost per pupil attending school, effective unit cost
- Unit capital cost,
  - ❖ Take the data of the budget and budgeted expenditure/SSA/ or any other financial data and calculate the unit cost/unit capital cost for selected unit of school/institutional education of your region.

4.3 Cost Analysis and its need
- Costbenefit analysis of education & Cost Effectiveness Analysis
- Private or individual cost, Institutional or public cost, social cost
  - ❖ Select a project/initiative of your choice. Identify its private, public and social cost. Conduct its cost analysis with the help of any suitable method. You can use the primary data available on government websites/survey data from authentic sources/conduct your own survey.

4.4 Education policy challenges and future trends: Emerging issues and challenges in education policy, Future directions for research and policy development in economics of Education
  - ❖ Select an education policy/research study of your choice. Prepare a case study on the future directions/trends/development impacted by the policy. Identify and analyse the issues and challenges in its implementation.

Mode of Transaction:
- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable.
  The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
  - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
  - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities
- Costbenefit analysis of an educational program considering factors such as enrolment numbers, graduation rates, job placement rates, and economic returns.
- Conducting survey on education funding to gather data on public opinion regarding education funding priorities.
- Analysing education budgets to understand how resources are allocated and the implications for educational outcomes.
- Case study on education policy implementation
- Analysing the impact of education on employment to examine the relationship between education levels and employment outcomes.
- Designing an educational intervention aimed at improving educational outcomes and increasing efficiency.

230114434 Theory	Semester-1 **Language Across Curriculum** (Theory & Practical)	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Understands language, its various roles in society and its various shades.
- Familiarizes with theoretical issues of the language acquisition.
- develops and implement the language skills of the students and analyze their reading and writing
- Knows how oral and written language can be used in the classroom to ensure optimal learning of the subject area.

Unit 1 : Language and Language Acquisition (Theory)

1.1 Concept of Language Across Curriculum; Meaning of Dialect and Standard Language, Role of Language in Life (Intellectual, Emotional, Social and Cultural Development)

1.2 Factors Affecting Language Learning (Physical, Psychological and Social)

1.3 Stages of Language acquisition: First Language and Second Language acquisition; Principles of language development: Nativist and Interactionist Theories (behavioral and cognitive)

1.4 Deficit Theory and Discontinuity Theory; Cultural Reference in the Text and Language of textbook in different subjects

Unit 2: Language and Classroom (Theory)

2.1 Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts

2.2 Writing: The concept of register and style (Note-making, summarizing; making reading-writing connections; process writing)

2.3 Language as a tool of communication in the classroom; The nature of classroom discourse (describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing, evaluating) and oral language in the classroom

2.4 Language Diversity in Indian Classrooms; Multilingualism in the classroom and its effect

Unit 3: Language skills and classrooms (Practical)

List of suggested Practical are provided in unit-3 and 4.

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group. Students have to choose and two activities from this section. The evaluation of this component will be through the practical examination.

List of suggested Practicum :

- Take any two chapters from Science, Social-science and Maths textbooks of Classes VI to VIII and analyse: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv)

Is the language too technical? (v) Does it help in language learning? And write an analysis based on the above issues.

- Analysis of advertisements aired on Radio/Television on the basis of language and culture reflected through them.
- Visit any two schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools
- Project : Prepare a report on the status of language given in the Constitution of India and language policies in Kothari Commission/ NPE 1986/POA-1992/NEP-2020
- Conduct a survey on problems faced by students while second language learning.
- Study any one behavioural and cognitive theory of language learning and write your criticism.
- Conduct a workshop on writing skill development and write a report.
- Conduct a Workshop on reading strategies in the school and prepare a report.

