

**FACULTY OF EDUCATION, THE ICFAI UNIVERSITY, DEHRADUN**

**Two Years Campus Based B.ED Program Curriculum- 2015 Onwards**

**FIRST YEAR**

**SEMESTER -I**

**COURSE STRUCTURE FOR THE NCTE TWO YEAR B.ED PROGRAMME**

**PREPARED STRICTLY ACCORDING TO NCTE NOTIFICATION AND GUIDELINES 2014**

**COURSE 1 EDU 401 CHILDHOOD AND GROWING UP 3 CREDIT 100 MARKS**

**COURSE 2 EDU 402 CONTEMPORARY INDIA AND EDUCATION 3 CREDIT 100 MARKS**

**COURSE 4 EDU 403 LANGUAGES ACROSS THE CURRICULUM (1/2) 2 CREDIT 50 MARKS**

**COURSE 5 EDU 404 UNDERSTANDING DISCIPLINES AND SUBJECTS (1/2) 2 CREDIT 50 MARKS**

**COURSE (EPC 1) EDU 405 READING AND REFLECTING ON TEXTS (1/2) 2 CREDIT 50 MARKS**

**ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS FOR COURSE 1, 2, 4 &5**

**COURSE -- 1 EDU 401 CHILDHOOD AND GROWING UP 3 CREDIT 100 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE**

1. TO GET FAMILIAR WITH THE WIDER PERSPECTIVE OF THE DEVELOPMENT AND EDUCATION OF CHILDREN
2. TO UNDERSTAND THE SIGNIFICANCE AND NATURE OF CHILD DEVELOPMENT
3. TO UNDERSTAND THE DIFFERENT STAGES OF GROWTH AND DEVELOPMENT
4. TO KNOW THE EFFECT OF HERIDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT
5. TO GET FAMILIAR WITH THE PHYSICAL CHANGES AND ITS EFFECT ON HUMAN BEHAVIOUR
6. TO KNOW THE MEANING OF MOTOR DEVELOPMENT AND CLASSIFY THE MOTOR SKILLS OF CHILDHOOD
7. TO GET ACQUAINTED WITH REAL LIFE EXPERIENCE
8. TO KNOW THE SOCIAL BEHAVIOUR OF THE CHILD AT DIFFERENT STAGES
9. TO REALIZE THE ROLE OF THE SCHOOL AND THE TEACHER IN THE EMOTIONAL DEVELOPMENT OF THE CHILD

**UNIT-1 OVERVIEW OF CHILD DEVELOPMENT**

1.1 PROGRESS OF NATION DEPENDS UPON THE DEVELOPMENT OF THEIR CHILDREN

1.2 CHILDREN’S PERSPECTIVE OF THEIR NEEDS; A WORLD FIT FOR CHILDREN

1.3 HOW CHILDREN LEARN

1.4 NEEDS OF A CHILD CANNOT WAIT

1.5 DEVELOPMENT OF CHILDREN; TWO HISTORICAL LETTERS OF ABRAHAM LINCOLN AND JAWAHAR LAL NEHRU

1.6 PROMINENT EDUCATORS AND THINKERS ON THE DEVELOPMENT AND LEARNING OF CHILDREN

1.7 CONSTITUTIONAL PROVISIONS REGARDING CHILD’S DEVELOPMENT

1.8 NATIONAL POLICY FOR CHILDREN 2013

1.9 NATIONAL POLICY ON EDUCATION 1986 AND AS MODIFIED 1992

1.10 UNITED NATIONS AND ITS ORGANISATIONS ON CHILD DEVELOPMENT

1.11 DEFINITION OF A CHILD

**UNIT-2 CHILD DEVELOPMENT AND SIGNIFICANCE; MEANING AND ITS RELEVANCE TO THE TEACHER**

* 1. SIGNIFICANCE AND MEANING OF CHILD DEVELOPMENT
  2. DEVELOPMENT OF THE WHOLE CHILD
  3. GOAL AND SCOPE OF CHILD DEVELOPMENT
  4. BASIC NEEDS AND NATURE OF CHILD DEVELOPMENT
  5. RELEVANCE OF CHILD DEVELOPMENT FOR THE TEACHER AND ESPECIALLY AN ELEMENTARY TEACHER IN UNDERSTANDING THE LEARNER AND HIS BEHAVIOUR

**UNIT-3 GROWTH AND DEVELOPMENT**

* 1. DEVELOPMENT, GROWTH AND MATURATION
  2. GROWTH AND DEVELOPMENT COMPARED
  3. CHARACTERISTICS AND PRINCIPLES OF DEVELOPMENT
  4. EDUCATIONAL IMPLICATIONS OF THE PRINCIPLES OF DEVELOPMENT
  5. STAGES OF DEVELOPMENT
  6. CHARACTERICTICS OF EACH STAGE OF HUMAN GROWTH AND DEVELOPMENT
  7. SIGNIFICANCE OF THE KNOWLEDGE OF THE GROWTH AND THE DEVELOPMENT PROCESSES TO THE TEACHERS
  8. GROWTH RATE, GROWTH CURVE; CHARACTERICTICS AND STAGES
  9. DEVELOPMENTAL NEEDS OF CHILDREN
  10. DEVELOPMENTAL TASKS

**UNIT - 4 HEREDITY (NATURE) AND ENVIRONMENT (NURTURE)**

* 1. MEANING OF HERIDITY
  2. PRINCIPLES OF HEREDITY,HOW HEREDITY OPERATES
  3. CHART SHOWING THE CONTRIBUTION OF HEREDITY ON PERSONALITY DEVELOPMENT
  4. ENVIRONMENT
  5. HEREDITARIAN’S ARGUMENTS AND STUDIES
  6. CRITICISM OF HEREDITARIAN’S POINT OF VIEW
  7. SOME STUDIES OF ENVIRONMENT
  8. RELATIVE CONTRIBUTION OF HEREDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT
  9. INFLUENCE OF HEREDITY AND ENVIRONMENT COMPOUND

1.10 EDUCATIONAL IMPLICATIONS OF THE ROLE OF HEREDITY AND ENVIRONMENT

**UNIT-5 COMMON PLAY ACTIVITIES OF CHILDHOOD: THEIR ROLE IN GROWTH AND**

**DEVELOPMENT**

* 1. INTRODUCTION
  2. ORIGIN OF THE TERM PLAY-WAY
  3. DEFINITION AND MEANING OF PLAY WAY
  4. MAIN CHARACTERISTICS OF PLAY
  5. WRONG CONCEPTS ABOUT PLAY
  6. WHERE DOES THE CHILD PLAY
  7. FORMS OF FREE PLAY ACTIVITIES
  8. PRINCIPLES OF PLAY WAY
  9. IMPORTANCE AND VALUE OF PLAY WAY
  10. PLAY-WAY ACTIVITIES, SPIRIT AND LEARNING OF VARIOUS SUBJECTS AND EXPERIENCES
  11. APPLICATION OF PLAY WAY ATTITUDES AND DIFFERENT METHODS OF TEACHING- LEARNING
  12. ROLE OF THE TEACHER

**UNIT-6 PHYSICAL DEVELOPMENT OF CHILDREN**

* 1. IMPORTANCE AND DIMENSIONS OF PHYSICAL GROWTH AND DEVELOPMENT
  2. GENERAL PATTERN OF PHYSICAL GROWTH AND DEVELOPMENT
  3. ANATOMICAL GROWTH AND DEVELOPMENT
  4. PHYSICAL CHARACTERISTICS AND NEEDS OF CHILDREN
  5. COMMON CAUSES OF DELAYED MOTOR AND PHYSICAL DEVELOPMENT
  6. FACTORS AFFECTING PHYSICAL GROWTH AND DEVELOPMENT
  7. EDUCATIONAL IMPLICATIONS OF THE PHYSICAL DEVELOPMENT OF THE CHILDREN FOR THE TEACHER
  8. ORGANISATION OF PHYSICAL DEVELOPMENT PROGRAMME

**UNIT-7 MOTOR DEVELOPMENT**

* 1. MEANING OF MOTOR DEVELOPMENT
  2. CLASSIFICATION OF MOTOR SKILLS OF CHILDHOOD
  3. CLASSIFICATION ACCORDING TO FINE MOTOR SKILLS AND GROSS MOTOR SKILLS
  4. MOTOR DEVELOPMENT CHARACTERISTICS
  5. SEX DIFFERENCE IN MOTOR DEVELOPMENT AND COORDINATION OF MOTOR SKILLS GRADUALLY INCREASES WITH AGE
  6. PRINCIPLES , PROCESS AND SIGNIFICANCE OF MOTOR DEVELOPMENT
  7. GUIDING MOTOR CONTROL AND DEVELOPMENT;ROLE OF TEACHERS

**UNIT-8 EMOTIONAL DEVELOPMENT**

* 1. SIGNIFICANCE OF EMOTIONAL DEVELOPMENT
  2. MEANING AND CHARACTERISTICS OF EMOTIONS
  3. POSITIVE AND NEGATIVE EFFECTS OF EMOTIONS
  4. UNDERSTANDING EMOTIONS OF ANGER,FEAR , LOVE AND JEALOUSLY
  5. TRAINING , SUBLIMATING AND MOFIFYING EMOTIONS
  6. FACTORS AT HOME AND AT SCHOOL WHICH DISTURB THE EMOTIONAL DEVELOPMENT OF CHILDREN
  7. FACTORS INFLUENCING EMOTIONAL DEVELOPMENT OF CHILDREN
  8. ROLE OF SCHOOL AND TEACHER IN THE EMOTIONAL DEVELOPMENT OF THE CHILD

**UNIT-9 SOCIAL DEVELOPMENT**

* 1. MEANING AND DEFINITIONS OF SOCIAL DEVELOPMENT
  2. SOCIAL BEHAVIOUR OF THE CHILD AT DIFFERENT STAGES
  3. FACTORS AFFECTING THE SOCIAL DEVELOPMENT OF THE CHILD
  4. ROLE OF THE SCHOOL,FAMILY AND TEACHER IN THE SOCIAL DEVELOPMENT OF THE CHILD
  5. SIGNIFICANCE OF INTER-RELATIONSHIPS AND INTERDEPENDENCE OF VARIOUS ASPECTS OF SOCIAL DEVELOPMENT

**PRACTICUM**

1. TO STUDY THE PSYCHOLOGY OF PRE PRIMARY ,PRIMARY AND MIDDLE SCHOOL CHILDREN
2. CASE STUDY OF SPECIAL CHILD
3. OBSERVATION OF CHILDREN AND ADOLESCENTS OF URBAN,RURAL AND SLUM AREA
4. ATTITUDE OF A CHILD TOWARDS FAMILY,SCHOOL,PEERGROUP,FRIENDS,TEACHERS AND ENVIRONMENT
5. FINDING AND ANALYSING THE FACTORS AFFECTING SOCIALIZATION OF A CHILD
6. TO STUDY THE SCHOOL GOING INTEREST AND ABSENTISM OF THE PRIMARY CHILDREN
7. VISIT TO SPECIAL SCHOOL LIKE BACHPAN, LATIKA VIHAR FOUNDATION ETC

**REFERENCES:**

1. AGGARWAL,J.C. (2007) CHILD DEVELOPMENT AND PROCESS OF LEARNING ,SHIPRA PUBLICATIONS,6TH EDITION ,ISBN;81-75471-155-4
2. THE ICFAI UNIVERSITY,(2004) EDUCATIONAL PSYCHOLOGY , ISBN;81-7881-844-2
3. AGGARWAL, J. C. (2001). PRINCIPLES, METHODS AND TECHNIQUES OF TEACHING. VIKAS PUBLISHING HOUSE PVT. LTD. 2ND EDITION, ISBN : 978 - 81259-1056-5.
4. AGGARWAL, J. C. TEACHER AND EDUCATION IN DEVELOPING SOCIETY (FOURTH ED.) VIKAS PUBLISHING HOUSE PVT LTD., NEW DELHI.
5. AGGARWAL, J. C. (2004). ESSENTIAL OF EDUCATIONAL PSYCHOLOGY. VIKAS PUBLISHING HOUSE PVT LTD, NEW DELHI.
6. BHATIA & BHATIA (2006). A TEXTBOOK OF EDUCATIONAL PSYCHOLOGY, DOABA HOUSE,DELHI
7. BHATNAGAR, S. & SAXENA A. (2004). ADVANCED EDUCATIONAL PSYCHOLOGY. THIRD EDITION SURYA PUBLICATIONS, MEERUT

**COURSE –2 EDU 402 CONTEMPORARY INDIA AND EDUCATION 3 CREDIT 100 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE CONCEPT OF UNITY IN DIVERSITY
2. ANALYSE THE CHALLENGES FOR ACHIEVING UNIVERSAL EDUCATION
3. UNDERSTAND THE CONTEMPORARY EDUCATION AND THE RECOMMENDATIONS OF KOTHARI COMMISSION AND ITS IMPLEMENTATIONS
4. GET FAMILIAR WITH NATIONAL POLICY ON EDUCATION
5. LEARN ABOUT THE IMPLEMENTATIONS OF POLICIES FOR SHAPING OF SCHOOL
6. UNDERSTAND THE CONSTITUTIONAL VALUES RELATED TO THE AIMS OF EDUCATION

AFTER STUDYING THE CONSTITUTION

1. UNDERSTAND THE CONCEPT OF SOCIAL DIVERSITY
2. REVIEW THE MID DAY MEAL SCHEME
3. GET CONVERSANT WITH THE CURRENT CONCERNS RELATING TO PLEBIANISATION,PRIVATIZATION AND STRATIFICATION OF EDUCATION
4. ENGAGE PERSONALLY WITH EDUCATIONALLY MARGINALIZED COMMUNITY AND GROUP

**UNIT-1 CONCEPT OF EDUCATION**

* 1. MEANING AND DEFINITION OF EDUCATION
  2. FUNCTIONS AND SCOPE OF EDUCATION
  3. TYPES OF EDUCATION ;FORMAL , INFORMAL AND NON FORMAL EDUCATION
  4. AGENCIES OF EDUCATION

**UNIT-2 EDUCATION - NATIONAL INTEGRATION AND GLOBAL PEACE**

* 1. NATIONALISM AND EDUCATION
  2. MEASURES OF NATIONAL INTEGRATION
  3. MERITS OF EDUCATION FOR NATIONALISM
  4. NATIONAL INTEGRATION
  5. PROBLEM OF NATIONAL INTEGRATION IN INDIA AND ROLE OF EDUCATION
  6. WEAPON OF MASS DESTRUCTION
  7. DISARMAMENT
  8. PEACEFUL USES OF CHEMISTRY

**UNIT-3 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES**

* 1. EDUCATIONAL EQUALITY
  2. EDUCATION AS AN AGENT OF SOCIAL CHANGE
  3. SOCIAL ADJUSTMENT AND SOCIO ECONOMIC DEVELOPMENT

**UNIT-4 CONSTITUTIONAL PROVISIONS AND SAFEGUARD**

* 1. STUDY OF PREAMBLE OF CONSTITIUTION OF INDIA:STUDY OF VALUES IN THE

CONSTITUTION; FREEDOM, EQUALITY, BROTHERHOOD AND JUSTICE

* 1. FUNDAMENTAL RIGHTS AND DUTIES
  2. STUDY OF DIRECTIVE PRINCIPLES IN THE CONSTITUTION
  3. EDUCATION FOR THE DEPRIVED SECTIONS
  4. CONSTITUTIONAL PROVISIONS REGARDING DEPRIVED SECTION
  5. PROMOTION OF EDUCATION AMONG DEPRIVED SECTIONS
  6. MEASURES FOR PROMOTION OF EDUCATION OF DEPRIVED SECTION

**UNIT-5 EDUCATIONAL POLICIES IN INDIA**

* 1. NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
  2. RIGHT TO EDUCATION ACT 2009-10 PDF Pg 336
  3. SARVA SHIKSHA ABHIYAN
  4. EDUCATION FOR WOMEN’S EQUALITY
  5. MODERN EDUCATION IN INDEPENDENT INDIA
  6. EDUCATION FOR DALITS ,TRIBES AND WOMEN-ROLE OF SOCIAL INSTITUTIONS IN SPREADING MODERN EDUCATION
  7. PRINCIPLES OF NAI TALEEM
  8. ROLE OF TEACHER IN INCLUSIVE EDUCATION

**UNIT-6 EDUCATIONAL AGENCIES AND THEIR ROLE**

* 1. NCTE: STRUCTURE, FUNCTION AND OBJECTIVES
  2. NAAC: STRUCTURE, ACTIVITIES AND FUNCTION
  3. CBSE: OBJECTIVES, STRUCTURE AND COMMITTEES

**UNIT-7 POLICY FORMATION IN CONTEMPORARY INDIA**

* 1. RELEVANCE OF THREE LANGUAGE FORMULA AND ITS CONSTITUTIONAL PROVISION
  2. NATIONAL EDUCATIONAL POLICY-1986 AND ITS REVIEW
  3. KOTHARI COMMISSION -RECOMMENDATIONS AND IMPLEMENTATIONS
  4. REVIEW OF THE MID DAY MEAL PROGRAMME
  5. CURRENT CONCERNS SUCH AS PLEBIANISATION,PRIVATISATION AND STRATIFICATION IN EDUCATION
  6. LIBERALISATION AND GLOBALISATION OF INDIAN ECONOMY

**PRACTICUM**

1. GROUP DICCUSSION ON SSA AND ITS IMPLEMENTATIONS
2. GD ON PRIVITISATION OF EDUCATION
3. STUDY OF SOCIO ECONOMIC STATUS OF SLUM AREA
4. STUDY THE EFFECTIVENESS OF NAI TALEEM
5. SURVEY AND PROJECT ON EVALUATION OF MID DAY MEAL PROGRAM OF ANY MIDDLE/PRIMARY SCHOOL
6. ANALYSIS OF RIGHT TO EDUCATION ACT
7. PROJECT ON WOMEN EDUCATION AND WOMEN EMPOWERMENT
8. GROUP DISCUSSION AND PROJECT REPORT ON STRATIFICATION AND PLEBIANISATION OF EDUCATION

**REFERENCES**

1. ICFAI UNIVERSITY (2004) ,PERSPECTIVES IN MODERN EDUCATION,REF.NO.PME-022004BED006
2. ICFAI UNIVERSITY(2004) , OBJECTIVES AND FUNTIONS OF EDUCATION,REF.NO.OFE-032004BED008, ISBN NO;81-7881-912-0
3. NCERT REPORT 2006a,2006b,2006c,2006d
4. REVIEW ON NATIONAL POLICY ON EDUCATION 1986 GOVT.OF INDIA 1992
5. RTE ACT 2009
6. DR. I.S SINDHU, M.L. MITTAL (2011), EDUCATION IN EMERGING INDIAN SOCIETY, ISBN NO. 81-7579-127-6
7. RAINA (2011) RIGHT TO EDUCATION
8. CHAKRAVATI (1998)WOMEN DALITS AND TRIBE

**COURSE 4 EDU 403 LANGUAGE ACROSS THE CURRICULUM (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES:**

**PUPIL TEACHERS WILL BE ABLE TO**

1. KNOW THE MEANING ,CONCEPT AND NEED OF LANGUAGE
2. UNDERSTAND THEIR LANGUAGE BACKGROUND
3. UNDERSTAND THE IMPORTANCE OF FIRST AND SECOND LANGUAGE USED AT HOME AND SCHOOL
4. DEVELOP STRATEGIES FOR USING ORAL LANGUAGE IN THE CLASSROOM ,WHICH PROMOTE LEARNING IN THE SUBJECT AREA
5. UNDERSTAND THE CONCEPT OF COMMUNICATION
6. DEVELOP AND ENHANCE THEIR COMMUNICATION SKILLS
7. UNDERSTAND THE RELATION BETWEEN LANGUAGE AND CULTURE
8. ENHANCE THEIR ORAL AND WRITTEN EXPRESSION

**UNIT-1 LANGUAGE AND ITS NATURE**

* 1. MEANING ,CONCEPT AND IMPORTANCE OF LANGUAGE
  2. MEANING AND IMPORTANCE OF DIALECT
  3. DIFFERENCE BETWEEN LANGUAGE AND DIALECT
  4. PLACE OF ARTICULATION, ORGANS OF SPEECH
  5. MONOTHONGS AND DIPTHONGS
  6. READING,WRITTEN AND ORAL SPEECH

**UNIT-2 COMMUNICATION AND MOTHER TONGUE**

* 1. MEANING AND DEFINITION OF COMMUNICATION
  2. CONCEPT OF COMMUNICATION
  3. MODELS AND PROCESS OF COMMUNICATION
  4. BARRIERS TO COMMUNICATION
  5. CHARACTERISTICS AND IMPORTANCE OF GOOD COMMUNICATION
  6. MEANING AND IMPORTANCE OF MOTHER TONGUE, PROPER USE OF MOTHER TONGUE