Unit 4: Classroom and Oral and Written Language (Practical)
- Write a note on dialects interviewing 10 students from standard VI to VIII./ Make a report of the dialects used by the students in your class.
- Select a Text Book form standard V/ VII/ VII/ VIII/ IX or X and review it from linguistic / cultural point of view.
- Analyse any book from standard VI to VIII and prepare subject-based glossaries.
- Review any two subject books and criticize the language components in concept formation.
- Study the communication pattern during classroom teaching and write your reflections.
- Study a case of a student having multilingual background and its effect in various facets.
- Observe five periods and write your observations regarding classroom discourse.
- Visit a Language Laboratory and make a brief note on its functioning

230111404	Semester-1	Complusory
Theory	**General Pedagogy for Mathematics and Science**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- comprehends the concepts of faculty and discipline and knowledge as a whole.
- Appreciates values and recognize correlation.
- Understands pedagogical perspectives.
- Develops skills of microteaching, simulation lesson.

Course Content:

Unit 1: Values and Correlation of Mathematics and Science

1.1 Concept of Mathematics and Science

Concept of Faculty and Discipline with Reference to Mathematics and Science

1.2 Scope of Science and Mathematics; Values - Disciplinarian, Cultural, and Utilitarian

1.3 Correlation:

i) Mathematics: with its branches and Social Sciences

ii) Science: with its branches and Social Sciences

iii) Mathematics and Science

1.4 Mathematics and Science in School Curriculum and day to day life: Need and Importance

Unit 2: Pedagogical Perspectives

2.1 Pedagogy: Meaning and Concept

2.2 Teaching: Concept and Principles, Maxims of Teaching

2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching

2.4 Aims, Objectives and Learning Outcomes in Mathematics and Science

Unit 3: Methods of Teaching Mathematics and Science

3.1 Inductive - Deductive, Demonstration

3.2 Comparison, Problem Solving

3.3 Analysis -Synthesis, Experiment Method

3.4 Project, Exhibition

Unit 4: Microteaching and Simulation

4.1 Microteaching: Origin, Concept, Steps, Advantages, Limitations

4.2 Microteaching Skills : Set Induction, Probing Questions, Fluency in Questioning, Explanation

4.3 Microteaching Skills : Illustration with Example, Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids

4.4 Simulation: Concept,Characteristics and Steps

Mode of Transaction:

- Lecture cum Discussion; Problem Solving Skills; Demonstration; Playing; Seminars; Group Discussion; Mathematicians in Seminar

Suggested Activities:-

- Assignment on construction of Test items
- Analysis of famous quotations on Mathematics
- Group puzzle activity
- Preparation of teaching aids
- Demonstration of teaching aids

230112216	**Semester-1**	**Compulsory**
Practical	**Pre-internship Practice**	**Credit: 02** **Marks:50**

Course Outcomes:

Prospective teacher...

- Understands the concept of microteaching skills
- Develops the proficiency in application of microteaching skills
- Develops the proficiency in observation of micro teaching skill components
- Develops skills and ability to reflect on microteaching experience

Course Content:

- Microteaching and Reflective Diary

Duration: 2 Weeks

- The main objective of the pre-internship practice is to develop various teaching skills among the prospective teachers. To achieve this objective an orientation cum workshop should be arranged on Micro teaching and Reflective Diary

Orientation cum Workshop for Microteaching

1. What is Microteaching? Steps of Micro teaching
2. Importance and limitations of Microteaching
3. General Orientation about different teaching skills
4. Orientation and Demonstration of the Skill
5. Discussion about the demonstration lesson according to the skill components to develop observation skill among trainees.
6. Preparation of the lesson plan by the trainees
7. Lesson plan guidance
8. Microteaching skill lesson execution in small peer group
9. Feedback by peer group members and faculty
10. Re-plan
11. Reteach
12. Feedback

Microteaching Skills:

- Fluency in Questioning, Set Induction, Skill of Illustration, Skill of Explanation, Skill of Using Writing Board, Skill of Stimulus variation, Skill of reinforcement, Skill of using teaching aid

Reflective Diary:

- Reflection upon the experiences related with microteaching skills

    Internal Assesment

No	Activity	Marks
1	4 Skill Lessons in Method 1 and 8 Observations	20
2	4 Skill Lessons in Method 2 and 8 Observations	20
3	Reflective Diary	10
	Total	50

| 230112217 | **Semester-1** | **Compulsory** |
| Practical | **School Observations (Field Practice)** | **Credit: 02** **Marks:50** |

Course Outcomes:

Prospective teacher...

- Experiences school activities in totality
- Develops an insight into the role of a teacher and learner
- Identifies practices of the regular teacher in classroom teaching to engage students in learning process
- Reflects upon the experience during school observation
- Develops understanding about the school activities in different culture/set ups

Course Content:

- A group of prospective teachers need to visit minimum two different types of schools. One week in one school and second week in another school. A care should be taken to identify various types of schools such as Government, Private, Urban, Rural, Residential, Non-residential and specific category schools (e.g. KVs,JNVs, Ashram schools, School for differently abled learner and Sainik School). A brief orientation programme can be arranged before sending the prospective teachers to school to acquaint them with the objectives and modalities of such programme.

- During this programme, the prospective teachers shall observe the school, classroom environment with reference to infrastructure, equipment, teaching learning material, functioning of the school, human resources, organisation of various activities etc.

- Prospective teacher shall observe minimum two lessons each day (24 lessons shall be observed). The prospective teacher shall observe teaching learning process in classroom, ICT use, student participation, classroom management and and based on the observations he/she should identify the practices done by the teacher for effective teaching and engaging students in learning process.

- After the completion of the field exposure programme prospective teacher shall be required to develop a detailed report and share the same at the Institute. The report should include profile report of the school, detailed observation of minimum 24 lessons and reflective writing about the school exposure visit.

Mode of Transaction: Orientation and Observation

Internal Assesment

No.	Activity	Marks
1	Profile Report of two schools	20
2	Lesson Observation Report of 24 lessons	10
3	Reflective writing about the school exposure visit	10
4	Presentation of all above reports	10
	Total	**50**

230112219	**Semester-1**	Compulsory
		Credit: 02
Practical	**School based Research Project**	Marks:50

Course Outcomes:

Prospective teacher...

- Understands the concept and steps of case study
- Understands the concept and steps of actions research
- Assesses effectiveness of remediation through action research
- Collects the information about the student through case study

Course Content:

- An orientation programme shall be arranged to explain the action research and case study.
- A prospective teacher should conduct one case study and one action research during the internship. He/She shall submit a detailed report of case study and action research at the end of the internship.

Mode Of Transaction: Orientation and Workshop

*Assessment based on the report & viva.

Internal Assessment:

No.	Activity	Marks
1	Case study	25
2	Action Research	25
	Total	**50**

230112222	Semester-1	Compulsory
Practical	**Community Engagement and Services**	Credit: 02 Marks:50

Course Outcomes:

Prospective teacher...

- Acquaints with the factors working within the society.
- Develops the dignity of labour.
- Understands and prepares youth for sustainable development.

Course Content:

- School is a miniature of community and a big gap is found between the school and community. Mutual exchange and sharing of resources and facilities between the two is essential for national development. The prospective teacher need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. The programme aims at enriching their ability to enlist community support for school and contribute for national development. The programme aims at acquainting them with social realities, developing dignity of labour among them and preparing them for sustainable development.
- Prospective teachers shall be provided exposure to community life for at least **one week** during which they shall live with the community members.

Activities of Section-I

- Survey of community resources – Educational survey of a slum area
- Survey of a village/town with at least 20 households in order to study the socio-economic and educational status
- Study of wastage and stagnation in local primary school
- Tree plantation programme
- Literacy programme

Activities of Section-II

- Organization of non-formal education centre for dropouts and out of school children in a locality
- Organization of campus beautification programme
- Road Safety, Human Rights, Women rights awareness programmes
- Cleanliness drives in the community and awareness about its need
- Developing healthy food habits among community members
- Action research on local problems

Mode of Transaction:

- Discussion, Rally, Competitions, Posters and Banner displays, working in community setting, Mass movement, Nukkad Performance, Local action group formation, surveys, interviews, dissemination of success stories etc.

Note:-

- Trainee will select any one activity from each section for submission but for the better exposure & understanding maximum activities from each section must be carried out at institutional level.