**UNIT-3 LANGUAGE CULTURE**

1.1 MEANING OF LANGUAGE CULTURE

1.2 FUNCTIONS OF LANGUAGE

1.3 HUMAN LANGUAGE

1.4 LANGUAGE CULTURE AS A STRONG MEDIUM FOR PRESERVATION AND CULTIVATION

1.5 LANGUAGE DIVERSITY

1.6 INTERCULTURAL LANGUAGE LEARNING

**PRACTICUM**

1. GROUP DISCUSSION ON “IMPORTANCE OF LANGUAGE”
2. TO PREPARE REPORT ON EXPERIENCES RELATED TO COMMUNICATION
3. EXTEMPORE
4. PICTURE READING ACTIVITY
5. STORY FORMATION OUT OF A GIVEN STATEMENT
6. SKITS AND DRAMAS
7. DECLAMATION
8. COMPLETE THE STORY
9. DEBATE
10. FLIPOVERS

**REFERENCES**

1. THE ICFAI UNIVERSITY (2008) COMMUNICATION AND SOFT SKILLS, REF.NO. C&SS-092008PG001
2. THE ICFAI UNIVERSITY(2004) COMMUNICATION SKILLS , REF.NO.CS-082004BED0017
3. SONIA NETO, LANGUAGE CULTURE AND TEACHING;CRITICAL PERSPECTIVES , ISBN NO.978-0415999748, 10-041599974X,EDITION 2
4. VOLUME 28,ISSUE 2 , 2015, LANGUAGE, CULTURE AND CURRICULUM
5. CORSON,D.(1990),LANGUAGE ACROSS THE CURRICULUM( LAC) IN CORSON DEVID(EDUCATION) LANGUAGE POLICY.ACROSS THE CURRICULUM CLEVENDON MUTHLIGUEL MATTERS, 72-140

**COURSE-5 EDU 404 UNDERSTANDING DISCIPLINES AND SUBJECTS (1/2) 2 CREDITS**

**50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE**

1. ABLE TO KNOW THE ROLE AND NATURE OF DISCIPLINARY KNOWLEDGE IN THE SCHOOL CURRICULUM
2. ABLE TO OBTAIN THE KNOWLEDGE REGARDING THE HISTORY OF TEACHING OF SUBJECT AREAS IN SCHOOLS
3. FAMILIAR WITH THE RELATION AMONG THE SYLLABUS AND CURRICULUM
4. ABLE TO KNOW THE STEPS OF MAKING TEACHING INTERESTING AT SCHOOL
5. ABLE TO GET AQUAINTED WITH ALL THE SCHOOL SUBJECTS
6. ABLE TO RELATE THE VARIOUS SUBJECTS
7. ABLE TO REALIZE THE NEED OF INCLUSION OF PRODUCTION BASED SUBJECTS IN SCHOOL SYLLABUS
8. FAMILIAR WITH THE PROBLEMS AND REMEDIES OF TEACHING- LEARNING PROCESS OF SCHOOL SUBJECTS
9. ABLE TO ANALYSE THE PADADIGM SHIFT IN THE TEACHING OF VARIOUS SUBJECTS AT SCHOOL LEVEL

**UNIT-1 CONCEPTS OF SCHOOL SUBJECTS**

* 1. CONCEPT,DEFINITION AND NATURE OF VARIOUS SCHOOL SUBJECTS LIKE MATHEMATICS,SOCIAL SCIENCE, ENGLISH ,SCIENCE AND COMMERCE
  2. VARIOUS SUBJECTS - THEIR ROLE AND UTILITY
  3. OBJECTIVES OF VARIOUS SUBJECTS AT DIFFERENT LEVELS
  4. CO-RELATION OF VARIOUS SUBJECTS
  5. LEARNING ORIENTED APPROACH OF SUBJECTS
  6. PRACTICAL AND COMMUNITY ASPECTS OF VARIOUS SUBJECTS

**UNIT-2 ASPECTS OF CURRICULUM**

* 1. DEFINITION ,ROLE AND IMPORTANCE OF CURRICULUM
  2. CURRICULUM CONSTRUCTION
  3. PRINCIPLES OF CURRICULUM CONSTRUCTION
  4. DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
  5. PRINCIPLES OF TEACHING VARIOUS SUBJECTS
  6. PROBLEMS FACED BY THE TEACHER WHILE TEACHING VARIOUS SUBJECTS AND THEIR REMEDIAL MEASURES

**UNIT-3 WORK RELATED SUBJECTS**

* 1. NEED ,SCOPE AND IMPORTANCE OF WORK RELATED SUBJECTS
  2. HORTICULTURE; NEED, IMPORTANCE ,SCOPE,OBJECTIVES AND BRANCHES
  3. HORTICULTURE; AREAS OF STUDY ,ORGANISATIONS AND PRESENT STATUS
  4. ANIMAL HUSBANDRY; NEED,IMPORTANCE,SCOPE AND OBJECTIVES
  5. ANIMAL HUSBANDRY; SCHEMES AND ACTIVITIES
  6. TOURISM:SIGNIFICANCE, MODERN DAY TOURISM,RECENT DEVELOPMENTS AND GROWTH
  7. TOURISM IN UTTARAKHAND
  8. HOSPITALITY-MEANING,SIGNIFICANCE,GLOBAL CONCEPT**,**HOSPITALITY AND TOURISM
  9. HOSPITALITY AND EMPLOYMENT

**PRACTICUM**

1. PROJECT ON SUBJECT IMPLEMENTATION IN DAY TODAY LIFE
2. VISIT TO ANY HORTICULTURE DEPARTMENT AND TO MAKE REPORT
3. PROJECT ON SCHEMES ON ANIMAL HUSBANDRY
4. PROJECT ON DIFFERENT TOURIST DESTINATIONS OF UTTARAKHAND
5. INTERVIEW WITH SUBJECT EXPERT AND REPORT WRITING
6. CASE STUDY OF EMINENT POET, WRITER, SCIENTIST,ECONOMIST,POLITICAL THINKERS,SOCIOLOGIST

THEIR WORK AND ACHIEVEMENTS

1. STUDY OF ANY MIDDLE SCHOOL CURRICULUM

**REFERENCE**

1. MARLOW EDIGER, DIGUMARTI BHASKARA RAO, 2007, CURRICULUM ORGANISATION,ISBN NO. 81-8356-205-1,DISCOVERY PUBLISHING HOUSE
2. CURRICULUM AND INSTRUCTION **IGNOU**  STUDY BOOK
3. SCHOOL SUBJECTS AND ACADEMIC DISCIPLINES A.WOOD,K.WIER
4. STUDYING SCHOOLL SUBJECTS- A GUIDE BY IVO AND F.GOODSON
5. NCERT,2005, NATIONAL CURRICULUM FRAMEWORK,ISBN NO. 81-7450-467-2
6. NATIONAL CURRICULUM FRAMEWORK 2005

**COURSE EPC-1 EDU-405 READING AND REFLECTING ON TEXTS(1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. READ AND WRITE FOR DIFFERENT PURPOSES
2. RESPOND TO A VARIETY OF TEXTS
3. ENHANCE COLLABORATIVE LEARNING AND THINKING
4. DEVELOP METACOGNITIVE AWARENESS
5. PARTICIPATE IN GROUP INTERACTION
6. FOCUS ON MAKING AND APPRAISING ARGUMENTS
7. READ AUTOBIOGRAPHY AND NARRATE THEM
8. WRITE ON DIFFERENT TOPICS AND WILL BE AWARE OF DIFFICULTIES IN READING AND WRITINGS
9. ATTAIN MASTERY OVER LANGUAGE THROUGH READING AND WRITING

**UNIT-1 WIDE VARIETY OF TEXT**

* 1. EMPIRICAL
  2. CONCEPTUAL
  3. HISTORICAL
  4. POLICY DOCUMENT
  5. NARRATIVE
  6. EXPOSITORY
  7. AUTOBIOGRAPHICAL NARRATIVES
  8. FIELD NOTES
  9. ETHNOGRAPHY-MEANING,IMPORTANCE,FEATURES AND SCOPE

**ACTIVITIES DURING THE SEMESTER**

1. TO MAKE SUMMARY OF ANY NEWSPAPER ARTICLE
2. READING OF NEWSPAPER EDITORIAL AND TO PREPARE THE FEED BACK
3. READING OFLIBRARY MAGAZINES AND MAKING OF REPORT ON THEM
4. GROUP DISCUSSION ON CURRENT TOPICS
5. PICTURE READING AND WRITING
6. REPORT WRITING OF FACULTY OF EDUCATION’S PROGRAM
7. WRITING OF PRESS REPORT OF VARIOUS ACTIVITIES OF THE ICFAI UNIVERSITY,DEHRADUN
8. PRESS NOTE ON VARIOUS NATIONAL AND INTERNATIONAL INCIDENCE
9. ANCHORING OF ANY DEPARTMENT’S PROGRAME
10. THOUGHT FOR THE DAY READING AND NEWSPAPER READING IN CLASS
11. REPORTING OF SPORTS ACTIVITY
12. STORY WRITING
13. PURPOSEFUL LETTER WRITING
14. NARRATIVE TEXTS ON ETHNOGRAPHY
15. READING OF AUTOBIOGRAPHY AND ITS NARRATION
16. FIELD WORK REPORT
17. SCHOOL STUDY
18. TEACHING LEARNING IN SCHOOL

**FIRST YEAR SEMESTER -II**

**COURSE 3 EDU 406 LEARNING AND TEACHING 3 CREDIT 100 MARKS**

**COURSE 7 A PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) 2 CREDIT 50 MARKS (EDM)**

**AS FOLLOWS (Choose any one)**

**COURSE 7 A EDM 401 METHODOLOGY OF TEACHING MATHEMATICS**

**COURSE 7 A EDM 402 METHODOLOGY OF TEACHING SOCIAL STUDIES**

**COURSE 7 A EDM 403 METHODOLOGY OF TEACHING COMMERCE**

**COURSE 7A EDM 404 METHODOLOGY OF TEACHING ECONOMICS**

**COURSE 7 A EDM 405 METHODOLOGY OF TEACHING LIFE SCIENCE**

**COURSE 8 A EDU 407 KNOWLEDGE AND CURRICULUM-PART-1 (1/2) 2 CREDIT 50 MARKS**

**COURSE 9 EDU 408 ASSESSMENT FOR LEARNING 3 CREDIT 100 MARKS**

**COURSE EPC 2 EDU 409 DRAMA AND ART IN EDUCATION (1/2) 2 CREDIT 50 MARKS**

**ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS FOR COURSES 3, 7A & 8A AND 9**

**COURSE 3 EDU 406 LEARNING AND TEACHING 3 CREDIT 100 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. REFLECT ON NOTIONS OF LEARNING AND TEACHING
2. UNDERSTAND THE THEORIES OF LEARNING WHICH HAVE BEEN INFLUENTIAL IN EDUCATION
3. ENGAGE THEMSELVES THEOREOTICALLY AND THROUGH OBSERVATION WITH THE NOTION OF