Internal Assessment: Marks: 50 marks

- Evaluation shall be done on the bases of Participation in minimum two activities during the one week of community life and its presentation

SEMESTER II

Semester - II

Sr. No	COURSE CODE	Course Type	Credit	Title Of The Course	Internal Total	Marks External	Total
1	VAC010EDU	Theory	2	Policy Politics And Economics Of Education	15	35	50
2	230111413	Theory	4	Philosophical Perspectives Of Education	30	70	100
3	230111214	Theory	2	Assessment And Evaluation	15	35	50
4	230111215	Theory	2	Inclusive Education	15	35	50
5	230111410	Theory	4	Pedagogy Of Mathematics	30	70	100
6	230111411	Theory	4	Pedagogy Of Science	30	70	100
7	230112218	Practical	2	Internship In Teaching I	50	0	50
8	230112223	Practical	2	Creating Teaching Learning Material	50	0	50

Education

VAC010EDU Theory	Semester-2 Policy Politics and Economics of Education	Compulsory Credit: 02 Marks:50

Course Outcomes:

Prospective teacher educator...

- Comprehends the basic concepts of Policies, its formation and impact.
- Critically reflects and reviews the relation and impact of politics on education.
- Acquaints with the basic concept related to Economics of Education
- Critically reviews finances and cost effectiveness of education policies and budget allocations.

Unit 1:   Introduction to Policy and Politics

1.1   Meaning of Policy, politics and Economics and their linkage with education

Determinants of Educational Policy

Economic Provisions for education in budgets

1.2   Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Techniques of Policy formulation: Cost Benefit Analysis, Economic Forecasting, Operations Research, Planning-Programming-Budgeting System

1.3   Impact of politics and pressure group on policies, Linkage between Educational Policy and National Development, Agencies involved in development of educational policies and their role in development of education

1.4   Criteria for Policy Evaluation

Methods of Policy Evaluation: Benefit-Cost Analysis, Cost-Effectiveness Analysis, and Research based Analysis,

Unit-2: Economics of Education

2.1   Concept of Educational Finance; Educational finance at Micro and Macro Levels

Economic returns to Higher Education: Signalling Theory Vs Human Capital Theory

2.2   Rate of Returns to Education: Benefits or returns of education, indirect or external benefits, educational expenditure as investment

Determinants of educational costs and its estimation

2.3   Concept of Budgeting and allocation of budget for education

Cost and Cost-effectiveness: Current and capital cost, direct and indirect cost, private cost, social

cost and unit cost of education;

Internal and external efficiency of education;

2.4   Overview of Policy Driven Reforms in Higher Education and its impact on Economy

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

•   Policy analysis and their implications on the education system and society. Stakeholder interviews with key stakeholders to gather insights on their perspectives, challenges,

    and aspirations related to education policy, politics, and economics.

•   Budget analysis with sample education to identify areas of funding and potential impacts on educational institutions and programs.

•   Policy proposal for specific educational issue or problem create comprehensive policy document with recommendations and justifications.

•   Data analysis of education-related data, such as enrolment rates, literacy rates, or budget allocations and its relation with policy.

230111413	Semester-2	Compulsory
Theory	**Philosophical Perspectives of Education**	Credit: 04
		Marks:100

Course Outcomes:

Prospective teacher...

- Acquaints with the concepts related to Philosophy of Education
- Associates with various educational perspectives related to Indian Philosophy.
- Compares and Analyses various Global Philosophical Perspectives of Education
- Critically understands the Philosophical Perspectives on Social and Ethical Issues in Education

Unit 1: **Introduction to Philosophy of Education**

1.1   Understanding philosophy and its relevance to education
- Definition and nature of philosophy of education
- Relationship between philosophy and educational theories

1.2   Indian philosophical perspectives of education
- Overview of major Indian philosophical systems
- Influence of Indian philosophy on educational practices

1.3   Global philosophical perspectives of education
- Overview of major global philosophical traditions
- Comparison of different cultural and philosophical approaches to education

1.4   Comparison between Indian and Global Philosophies
- Role and significance of Ancient Philosophical Systems in education ethos.

Unit-2:   Indian Philosophical Perspectives of Education

2.1   Vedanta philosophy and education
- Concept of Reality and its implications for education
- Educational implications of Vedantic principles such as Atman, Maya, and Karma

2.2   Jain philosophy and education
- Principles of Jain philosophy related to education
- Jain perspectives on moral and ethical development in education

2.3   Buddhist philosophy and education
- Buddhist concepts of compassion, mindfulness, and non-attachment in education
- Incorporating Buddhist principles in creating a peaceful learning environment

2.4   Gandhian philosophy and education
- Principles of non-violence, truth, and self-discipline in education
- Applying Gandhian principles to curriculum and pedagogy

Unit-3:   Global Philosophical Perspectives of Education

3.1   Idealism and education
- Overview of idealism as a philosophical perspective

- Implications of idealism for educational theories and practices

3.2 Pragmatism and education

- Pragmatic principles and their educational applications
- Real-world problem-solving and experiential learning in pragmatist education

3.3 Existentialism and education

- Existentialist views on freedom, choice, and authenticity in education
- Fostering personal meaning and self-discovery in existentialist education

3.4 Postmodernism and education

- Critiques of traditional educational systems from a postmodern perspective
- Postmodern approaches to curriculum, pedagogy, and assessment

230111214 Theory	Semester-2 **Assessment and Evaluation**	**Compulsory** Credit: 02 Marks:50

Course Outcomes:

Prospective teacher...

- Understands concept of assessment and evaluation
- Understands and differentiate tools of assessment and evaluation
- Understands about elementary statistics in evaluation
- Develops ability to critically review current trends in evaluation

Unit 1: Assessment & Evaluation

1.1 Meaning of Testing, Measurement, Assessment and Evaluation

1.2 Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation

1.3 Meaning of assessment of learning, assessment for learning and assessment as learning

1.4 Formative, Summative, Continuous and Comprehensive Evaluation

Unit 2: Tools of Assessment and Evaluation

2.1 Types of Examination: Written, Oral and Performance base

2.2 Preparation of Blue Print based Question Paper and Characteristics of Ideal Question Paper

2.3 Techniques of Assessment (Concept, Merit & Demerit)   Observation, Interview, self-assessment, peer-assessment and Sociometry

2.4 Tools of Assessment (Concept, Merit & Demerit)   Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test

Unit 3: Elementary Statistics

3.1 Nature of Data: Grouped and ungrouped, Frequency distribution

3.2 Measure of central tendency: Mean , Median and Mode

3.3 Measure of dispersion: Average Deviation, Standard Deviation

3.4 Concept of correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank

Unit 4: Current Trends in Evaluation

4.1 Examination Reforms- Scrapping of CCE by CBSE, Choice Based Credit System

4.2 Uniform system of Assessment, Standardized testing- ASSET and Olympiad

4.3 On-Line Examination and Open-Book Examination: Concept, need, benefit

4.4 Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations

Mode of Transaction:

- Lecture cum Discussion,
- Field trip

- Assignment
- Project

Suggested Activities:
- Analysis of result of school students
- Study trends in evaluation at school level
- Developing question paper for school subject
- Developing any suitable tool for measuring qualities of students
- Internal Assessment: Marks:

| 230111215 | Semester-2 | Compulsory |
| Theory | **Inclusive Education** | Credit: 02
Marks:50 |

Course Outcomes:

Prospective teacher...

- Understands the concept of Inclusive Education
- Develops sensitivity about the various Disabilities
- Understands the instructional strategies for inclusion of disabled child
- Develops knowledge about policies and provissions of inclusive Education

Unit 1: Introduction to Inclusive Education

1.1 Inclusive Education: Concept, Scope and Target Groups (Diverse learner, Learners with Disabilities,

Marginalized Group, and Socio-Economic Disadvantaged Group

1.2 Concept of Segregation Integration and Inclusion and Connotation of Inclusion in Indian Knowledge

Tradition

1.3 Concept of Impairment, Disability and Handicapped

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit 2: Introduction to Disabilities