LEARNING

1. FORM STRONG IMAGES OF POWERFUL LEARNING IN A CLASSROOM
2. UNDERSTAND SOCIO-CULTURAL AND COGNITIVE PROCESSES OF LEARNING
3. GET FAMILIAR WITH THE CULTURALLY RESPONSIVE TEACHING APPROACHES
4. EXPLORE THE ACTIVITY OF TEACHING IN FORMAL SETTING
5. ANALYSE TEACHING AS A PROFESSION
6. LEARN IN BROAD SOCIO-ECONOMIC AND HISTORICAL CONTEXTS
7. LEARN NOT ONLY IN SCHOOL BUT ALSO IN THE MULTIPLE CONTEXTS AND VALUED PRACTICES OF EVERYDAY LIVES ACROSS THE LIFE SPAN

**UNIT-1 LEARNING PROCESS**

* 1. MEANING AND DEFINITION OF LEARNING Psychology Pg 131
  2. NATURE OF LEARNING AND LEARNING PROCESS
  3. FACTORS AFFECTING LEARNING
  4. THEORIES OF LEARNING(THORNDIKE,PAVLOV,KOHLER AND GESTALT)
  5. CONNECTIONISM Educational Psychology Pg 161 and Pg 165
  6. CONDITIONING
  7. MASLOW’S THEORY OF MOTIVATION; CONCEPT AND ITS EDUCATIONAL IMPLICATIONS Educational Psychology Pg 150

UNIT-2 TEACHING PRINCIPLES AND MAXIMS

* 1. TEACHING-CONCEPT ,IMPORTANCE AND MEANING Technology of teaching Pg 28, VARIOUS PRINCIPLES OF TEACHING Technology of teaching/ Teacher Education
  2. MAXIMS OF TEACHING
  3. FACTORS AFFECTING TEACHING PROCESS
  4. KNOWING THE PSYCHOLOGY OF LEARNERS
  5. MOTIVATING LEARNERS Pedagogy
  6. PEDAGOGY AS A PROFESSION
  7. **PROFESSIONAL RESPONSIBILITIES OF A TEACHER**

UNIT-3 CURRENT TRENDS IN TEACHING AND LEARNING

* 1. USE OF ICT(INFORMATION COMMUNICATION TECHNOLOGY) IN TEACHING LEARNING (PBLM)
  2. E-LEARNING; DEFINITION AND MEANING Pedagogy Pg 147
  3. E-LEARNING- CHARACTERICTICS ,LEVELS,SCOPE AND BENEFITS
  4. STUDENT CENTERED APPROACH OF TEACHING;MEANING AND IMPORTANCE PIME 226
  5. THE CHANGING SHADES OF PEDAGOGY; THE YESTERDAY,THE TODAY Pedagogy Pg 5

UNIT-4 METHODS OF TEACHING AND LEARNING

* 1. MEANING AND DEFINITION OF METHOD Teacher Education Pg 168
  2. DEDUCTIVE AND INDUCTIVE METHODS
  3. COOPERATIVE LEARNING;MEANING AND ELEMENTS Pedagogy Pg 134-140
  4. COLLABORATIVE LEARNING-ADVANTAGES Pedagogy Pg 134**-140**
  5. PEER-TUTORING,PEER COACHING AND PEER MONITORING Pedagogy Pg 141 and Pg 142
  6. BRAIN STORMING; STEPS,FEATURES,TYPES AND MECHANICS Creativity Pg 153 to 155

**UNIT-5 LEARNING IN AND OUT OF SCHOOL**

* 1. LEARNING IN FORMAL AND INFORMAL ENVIRONMENT
  2. LIFE LONG,LIFE WIDE AND LIFE DEEP LEARNING
  3. FOUR PRINCIPLES INVOLVED IN LEARNING IN FORMAL AND INFORMAL ENVIRONMENT
  4. OUT OF SCHOOL LEARNING

**PRACTICUM**

1. ORGANISE A SEMINAR ON ANY EDUCATIONAL TOPIC
2. APPLY INDUCTIVE AND DEDUCTIVE APPROACH IN THEIR TEACHING
3. TO DO BRAIN STORMING SESSION ON ANY PROBLEM OR TOPIC
4. VISIT TO ANY MIDDLE SCHOOL AND PREPARE A REPORT ON TEACHING METHODS
5. GROUP DISCUSSION ON THE IMPACT OF E-LEARNING ON STUDENTS
6. STUDENTS WILL INVESTIGATE THE DIFFERENCES AND CONNECTIONS BETWEEN LEARNING IN SCHOOL AND LEARNING OUTSIDE SCHOOL-A REPORT
7. VIDEOS OF LESSONS
8. TO STUDY TEACHERS’ DIARY

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KANTHYN H.AU, ARNETHA F.BALL

**COURSE 7 A PEDAGOGY OF A SCHOOL SUBJECT**

**COURSE 7 A EDM 401 PEDAGOGY OF TEACHING MATHEMATICS 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. DEVELOP ABSTRACT,LOGICAL AND CRITICAL THINKING TO REFLECT UPON THEIR WORK
2. USE APPROPRIATE MATHEMATICAL CONCEPTS AND SKILLS TO SOLVE PROBLEMS
3. SELECT AND APPLY GENERAL RULES TO SOLVE THE PROBLEMS INCLUDING THE REAL LIFE CONTEXTS
4. JUSTIFY OR PROVE MATHEMATICAL RELATIONSHIP AND GENERAL RULES
5. USE APPROPRIATE MATHEMATICAL LANGUAGE ( NOTATION, SYMBOL,TERMINOLOGY)
6. USE DIFFERENT FORMS OF MATHEMATICAL REPRESENTATION
7. JUSTIFY THE DEGREE OF ACCURACY OF THEIR RESULTS WHERE APPROPRIATE
8. RECOGNIZE THAT MATHEMATICS PERMEATES THE WORLD AROUND US

**UNIT 1 INTRODUCTION TO MATHEMATICS**

* 1. MEANING AND IMPORTANCE OF MATHEMATICS
  2. UTILITY OF MATHEMATICS FOR LEARNING OTHER SUBJECTS
  3. TOOLS OF MATHEMATICS- TRADITIONAL AND MODERN
  4. MAIN CONCEPT OF MATHEMATICS
  5. SCOPE OF MATHEMATICS TEACHING
  6. HISTORICAL ASPECT OF MATHEMATICS
  7. TECHNIQUES OF STRENTHENING MATHEMATICS LEARNING

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS**

* 1. OBJECTIVES OF TEACHING MATHEMATICS AT PRIMARY,MIDDLE AND SECONDARY LEVELS
  2. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
  3. FRAMING BEHAVIOURAL OBJECTIVES; PRINCIPLES AND CHARACTERISTICS
  4. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  5. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES- MAGER’S APPROACH, ROBERT MILLER APPROACH AND RCEM APPROACH

**UNIT-3 TECHNIQUES OF STRENGTHENING MATHEMATICS LEARNING**

* 1. HOMEWORK AND ITS IMPORTANCE
  2. RESPONSIBILITIES OF TEACHERS,PARENTS AND STUDENTS TOWARDS HOMEWORK
  3. DRILL WORK AND ITS IMPORTANCE
  4. WRITTEN WORK
  5. GROUP WORK-IMPORTANCE AND GUIDELINES
  6. ASSIGNMENTS; STEPS,CHARACTERISTICS AND GUIDELINES
  7. SELF STUDY AND BRAIN STORMING
  8. MODERN TECHNIQUES OF TEACHING METHODS-COLLABORATIVE TEACHING AND COMMUNITY BASED INSTRUCTION

**UNIT-4 CURRICULUM OF MATHEMATICS**

* 1. CURRICULUM; DEFINITION,CHARACTERISTICS AND TYPES
  2. DIFFERENCE BETWEEN CURRICULUM AND SYLLABUS
  3. PRINCIPLES OF CURRICULUM CONSTRUCTION
  4. PROCESS OF DEVELOPMENT OF CURRICULUM
  5. DIFFERENT TYPES OF CURRICULUM DESIGNS

**UNIT-5 TEACHER EFFECTIVENESS AND TEACHING METHODS IN MATHEMATICS**

* 1. IMPORTANCE OF A MATHEMATICS TEACHER
  2. PHILOSOPHY AND THE ROLE OF THE TEACHER
  3. QUALITIES OF A MATHEMATICS TEACHER
  4. DUTIES OF A MATHEMATICS TEACHER
  5. METHODS OF TEACHING MATHEMATICS-LECTURE METHOD,INDUCTIVE AND DEDUCTIVE METHOD, DOGMATIC METHOD, LABORATORY METHOD AND PROBLEM SOLVING METHOD

**UNIT-6 TEACHING AIDS FOR MATHEMATICS**

* 1. THE NEEDS AND IMPORTANCE OF TEACHING AIDS
  2. EDGAR DALE CONE OF EXPERIENCE AND ITS IMPORTANCE
  3. THE EDUCATIONAL SIGNIFICANCE AND UTILITY OF TEACHING AIDS
  4. APPLICATION OF DIFFERENT TEACHING AIDS LIKE TAPE RECORDER,RADIO, TV AND ACTIVITY AIDS

**UNIT-7 EVALUATION**

* 1. MEANING,CONCEPT AND NATURE OF EVALUATION
  2. OBJECTIVES OF EVALUATION
  3. KINDS OF EVALUATION
  4. IMPORTANT ELEMENTS OF EVALUATION
  5. ADVANTAGES OF EVALUATION

**PRACTICUM**

1. TO PREPARE A REPORT ON THE ROLE OF MATHEMATICS IN DAILY LIFE
2. TO ORGANISE MATHEMATICS QUIZ
3. TO PREPARE PPT SLIDES ON TOPICS SUCH AS TRIGONOMETRY, VOLUME AND AREA OF VARIOUS FIGURES ETC
4. MICROTEACHING AND PREPARATION OF LESSON PLANS
5. BLUE PRINT AND A QUESTION PAPER BASED ON IT