2.1 Introduction of disabilties as per RPWD Act-2016

2.2 Concept and Characteristics of V.I and H.I

2.3 Concept and Characteristics of ID and ASD

2.4 Concept and Characteristics of SLD (Dyslexia, Dyscalculia & Dysgraphia)

Unit 3: Teaching in Inclusive Classroom

3.1 Meaning & Concept of Adaptation, Accomodation and Modification

3.2 Concept and Principles of Universal Design for Learning

3.3 Assistive and Adaptive Technology for Diverse learners

3.4 Differentiated Instruction for Diverse learners

Unit 4: Provisions and Policies for Inclusive Education

4.1 Rehabilitation Council of India 1992

4.2 Rights of Person with Disabilities Act 2016

4.3 Contribution of NGO, Govt and Semi Government Bodies

4.4 Provisions for Concession and Benefits by State & Central Govt.

Mode of Transaction:

- Lecture cum Discussion, Field trip, Project & Case studies, Assignment, Practical work

Suggested Activities:

- Group discussions following videos and visits.
- Debate for Inclusion vs. Segregation &
- Self study for legislations and frameworks

230111410	Semester-2	Compulsory
Theory	**Pedagogy of Mathematics**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher...

- Understands the aims and objectives of teaching Mathematics.
- Understands Lesson Planning and Unit Lesson Planning.
- Understands Teaching Learning Resources in Mathematics.
- Understands Curriculum of Mathematics and Mathematics Textbook.

Course Content:

Unit 1: Aims and Objectives of Mathematics

1.1 Elements of Mathematics: Axioms, Postulates, Propositions and Theorems

1.2 Taxonomy & Revised Taxonomy of Educational Objectives

1.3 General and Specific Objectives and Instructional Objectives of Teaching Mathematics

1.4 Aims and Objectives with reference to NCFSE 2023

Unit 2: Lesson Planning and Unit Lesson Planning

2.1 Lesson planning : Concept, Steps and Advantages and Characteristics of Ideal lesson plan

2.2 Unit Lesson Planning: Concept, Steps and Advantages

2.3 Techniques: Oral work, Drill and review, Assignment, Brain-storming, Group work

2.4 Evaluation of Lesson execution with various point of view

Unit 3: Teaching Learning Resources in Mathematics

3.1 Teaching Aids: Concept, Importance, Principles of selection and Classification of Teaching Aids, Improvised teaching aids

3.2   Various Learning and Reference Resources in Mathematics: Journal and Magazine, Reference Books, Virtual lab, Apps, Documentaries and Movies of Mathematics and Mathematicians, Websites and Blogs

3.3 Mathematics Laboratory : Need, Importance, Use and Resources

3.4 Contribution of Indian Mathematicians: Aryabhatta, Brahmgupta, Bhaskaracharya, Shridhar Achary, Shrinivas Ramanujan, Lilavati, Shakuntaladevi

Unit 4: Curriculum of Mathematics and Mathematics Textbook

    4.1   Objectives of Mathematics Curriculum at Various level

    4.2   Importance of Textbook, Characteristics of ideal textbook and Evaluation of Mathematics textbook

    4.3   Teacher Handbook: Concept, Characteristics and Importance

    4.4   Co-curricular activities: Mathematics Club, Fair, Field Trip, Maths Olympiad

Suggested Activities: Prepare Lesson Plan, Book Review of Text Book, Collection of Teacher's Handbook

230111411	Semester-2	Compulsory
Theory	**Pedagogy of Science**	Credit: 04 Marks:100

Course Outcomes:

Prospective teachers...

- Understands the aims and objectives of teaching Science.
- Understands Lesson Planning and Unit Lesson Planning.
- Understands Teaching Learning Resources in Science.
- Understands Curriculum of Science and Science Textbook.