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**COURSE 7A EDM 402 PEDAGOGY OF TEACHING SOCIAL STUDIES 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE CONCEPT OF SOCIAL SCIENCE AND SOCIETY
2. ENGAGE CRITICALLY WITH THE SOCIETAL ISSUES
3. GET ACQUAINTED WITH APPROPRIATE METHODS FOR TEACHING SOCIAL STUDIES
4. UNDERSTAND AND ANALYSE THE CURRENT SOCIAL ISSUES
5. USE THE VARIOUS AUDIO VISUAL AIDS FOR TEACHING SOCIAL STUDIES
6. UNDERSTAND THE IMPACT OF SOCIETY ON DAY TODAY LIFE ACTIVITIE
7. INVOLVE THEMSELVES IN SOCIAL WELFARE ACTIVITIES
8. RELATE WITH COMMUNITY THROUGH COMMUNITY EMPOWERMENT WORK

**UNIT-1 NATURE, SCOPE AND NEED OF SOCIAL STUDIES**

* 1. **MEANING AND MAIN FEATURES OF SOCIAL STUDIES**
  2. **OBJECTIVES AND VALUES OF TEACHING SOCIAL STUDIES**
  3. **FUNDAMENTAL POSTULATES OF SOCIAL STUDIES COURSE**
  4. **GENERAL AIMS OF TEACHING SOCIAL STUDIES AT VARIOUS STAGES**

**UNIT-2 MODERN METHODS AND STRATEGIES OF TEACHING SOCIAL STUDIES**

* 1. GENERAL TEACHING STRATEGIES; MEANING AND DEFINITION OF STRATEGY AND METHOD
  2. GENERAL TEACHING METHODS;LECTURE METHOD,LECTURE CUM DISCUSSION METHOD
  3. PROJECT METHOD,TUTORIALS ETC

**UNIT-3 SOCIAL STUDIES; LESSON PLANNING**

* 1. MEANING AND NEED OF A LESSON PLAN
  2. ADVANTAGES OF LESSON PLAN
  3. AN IDEAL LESSON PLAN IN SOCIAL STUDIES
  4. PREPARATION OF A LESSON PLAN

**UNIT-4 SOCIAL STUDIES; TEXT BOOK**

* 1. **KINDS OF INSTRUCTIONAL MATERIAL**
  2. **TEXT BOOK; USE OF TEXT BOOKS IN SOCIAL STUDIES**
  3. **CRITERIA FOR A GOOD SOCIAL STUDIES TEXT BOOK**
  4. **TYPES OF SUPPLEMENTARY MATERIAL USED IN SOCIAL STUDIES**

**UNIT-5 CURRICULUM OF SOCIAL STUDIES**

* 1. MEANING OF CURRICULUM
  2. CHARACTERISTICS OF CURRICULUM
  3. DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
  4. BASIS OF CURRICULUM CONSTRUCTION
  5. TYPES OF CURRICULUM
  6. PRINCIPLES FOR THE DETERMINATION OF SOCIAL STUDIES CURRICULUM
  7. DEFECTS OF THE PRESENT CURRICULUM OF SOCIAL STUDIES AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

**UNIT-6 OBJECTIVES OF TEACHING SOCIAL STUDIES**

* 1. DEFINITION AND MEANING OF OBJECTIVES
  2. TYPES OF OBJECTIVES
  3. TAXONOMIC CLASSIFICATION OF DOMAIN
  4. METHODS OF WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  5. RCEM APPROACH OF WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  6. CHARACTERISTICS AND LIMITATIONS OF RCEM APPROACH

**UNIT-7 AUDIO VISUAL AIDS IN SOCIAL STUDIES**

* 1. **MEANING AND OBJECTIVES OF TEACHING AIDS**
  2. **TYPES OF TEACHING AIDS**
  3. **ADVANTAGES OF AUDIO VISUAL AIDS**
  4. **AUDIO VISUAL AIDS AND ITS TYPES**

**UNIT-8 TECHNIQUES OF MICROTEACHING**

* 1. **MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS**
  2. **MICROTEACHING ORIENTATION**
  3. **SKILL OF INTRODUCTION**
  4. **SKILL OF EXPLANATION**
  5. **SKILL OF QUESTIONING**
  6. **SKILL OF REINFORCEMENT**
  7. **SKILL OF STIMULUS VARIATION**
  8. **SKILL OF BLACKBOARD WRITING**

**UNIT-9 EVALUATION IN SOCIAL STUDIES**

* 1. MEANING,NATURE AND CONCEPT OF EVALUATION
  2. KINDS OF EVALUATION
  3. IMPORTANT ELEMENTS IN EVALUATION
  4. ADVANTAGES IN EVALUATION
  5. OBJECTIVES OF UNIT TEST
  6. DEMERITS IN PRESENT SOCIAL STUDIES EXAMINATION

**PRACTICUM**

1. VISIT TO A HISTORICAL PLACE AND PREPARATION OF REPORT
2. STUDY THE CONTRIBUTION OF EMINENT SOCIOLOGISTS
3. VISIT TO INDUSTRIAL AND GEOGRAPHICAL PLACES;HOSPITALS,COOPERATIVE INSTITUTE AND MUSEUM
4. INTERVIEW OF A FARMER AND REPORT WRITING
5. PROJECT ON VARIOUS RELIGIONS,CASTES, DRESSING,CULTURE,LANGUAGE ,LIFE STYLE ETC
6. AWARENESS PROGRAM ON SOCIAL EVILS AND PREVALENT SOCIAL ISSUES
7. REPORT WRITING ON VARIOUS RELIGIOUS PLACES

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**COURSE 7A EDM 403 PEDAGOGY OF TEACHING COMMERCE 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. GET A GENERAL IDEA ABOUT BUSINESS ENTITIES AND THEIR FUNCTIONS
2. UNDERSTAND DIFFERENT LEGAL AND ACCOUNTING ASPECTS OF BUSINESS ENTITIES
3. GATHER ENOUGH KNOWLEDGE TO MANAGE A BUSINESS EITHER OWN OR FOR SOMEONE ELSE
4. GET FAMILIAR WITH THE VARIOUS MEHODS OF TEACHING COMMERCE
5. GAIN KNOWLEDGE ABOUT THE MAIN EQUIPMENTS FOR TEACHING COMMERCE
6. ACQUAINT WITH THE MODERN TRENDS IN THE INSTRUCTIONAL METHODOLOGY AND ORGANISATION OF CONTENTS IN COMMERCE
7. APPRECIATE THE VALUE OF COMMERCE IN OUR LIVES
8. TO DEVELOP NECESSARY SKILLS REGARDING ELEMENTS OF COMMERCE IN SUCH A WAY THAT THEY CAN START USING THEM IN REAL LIFE
9. GET AWARE OF NEW TRENDS AND STANDARDS OF ELEMENTS OF COMMERCE

**UNIT-1 MEANING OF COMMERCE**

* 1. COMMERCE;MEANING,DEFINITION AND SCOPE
  2. SUBJEC T MATTER OF COMMERCE
  3. COMMERCE EDUCATION IN DEVELOPING AND DEVELOPED COUNTRIES
  4. SIGNIFICANCE OF COMMERCE IN INDIAN SCHOOLS

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING COMMERCE**

* 1. CONCEPT OF AIMS AND OBJECTIVES
  2. DIFFERENCE BETWEEN AIMS AND OBJECTIVES
  3. GENERAL AIMS OF TEACHING COMMERCE
  4. OBJECTIVES OF COMMERCE EDUCATION
  5. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
  6. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS

**UNIT-3 METHODS OF TEACHING COMMERCE**

* 1. MEANING OF METHOD
  2. METHODS OF TEACHING COMMERCE; LECTURE METHOD,TEXTBOOK METHOD AND PROJECT METHOD
  3. PROBLEM SOLVING; STEPS OF PROBLEM SOLVING
  4. SUPERVISE STUDY METHOD
  5. DISCUSSION METHOD

**UNIT-4 AIDS AND ILLUSTRATIONS FOR TEACHING COMMERCE**

* 1. IMPORTANCE AND FUNCTIONS OF TEACHING AIDS
  2. QUALITIES OF AUDIO-VISUAL AIDS
  3. CLASSIFICATION OF AUDIO-VISUAL AIDS
  4. MAIN TEACHING EQUIPMENTS AND MATERIALS FOR A COMMERCE TEACHER-TEXTBOOK,PICTURES,CHARTS,MAP,GRAPHS,PERIODICALS AND JOURNALS,BLACKBOARD,BULLETIN BOARD,FLANNEL BOARD ETC

**UNIT-5 CURRICULUM OF COMMERCE**

* 1. MEANING OF CURRICULUM
  2. CHARACTERISTICS OF CURRICULUM
  3. DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
  4. BASIS OF CURRICULUM CONSTRUCTION
  5. TYPES OF CURRICULUM
  6. PRINCIPLES FOR THE DETERMINATION OF COMMERCE CURRICULUM
  7. DEFECTS OF THE PRESENT CURRICULUM OF COMMERCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

**UNIT-6 TECHNIQUES OF MICROTEACHING**

* 1. MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS
  2. SKILL OF INTRODUCTION
  3. SKILL OF EXPLANATION
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACKBOARD WRITING

**UNIT-7 APPLICATION OF EVALUATION APPROACH IN COMMERCE**

* 1. MEANING AND AIMS OF EVALUATION
  2. DIFFERENCE BETWEEN EXAM AND EVALUATION
  3. KINDS OF EVALUATION
  4. IMPORTANT ELEMENTS OF EVALUATION
  5. ADVANTAGES OF EVALUATION
  6. TOOLS AND TECHNIQUES OF EVALUATION IN COMMERCE

**PRACTICUM**

1. EXCURSION , VISITS AND FIELD TRIPS TO PLACES OF COMMERCIAL ACTIVITIES
2. DISCUSSION ON COMMERCIAL TOPICS
3. PREPARATION OF REPORT OF ANY COMMERCE AND TRADE RELATED TOPIC
4. VISIT TO STOCK EXCHANGE,INDUSTRIAL CENTERS, COOPEATIVE STORES ETC
5. COLLECTION OF E-LEARNING RESOURSES IN EDUCATION
6. UNDERTAKING A PROJECT ON THE SUCCESSFUL STORY AS WELL AS UNSUCCESSFUL STORY OF BUSINESS HOUSES
7. MICROTEACHING
8. LESSON PLANNING

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**COURSE 7A EDM 404 PEDAGOGY OF TEACHING ECONOMICS 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. ACQUIRE KNOWLEDGE OF THE NATURE,SCOPE AND DEVELOPMENT OF ECONOMICS
2. ACQUIRE AWARENESS ABOUT ECONOMIC PROBLEMS AND THEIR IMPACT ON POLITICAL,SOCIAL AND CULTURAL TRENDS IN ECONOMICS
3. UNDERSTAND THE VARIOUS TECHNIQUES OF EVALUATION
4. GET FAMILIAR WITH THE VARIOUS METHODS AND TECHNIQUES OF TEACHING ECONOMICS
5. KNOW THE RECENT TRENDS IN ECONOMIC ASPECTS SUCH AS GLOBALIZATION,LIBERALIZATION ETC
6. GET AQUAINTED WITH THE WAY OF WRITING OBJECTIVES IN BAHAVIOURAL TERMS
7. GAIN KNOWLEDGE ABOUT THE VARIOUS BRANCHES OF ECONOMICS
8. UNDERSTAND THE VALUE OF VARIOUS DISCLIPLENES OF ECONOMICS