Course Content:

Unit 1: Aims and Objectives of Teaching Science

1.1   Meaning of Science and Elements of Science: Facts, Concept, Principles, Law, Hypothesis, Generalization

1.2   Taxonomy of Educational Objectives with reference to various domain

1.3   General, Specific and Instructional Objectives of Teaching Science

1.4   Aims and Objectives of Teaching Science according to NCFSE-2023

Unit 2:   Lesson planning and Unit Lesson Planning

2.1   Lesson planning : Concept, Characteristics, Steps and Advantages

2.2   Unit Lesson Planning: Concept, Characteristics, Steps and Advantages

2.3   Techniques: Oral work, Drill and review, Assignment, Brain-storming, Play-way

2.4   Evaluation of lesson Execution with various point of view

Unit 3: Teaching Learning Resources in Science

3.1   Teachng Aids: Concept, Importance, Principles of selection of Teaching Aid

3.2   Classification of Teaching Aids and Improvised teaching aids

3.3   Various Learning and Reference Resources in science: Science fiction (Rhymes, Hykus, Drama) Journal and Magazine,Encyclopedia, Reference Books, Virtual lab, Apps, Documentaries and Movies of Science and Scientists, Websites and Blogs

3.4   Science Laboratory: Concept, Types and Importance, Planning and layout of General Science Laboratory, Characteristics of Laboratories at Higher Secondary Level, Maintenance of Science laboratory

Unit 4: Curriculum of Science and Science Textbook

4.1   Objectives of Science Curriculum at Various level

4.2   Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.

4.3   Teacher Handbook: Concept, Characteristics and Importance

4.4   Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination

Suggested Activities: Prepare Lesson Plan, Book Review of Text Book, Collection of Teacher's Handbook, Visit of Science fair, Visit of Science Lab of various school

230112218	Semester-2	Compulsory
Practical	**Internship in Teaching I**	**Credit: 02** **Marks:50**

Course Outcomes:

Prospective teacher...

- Defines clearly the general objectives and specific objectives
- Selects unit and subject matter suitable to the class and resource material and aids suitable to the units
- Plans the lesson effectively with an understanding of the principles of learning and organise the subject matter suitably indicating the appropriate techniques and aids to be used
- Motivates the pupils sufficiently and sustain their interest as well as maintain discipline in the class
- Adjusts the teaching method to the varying needs interests and abilities of the pupil, while making for maximum group progress.
- Use of different methods and techniques effectively in appropriate situations.

Course Content:

Duration: 2 Weeks

Number of Schools for Internship: Minimum two different kind of Schools

Number of prospective teachers per school: Maximum 8 to 12 for Stray lessons

Activities:

- Stray lessons- 5 in each Method, Total 10 lessons

Internal Assessment:

No	Activity	Marks
1	5 Lessons in Method 1 and 10 Observations	20
2	5 Lessons in Method 2 and 10 Observations	20
3	Reflective Diary	10
	Total	**50**

230112223 Practical	Semester-2 Creating Teaching Learning Material	Compulsory Credit: 02 Marks:50

Course Outcomes:

Prospective teacher...

- Understands the importance of using Teaching Learning Material
- Creates Teaching Learning Material by using available resources

Course Content:

- An orientation programme and a workshop shall be arranged to explain about the various methods, techniques and tools to create Teaching Learning Material

Activities of Section-I

- E-content development
- STEM/STEAM education Model
- Programme Learning Material
- Game Based Learning
- Working Model

Activities of Section-II

- Teaching Learning Material for children with special need
- Story writing/ Poem writing/ Script writing
- Mime/Drama/ Bhavai
- Puppet with Script
- Specimen Collection (Minimum 8 to 10)

Mode of Transaction:

- Orientation & Practical workshop

Note:-

- Trainee will select any one activity from each section for submission but for the better exposure & understanding maximum activities from each section must be carried out at institutional level.

Internal Assesment:

No.	Activity	Marks
1	Teaching Learning Material for School Subject 1	25
2	Teaching Learning Material for School Subject 2	25

Character Building and Holistic Development of Personality

IKS010CHP

Theory

Semester-1
Character Building and Holistic Development of Personality - I

Compulsory
Credit: 02
Marks:50

Unit-1 Cognitive Development

- Panchakosha - General Introduction, Concept and its Importance (Indian concept of Panchakosha) Basic study of PanchaKosha described in Upanishads. Annamaya Kosha Importance and significance of food in the process of construction, development and enrichment of the Annamaya Kosha.

- External Personality Annamaya Kosha. Importance and significance.

- Development of Annamaya Kosha and the creation of a healthy, strong, vigorous, tolerant, elastic and elegant body.

- Dimensions Physical Education, Sports, Health Education, Healthy food, Sanitation and Cleanliness, Physical Labour and Environmental Protection.

Unit-2 Moral-Spiritual Development

- Contribution of great Indian Personalities in the process of Character-Building and Personality Development (especially in the context of Human, Society and Nation building).

- Mahatma Buddha, Maharishi Valmiki, Sant Ravidass, Guru Jambheshwar and Guru Nanak Dev.

Unit-3 Physical Development

- General Introduction: Exercises and Surya Namaskar.

- Asana - Introduction and types, (Asanas in standing position)-Tadaasana,Vrikshaasana, Chakraasana and Trikonaasana.

- Pranayama-Introduction: Deep-breathing, Anuloma-Viloma and Kapal-Bhati.

- Hasta Mudra-Introduction: Gyana Mudra and Vaayu Mudra.

Unit-4 Intellectual - Emotional Development

- Self-Reliance, Nishkama Karma Yoga, Etiquettes, Responsibility towards Society, Ideal Teacher, Moral Values, Time Management and the Goal of My Life.

Practical (Internal Work: Any three from five)

Sr.No.	Task for the Students (For each Semester)	Marks
1	Tree Plantation (2 Plants – each student)	10
2	To teach needy students (one hour a week)	10
3.a	To make aware five needy families about government schemes for their welfare	05
3.b	Demonstration of Yoga – Abhyasa	05
4	Practical File (Based on the above-listed Social Works done)	10
5	Presentation based on social works done during Semester	10
Total Marks		**Max: 30**

Note: It is mandatory to opt all the components and not to opt any more than 3 times

IKS020CHP

Theory

Semester-2
Character Building and Holistic Development of Personality - II

Compulsory
Credit: 02
Marks:50

Unit-1   Cognitive Development

- Pranamaya Kosha General Introduction, Concept and its Requirement. Prana's four impulses- Aahaar, Nidra, Bhay (Fear) and Maithun. The development of Prana-Shakti and its relation to body and mind, Efforts for the development of Pranas, Imbalance in Pranas and its side effects.

- Manomaya Kosha General Introduction, Concept and its Requirement. Manomaya Kosha as the operator of the body; Peace, concentration, detachment, positivity, and Process of development of Mana, Activities and programmes for development of Mana.

Unit-2   Moral-Spiritual Development

- Contribution of great Indian Personalities in the process of Character-Building and Personality Development (especially in the context of Human, Society and Nation building).

- Veer Shivaji, Guru Gobind Singh, Swami Dayananda Saraswati, Savitri Bai Phule and Ravindra Nath Tagore.

Unit-3   Physical Development

- Asana- (Asanas in sitting position) Singhasana, Padmasana, Vajrasana, Matsyasana, Gomukhasana and Parvatasana.

- Pranayama-Chandra Bhedan, Surya Bhedan and Udgeeth.

- Hasta Mudra - Surya Mudra and Prana Mudra.

Unit-4   Intellectual - Emotional Development

- Scientific Approach, Non-violence, Self-Confidence, Student: The future of the nation, love, Ideal Friend, Student Life and Benevolence, and Spirit of Nationality.

Practical (Internal Work: Any three from five)

Sr.No.	Task for the Students (For each Semester)	Marks
1	Tree Plantation (2 Plants – each student)	10
2	To teach needy students (one hour a week)	10
3.a	To make aware five needy families about government schemes for their welfare	05
3.b	Demonstration of Yoga – Abhyasa	05
4	Practical File (Based on the above-listed Social Works done)	10
5	Presentation based on social works done during Semester	10
	Total Marks	**Max: 30**

Note: It is mandatory to opt all the components and not to opt any more than 3 times.

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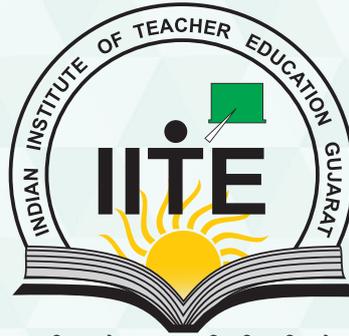
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|| न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ||

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