**UNIT-1 MEANING , NATURE AND SCOPE OF ECONOMICS**

* 1. NATURE AND SCOPE OF ECONOMICS
  2. SUBJECT MATTER OF ECONOMICS
  3. ECONOMIC ACTIVITIES
  4. BRANCHES OF ECONOMICS
  5. LIMITATIONS OF ECONOMICS

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING ECONOMICS**

* 1. AIMS OF TEACHING ECONOMICS IN INDIA
  2. AIMS OF TEACHING ECONOMICS AT SECONDARY LEVEL
  3. OBJECTIVES OF TEACHING ECONOMICS
  4. OBJECTIVES OF TEACHING ECONOMICS AT SECONDARY LEVEL

**UNIT-3 INTRUCTIONAL OBJECTIVES**

* 1. EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES
  2. BLOOMS TAXONOMY OF INSTRUCTIONAL OBJECTIVES
  3. WRITING OBJECTIVES IN BEHAVOURAL –RCEM APPROACH

**UNIT-4 METHODS AND TECHNIQUES OF TEACHING ECONOMICS**

* 1. LECTURE METHOD,DISCUSSION METHOD,PROJECT METHOD,PROBLEM SOLVING METHOD

INDUCTIVE AND DEDUCTIVE METHOD, SURVEY METHOD

* 1. TECHNIQUES OF TEACHING ECONOMICS- CASE STUDY, CONFERENCE,SEMINAR AND WORKSHOP

**UNIT-5 CURRICULUM OF ECONOMICS**

* 1. CURRICULUM-MEANING AND PRINCIPLES
  2. DEVELOPMENT OF CURRICULUM
  3. CRITICAL EVALUATION OF ECONOMICS CURRICULUM
  4. SUGGESTIONS FOR SELECTION OF CURRICULUM MATERIAL IN ECONOMICS

**UNIT-6 EVALUATION**

* 1. MEANING,IMPORTANT ELEMENTS OF EVALUATION
  2. OBJECTIVES OF EVALUATION IN ECONOMICS
  3. NEED AND IMPORTANCE OF EVALUATION IN ECONOMICS
  4. EVALUATION DEVICES- ORAL TEST,ESSAY TYPE TEST AND OBJECTIVE TYPE TEST
  5. CHARACTERISTICS OF A GOOD TEST
  6. MARKING SCHEME
  7. CRITERIA OF A GOOD UNIT TEST

**UNIT-7 LESSON PLANNING IN ECONOMICS**

* 1. UNIT PLAN AND ITS CONTENT
  2. SPECIMEN UNIT PLAN
  3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
  4. APPROACHES TO LESSON PLANNING
  5. COMPONENTS OF A LESSON PLAN
  6. MODEL LESSON PLAN

**UNIT-8 TEACHING SKILLS IN ECONOMICS**

* 1. TYPES OF TEACHING SKILLS
  2. SKILL OF INTRODUCTION
  3. SKILL OF EXPLANATION
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACK BOARD

**PRACTICUM**

1. SURVEY AND PREPARE A REPORT ON ANY ONE ECONOMIC PROBLEM
2. PREPARE A UNIT LESSON PLAN
3. TO COLLECT INFORMATION REGARDING INDIAN AND WESTERN ECONOMISTS
4. TO COLLECT INFORMATION REGARDING NOBLE LAUREATE ECONOMISTS
5. TO TAKE INTERVIEW OF ANY ECONOMIST
6. TO STUDY THE PROBLEM FACED BY THE STUDENTS WHILE LEARNING ECONOMICS
7. TO EVALUATE THE RAILWAY AND CENTRAL BUDGET
8. TO DEVELOP THE HABIT OF READING THE DAILY NEWSPAPER ECONOMIC TIMES
9. MICTROTEACHING
10. LESSON PLANNING

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**COURSE 7A EDM 405 PEDAGOGY OF TEACHING LIFE SCIENCE 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. REALISE THE INTERCONNECTION WITH ALL OTHER LIFE FORMS
2. LEARN ABOUT THE PROCESSESS OF ALL LIVING THINGS
3. MAKE MORE INFORMED DECISIONS ABOUT THEIR OWN HEALTH AND ABOUT SIGNIFICANT BIOLOGICAL ISSUES
4. BECOME MUCH MORE AWARE OF ECOLOGICAL ISSUES
5. REALIZE THE CONNECTION OF BIOLOGY WITH DAY TODAY LIFE
6. APPRECIATE VARIOUS APPROACHES OF TEACHING –LEARNING OF LIFE SCIENCE
7. EXPLORE DIFFERENT WAYS OF CREATING LEARNING SITUATION FOR DIFFERENT CONCEPTS OF LIFE SCIENCE
8. RELATE LIFE SCIENCE WITH HEALTH,FOOD PROBLEM AND CONSERVATION OF NATURAL RESOURCES
9. GET ACQUAINTED WITH THE METHODS AND APPROACHES OF TEACHING LIFE SCIENCE
10. EXPLORE THE RECENT ADVANCES IN LIFE SCIENCE SUCH AS BIOTECHNOLOGY, PROTEIN ENGINEERING, CLONING ETC.

**UNIT-1 GENERAL CONCEPTS IN LIFE SCIENCE**

* 1. IMPORTANT CHARACTERISTICS OF LIVING ORGANISM
  2. BRANCES OF LIFE SCIENCE
  3. APPLIED SCIENCES
  4. RELATED DISCIPLINES
  5. ORIGIN OF LIFE SCIENCE IN INDIA
  6. CONTRIBUTION OF EMINENT SCIENTISTS IN LIFE SCIENCE
  7. SOME IMPORTANT INDIAN BIOLOGISTS
  8. UTILITY AND IMPORTANCE OF TEACHING LIFE SCIENCE

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING LIFE SCIENCE**

* 1. DIFFERENCE BETWEEN AIMS AND OBJECTIVES
  2. AIMS OF TEACHING LIFE SCIENCE
  3. MAIN OBJECTIVES OF TEACHING LIFE SCIENCE
  4. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
  5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES,MAGER’S APPROACH,ROBERST MILLAR’S APPROACH AND RCEM APPROACH

**UNIT-3 LESSON PLANNING IN LIFE SCIENCE**

* 1. UNIT PLAN AND ITS CONTENT
  2. SPECIMEN UNIT PLAN
  3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
  4. APPROACHES TO LESSON PLANNING-HERBERTIAN APPROACH
  5. SPECIMEN LESSON PLAN
  6. COMPONENTS OF A LESSON PLAN
  7. MODEL LESSON PLAN

**UNIT-4 TEACHING AIDS IN LIFE SCIENCE**

* 1. MEANING AND IMPORTANCE
  2. PRINCIPLES OF USE OF SELECTION OF TEACHING AIDS
  3. TYPES OF TEACHING AIDS
  4. PREPARATION AND USE OF TEACHING AIDS IN LIFE SCIENCE
  5. CLASSIFICATION OF TEACHING AIDS
  6. PRINTED AIDS- CHARACTERISTICS OF A GOOD LIFE SCIENCE TEXTBOOK
  7. EDGAR DALE CONE OF EXPERIENCES AND ITS IMPORTANT FEATURES

**UNIT-5 METHODS OF TEACHING LIFE SCIENCE**

* 1. CLASSIFICATION OF TEACHING METHODS
  2. ORAL METHODS
  3. OBSERVATIONAL METHODS
  4. PRACTICAL METHODS
  5. PROBLEM SOLVING METHODS

**UNIT-6 LIFE SCIENCE LABORATORY AND LIBRARY**

* 1. IMPORTANCE OF LAB WORK
  2. LIFE SCIENCE LABS FOR SCHOOLS
  3. SALIENT FEATURES OF LIFE SCIENCE LAB
  4. LAB WORK; MERITS AND DEMERITS
  5. EVALUATION OF LIFE SCIENCE LAB WORK
  6. TEACHERS’ ROLE IN DISCOVERING IN LIFE SCIENCE LAB

**UNIT-7 CURRICULUM OF LIFE SCIENCE**

* 1. CURRICULUM-MEANING AND PRINCIPLES
  2. DEVELOPMENT OF LIFE SCIENCE CURRICULUM
  3. APPROACHES TO CURRICULUM ORGANISATION
  4. ADAPTING THE CURRICULUM TO LOCAL NEEDS AND RESOURCES
  5. DRAWBACKS OF PRESENT CURRICULUM IN LIFE SCIENCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

**UNIT-8 TOOLS AND TECHNIQUES OF EVALUATION**

* 1. LIFE SCIENCE THEORY TEST
  2. CHARACTERISTICS OF A GOOD LIFE SCIENCE TEST
  3. PLANNING THE LIFE SCIENCE TEST
  4. PREPARING THE BLUE PRINT
  5. CONTRUCTING THE TEST ITEM AND PREPARING THE INSTRUCTIONS
  6. PREPARING THE MARKING SCHEME
  7. ANALYSES AND INTERPRETATION OF SCORES
  8. EVALUATION OF TEST

**UNIT-9 TEACHING SKILLS**

* 1. TYPES OF TEACHING SKILLS
  2. SKILL OF INTRODUCTION AND ITS COMPONENTS
  3. SKILL OF EXPLAINING
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACKBOARD WRITING

**PRACTICUM**

* 1. VISIT TO A BOTANICAL GARDEN
  2. SEED GERMINATION
  3. OSMOSIS PROCESS
  4. GRAFTING PROCESS
  5. SPOTTING OF SPECIMENTS
  6. STARCH TEST
  7. PROJECT ON VEGETATION IN UTTARAKHAND REGION
  8. PROJECT ON NATIONAL PARK AND BIRD SANCTUARY
  9. PROJECT ON WILD LIFE OF UTTARAKHAND
  10. PROJECT ON MEDICINAL PLANTS OF UTTARAKHAND

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**COURSE 8A EDU 407 KNOWLEDGE AND CURRICULUM-I (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. FOCUS ON EPISTEMOLOGICAL AND SOCIAL BASIS OF EDUCATION
2. TAKE DECISIONS ABOUT PEDAGOGIC PRACTICE WITH GREATER AWARENESS
3. FOCUS ON THE DISTINCTIONS BETWEEN ‘KNOWLEDGE AND SKILL,TEACHING AND TRAINING ,KNOWLEDGE AND INFORMATION AND REASON AND BELIEF
4. DISCUSS ABOUT THE MODERN CHILD CENTERED EDUCATION
5. UNDERSTAND EDUCATION IN RELATION TO MODERN VALUES LIKE EQUITY AND EQUALITY,INDIVIDUAL OPPORTUNITY,SOCIAL JUSTICE AND DIGNITY
6. ANALYSE CONCEPTIONS OF LEARNING ROOTED IN CONVENTIONAL SCHOOL PRACTICES
7. DISCUSS CONCEPT OF NATIONALISM,UNIVERSALISM AND SECULARISM AND THEIR INTER RELATIONSHIP WITH EDUCATION
8. UNDERSTAND VARIOUS SCHOOL ACTIVITIES AND CLASSROOM INTERACTION WITH REFERENCE TO MULTICULTURE AND DEMOCRACY
9. UNDERSTAND THE IMPORTANCE OF THE IMPACT OF VARIOUS FACTORS AFFECTING EDUCATION
10. BECOME FAMILIAR WITH THE PERSPECTIVES OF EDUCATION

**UNIT-1 EPISTEMOLOGICAL BASIS OF EDUCATION**

* 1. KNOWLEDGE AND SKILL—CONCEPT AND DISTINCTION
  2. AIMS AND OBJECTIVES OF NATIONAL SKILL DEVELOPMENT MISSION 2015
  3. POLICY FRAMEWORK OF NATIONAL SKILL DEVELOPMENT MISSION 2015
  4. TEACHING AND TRAINING---CONCEPT AND DISTINCTION
  5. KNOWLEDGE AND INFORMATION—CONCEPT AND DISTINCTION
  6. REASON AND BELIEF ----CONCEPT AND DISTINCTION

UNIT-2 MODERN CHILD CENTERED EDUCATION

* 1. MODERN CHILD CENTERED EDUCATION;MEANING,IMPORTANCE SCOPE AND FEATURES
  2. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY,DISCOVERY AND DIALOGUE ACCORDING TO MAHATMA GANDHI
  3. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY,DISCOVERY AND DIALOGUE ACCORDING TO RABINDRANATH TAGORE
  4. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY,DISCOVERY AND DIALOGUE ACCORDING TO DEWEY
  5. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY,DISCOVERY AND DIALOGUE ACCORDING TO PLATO

**UNIT-3 SOCIAL BASIS OF EDUCATION**

* 1. SOCIETY,CULTURE AND MODERNITY
  2. BASIC ELEMENTS OF DEMOCRACY
  3. NEED AND IMPORTANCE OF EDUCATION IN DEMOCRACY
  4. NATIONALISM, UNIVERSALISM ,SECULARISM AND THEIR INTERRELATIONSHIP WITH EDUCATION WITH SPECIAL REFERENCE TO TAGORE AND KRISHNAMURTI
  5. MULTICULTURALISM ; MEANING AND CONCEPT
  6. HISTORICAL CHANGES INTRODUCED BY INDUSTRIALISATION
  7. EDUCATION IN RELATION TO MODERN VALUES LIKE EQUITY AND EQUALITY,INDIVIDUAL OPPORTUNITY AND SOCIAL JUSTICE AND DIGNITY WITH SPECIAL REFERENCE TO DR.AMBEDKAR

**PRACTICUM**

1. TO MAKE REPORT ON THE VARIOUS ACTIVITIES WHICH ARE ENCOURAGING NATIONALISM,

UNIVERSALISM AND SECULARISM IN SCHOOLS

1. STUDY ABOUT THE CONSCIOUS EFFORTS BEING DONE BY THE SCHOOLS FOR THE PRESERVATION OF VALUES
2. A HEALTHY STUDY OF VALUES BEING TAUGHT IN SCHOOLS
3. A REPORT ON THE TRADITIONAL ACTIVITIES CONDUCTED AT SCHOOL LEVEL
4. TO MAKE REPORT ON THE IMPACT OF INDUSTRALISATION ON INDIAN SOCIETY
5. TO STUDY THE CHANGES BROUGHT BY MODERNIZATION IN EDUCATION SYSTEM
6. TO MAKE REPORT ON SUSTAINABILITY OF SECULARISM IN INDIA
7. TO ANALYSE THE NATIONAL SKILL DEVELOPMENT FRAMEWORK -2015

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4. A.BANERJEE,PHILOSOPHY AND PRINCIPLES OF EDUCATION
5. J.C.CHAKRABORTY,MODERN EDUCATION
6. K.K.MUKHERJEE,SOME GREAT EDUCATORS OF THE WORLD
7. PURKAIT.B.R,GREAT EDUCATORS

**COURSE 9 EDU 408 ASSESSSMENT FOR LEARNING 3 CREDIT 100 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE ROLE OF ASSESSMENT IN ENHANCING LEARNING
2. EXPLORE DIVERSE METHODS AND TOOLS OF ASSESSING PERFORMANCE OUTCOMES
3. ANALYSE THE RELATIONSHIP OF RTE ACT(2009) WITH CURRICULUM,PEDAGOGY AND TEACHER’S ROLE
4. UNDERSTAND THE PSYCHO-SOCIAL AND POLITICAL DIMENSIONS OF ASSESSMENT
5. DEVELOP A CRITICAL UNDERSTANDING OF ISSUES IN ASSESSMENT AND ALSO EXPLORE REALISTIC, COMPREHENSIVE AND DYNAMIC ASSESSMENT PROCESSES
6. LOOK CRITICALLY AT THE PREVALENT PRACTICES OF ASSESSMENT AND SELECTION AND INSTEAD DEVELOP ENABLING PROCESSING WHICH LEAD TO BETTER LEARNING
7. GET FAMILIAR WITH THE CONSTRUCTIVIST THEORY OF LEARNING
8. UNDERSTAND THE CONCEPT OF MEASUREMENT, ASSESSMENT AND EVALUATION

**UNIT-1 THE ASSESSMENT PROCESS**

* 1. MEASUREMENT,ASSESSMENT AND EVALUATION: MEANING,CONCEPT AND OBJECTIVES
  2. PRINCIPLES OF ASSESSMENT
  3. TYPES OF ASSESSMENT: FORMATIVE AND SUMMATIVE ,CONCEPT,IMPORTANCE,FUNCTION AND ILLUSTRATIVE INSTRUMENTS
  4. CONTINUOUS AND COMPREHENSIVE EVALUATION AND ASSESSMENT FOR LEARNING
  5. CONSTRUCTIVISM: DEFINITION,MAIN POSTULATES AND BENEFITS
  6. CONSTRUCTIVIST LEARNING DESIGN

**UNIT-2 TOOLS AND TECHNIQUES OF ASSESSMENT**

* 1. TOOLS AND TECHNIQUES; ANECDOTAL RECORDS,RUBRIC 261 ,PORTFOLIO,WRITTEN REPORTS,PRESENTATIONS AND QUESTIONAIRE
  2. STUDENT JUDGEMENT AND REPORTS:PEER APPRAISAL ,SELF REPORT TECHNIQUES
  3. STANDARDS FOR TEACHER COMPETENCE IN EDUCATIONAL ASSESSMENT OF STUDENTS
  4. THE SCOPE OF A TEACHER’S PROFESSIONAL ROLE AND RESPONSIBILITY FOR STUDENT ASSESSMENT

**UNIT-3 ELEMENTARY STATISTICS**

* 1. MEASURES OF CENTRAL TENDENCY
  2. MEASURES OF DEVIATION
  3. PERCENTILE , PERCENTILE RANK AND NORMAL DISTRIBUTION
  4. INTERPRETATION OF RESULT AND GRAPHICAL REPRESENTATION

**UNIT-4 CURRENT TRENDS IN ASSESSMENT FOR LEARNING**

* 1. **ALTERNATIVE ASSESSMENT: CONCEPT, OBJECTIVE,ADVANTAGES AND LIMITATION**
  2. ONLINE EXAMS:OBJECTIVES, ADVANTAGES AND LIMITATIONS
  3. COMMERCIALIZATION OF ASSESSMENT
  4. **RELEVANCE OF RTE ACT(2009)**

**UNIT-5 CLASSROOM TEST AND ASSESSMENT**

* 1. THE PURPOSE OF CLASSROOM TESTING AND ASSESSMENT
  2. DEVELOPING SPECIFICATIONS FOR TESTS AND ASSESSMENTS
  3. CONSTRUCTING OBJECTIVE TEST ITEM
  4. ADVANTAGES AND LIMITATIONS OF MULTIPLE CHOICE ITEMS
  5. SUGGESTIONS FOR CONSTRUCTING MULTIPLE CHOICE ITEMS

**PRACTICUM**

1. APPLICATION OF DIFFERENT TOOLS OF ASSESSMENT IN A CLASSROOM
2. ORGANIZE ONLINE ASSESSMENT
3. TO MAKE A REPORT ON APPLICATION OF CCE IN ANY SCHOOL
4. APPLY STATISTICAL TECHNIQUES AND GRAPHICAL PRESENTATION FOR THE RESULTS OF ANY ONE SUBJECT OF A CLASS
5. TO PREPARE A REPORT ON THE RELEVANCE OF RTE ACT(2009)
6. SELF IMPROVEMENT WITH THE HELP OF PEER FEEDBACK
7. TEACH AND EVALUATE ACCORDING TO CONSTRUCTIVIST THEORY OF LEARNING

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**COURSE EPC 2 EDU 409 DRAMA AND ART IN EDUCATION (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THAT THE CURRICULUM IS NOT SEPARATED FROM CCA AND ECA
2. UNDERSTAND THE CONCEPT OF PERFORMING ARTS , FINE ARTS AND DRAMA
3. MOVE BEYOND THE CLASSROOM AND WILL INVOLVE THE COMMUNITY TO PARTICIPATE IN EDUCATIONAL AND SOCIAL CHANGE
4. PRESENT SKITS ON SOCIAL ISSUES TO BRING A CHANGE IN THE SOCIETY
5. ENHANCE THEIR CREATIVITY TO UNDERSTAND THE SELF AND EXPRESS THEMSELVES EFFECTIVELY
6. ARRIVE AT THE SOLUTION OF A PROBLEM THROUGH DRAMATIC PRESSURE
7. RAISE CRITICAL QUESTIONS THROUGH HOT SEATING
8. FEEL EMPATHY FOR AND RELATE WITH THE OTHER THROUGH DRAMA BASED ON EXPERIENCE,EMOTION AND INTERPRETATION
9. GET OPPORTUNITY TO RECOGNISE THEIR AGENCY FOR TRANSFORMATION OF ACTION
10. DEVELOP THE INFORMATION PROCESSING SKILLS LIKE SEQUENCING AND COMPARING,
11. DEVELOP REASONING SKILLS LIKE DRAWING INFERENCES AND MAKING DEDUCTIONS
12. DEVELOP ENQUIRY SKILLS LIKE ASKING RELEVANT QUESTIONS
13. DEVELOP CREATIVE THINKING SKILLS LIKE GENERATING AND EXTENDING IDEAS
14. DEVELOP EVALUATION SKILLS LIKE JUDGING THE VALUE OF THEIR OWN AND OTHERS

**UNIT-1 UNDERSTANDING THE SELF**

* 1. KNOW THYSELF /SELF-DISCOVERY
  2. IMPORTANCE OF KNOWING YOURSELF
  3. PROCESS OF KNOWING YOURSELF
  4. SWOT ANALYSIS
  5. DEVELOPMENT OF SELF
  6. WHAT IS SELF
  7. SELF CONCEPT AND ITS DIMENSIONS

**UNIT-2 DRAMA IN EDUCATION**

* 1. DRAMA ; DEFINITION AND IMPORTANCE
  2. FORMS AND PURPOSES OF DRAMA
  3. COMMON CHARACTERISTICS OF USING DRAMA IN EDUCATION
  4. DRAMA IN SCHOOLS
  5. MODELS FOR DRAMATIC ACTIONS
  6. SELF ACTUALISATION
  7. CURRENT SITUATION IN DRAMA
  8. PERSONAL OR EMOTIONAL DEVELOPMENT THROUGH DRAMA
  9. CONTENT OF DRAMA IN TEACHER EDUCATION

**UNIT-3 ART IN EDUCATION**

* 1. VISUAL ARTS : PAINTING ,SCULPTURE AND ARCHITECTURE
  2. LITERARY ARTS; POETRY AND PROSE
  3. PERFORMING ARTS; DANCE
  4. THE IMPORTANCE OF ARTS IN CHILD DEVELOPMENT
  5. ENCOURAGING SELF EXPRESSION THROUGH ARTS
  6. DEVELOPMENTAL BENEFITS OF ARTS-MOTOR SKILLS,LANGUAGE DEVELOPMENT,VISUAL LEARNING,IMPROVED ACADEMIC PERFORMANCE ,INVENTIVENESS ,CULTURAL AWARENESS AND DECISION MAKING
  7. ART EDUCATION AND TEACHER EDUCATION IN INDIA

**UNIT-4 CULTURE AND SOCIETY**

* 1. SOCIETY ; COMPOSITION,CULTURE,MEANING AND IMPORTANCE
  2. DIFFERENT FORMS OF CULTURE IN INDIA
  3. PERCEPTIONS OF INDIAN CULTURE
  4. FAMILY STRUCTURE AND MARRIAGE
  5. LANGUAGES AND LITERATURE
  6. DRAMA AND THEATRE
  7. DANCE AND MUSIC
  8. POPULAR MEDIA-TV AND CINEMA

**UNIT-4 ACTIVITIES IN DRAMA AND ART IN EDUCATION**

* 1. INDIVIDUAL ACTIVITIES-NARRATION,MIME AND MOVEMENT,ROLE PLAY,IMPROVISATION AND POETRY AND MUSIC
  2. GROUP ACTIVITIES—SOUND AND MOVEMENT,ROLE PLAY,GROUP SINGING/CHORUS,IMPROVISATION,GROUP MIME/ WITH /WITHOUT THEME,WRITING STORIES/PREPARING PLAYS

**PRACTICUM**

1. TO VISIT PLACES OF ART ( TRADE FAIRS,VIRASAT), EXHIBITIONS,CULTURAL FESTIVALS AND ART GALLERY
2. TO PREPARE A REPORT ON LOCAL CULTURE AND ART FORM OF UTTARAKHAND(GARHWAL,KUMAUON AND JAUNSAR)
3. TO INTERPRET THE ART WORK OF MOVIES AND MEDIA
4. PARTICIPATION IN DRAMA AND SKITS
5. GRAFFITI (EXPRESSING ONE SELF)
6. STORY TELLING AND ROLE PLAY
7. PARTICIPATION IN A WIDE RANGE OF ‘PRETEND’
8. PARTICIPATION IN MIME AND MOVEMENT
9. MASK PREPARATION AND PERFORMING IN DRAMA
10. IMPROVISATION BASED ON SITUATION OF DAILY LIFE,HUMAN RELATIONS AND CHARACTERS

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**FACULTY OF EDUCATION, THE ICFAI UNIVERSITY, DEHRADUN**

**B.ED CURRICULUM**

**SECOND YEAR SEMESTER -3**

**COURSE 7 B PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) 2 CREDIT 50 MARKS**

**AS FOLLOWS**

**COURSE 7 B EDM 406 METHODOLOGY OF TEACHING PHYSICAL SCIENCE**

**COURSE 7 B EDM 407 METHODOLOGY OF TEACHING ENGLISH**

**COURSE 7 B EDM 408 METHODOLOGY OF TEACHING HINDI**

**COURSE 7 B EDM 409 METHODOLOGY OF TEACHING BUSINESS STUDIES**

**COURSE 7 B EDM 410 METHODOLOGY OF TEACHING AGRICULTURE**

**COURSE EDU 410 SCHOOL INTERNSHIP 8 CREDITS 250 MARKS**

**(CASE STUDY)**

**200(TIP) +50(CASE STUDY)**

**COURSE EDU 410 SCHOOL INTERNSHIP 6 CREDIT 200 MARKS**

PUPIL TEACHERS WILL BE PROVIDED OPPORTUNITIES TO TEACH IN GOVERNMENT AND PRIVATE SCHOOLS FOR A MINIMUM DURATION OF 15 WEEKS.PLAN NOTEBOOKS FOR TWO METHODOLOGIES SUBJECTS TO BE SUBMITTED

**CASE STUDY 2 CREDIT 50 MARKS PRACTICAL WORK DURING TIP**

IN ADDITION WITH THE TEACHING, PUPIL TEACHERS WILL IDENTIFY A CHILD WITH A PROBLEM AND SUGGEST REMEDIAL MEASURES. CASE STUDY RECORD TO BE SUBMITTED

**COURSE 7 B EDM 406 METHODOLOGY OF TEACHING PHYSICAL SCIENCE 2 CREDIT**

**50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. IDENTIFY AND RELATE EVERYDAY EXPERIENCES WITH LEARNING PHYSICAL SCIENCE
2. DEVELOP SCIENTIFIC ATTITUDE AND TECHNOLOGICAL COMPETENCE
3. FACILITATE DEVELOPMENT OF SCIENTIFIC ATTITUDE IN LEARNERS
4. CLARIFY THE CONCEPT OF APPROACHES AND METHODS OF TEACHING PHYSICAL SCIENCE
5. CONSTRUCT APPROPRIATE ASSESSMENT TOOLS FOR EVALUATING PHYSICAL SCIENCE
6. ANALYSE THE SCOPE ,CONCEPTS,FACTS AND PRINCIPLES OF PHYSICAL SCIENCE IN DAY TODAY LIFE
7. DEVELOP ABILITY TO IMPROVISE APPARATUS , ORGANIZE SCIENCE EXHIBITIONS,CLUBS AND FAIRS
8. UNDERSTAND THE ROLE OF PHYSICAL SCIENCE LABORATORY IN TEACHING LEARNING SITUATION
9. RELATE CONCEPTS OF PHYSICAL SCIENCE TO THE REAL WORLD SITUATION
10. DEVELOP A SENSITIVENESS TO THE SOCIAL IMPLICATIONS OF PHYSICAL SCIENCE

**UNIT-1 OVERVIEW OF SCIENCE**

* 1. SCIENCE;MEANING,NATURE ,CONCEPT AND ITS IMPORTANCE
  2. BRANCHES OF SCIENCE
  3. CHARACTERISTICS OF PHYSICAL SCIENCE
  4. SCOPE AND IMPORTANCE OF PHYSICAL SCIENCE
  5. MAJOR ACTIVITIES OF PHYSICAL SCIENCE
  6. PHYSICAL SCIENCE AND ITS IMPORTANCE IN SCHOOL CURRICULUM

**UNIT-2 AIMS AND OBJECTIVES OF PHYSICAL SCIENCE**

* 1. OBJECTIVE; MEANING AND CONCEPT
  2. DIFFERENCE BETWEEN AIM AND OBJECTIVE
  3. AIMS OF TEACHING PHYSICAL SCIENCE
  4. BLOOM’S TAXONOMY OF EDUCATIONAL OBJECTIVES
  5. FRAMING BEHAVIOURAL OBJECTIVES; PRINCIPLES AND CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES
  6. OBJECTIVES OF PHYSICAL SCIENCE AT MIDDLE AND SECONDARY STAGE
  7. SPECIFIC OBJECTIVES AND BEHAVIOURAL TERMS
  8. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  9. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES-MAGER’S APPROACH, ROBERT MILLER’S APPROACH AND RCEM APPROACH

**UNIT-3 LESSON PLANNING**

* 1. UNIT PLAN AND ITS CONTENT
  2. SPECIMEN UNIT PLAN
  3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
  4. APPROACHES TO LESSON PLANNING
  5. COMPONENTS OF A LESSON PLAN
  6. MODEL LESSON PLAN

**UNIT-4 TEACHING AIDS**

* 1. MEANING AND IMPORTANCE OF TEACHING AIDS
  2. PRINCIPLES OF USE OF SELECTION OF TEACHING AIDS
  3. TYPES OF TEACHING AIDS
  4. CLASSIFICATION OF TEACHING AIDS IN PHYSICAL SCIENCE
  5. PREPARATION AND USE OF TEACHING AIDS – MODELS,TRANSPARENCIES,RADIO,SLIDE ETC
  6. EDGER DALE CONE OF EXPERIENCE AND ITS IMPORTANT FEATURES
  7. PRINTED AIDS-CHARACTERISTICS OF A GOOD PHYSICAL SCIENCE TEXTBOOK
  8. SCIENCE VISITS

**UNIT-5 METHODS OF TEACHING PHYSICAL SCIENCE**

* 1. CLASSIFICATION OF TEACHING METHODS
  2. ORAL METHODS
  3. OBSERVATIONAL METHODS
  4. PRACTICAL METHOD
  5. PROBLEM SOLVING METHODS

**UNIT-5 PHYSICAL SCIENCE LABORATORY AND LIBRARY**

* 1. IMPORTANCE OF LAB.WORK
  2. SCIENCE LABS FOR SCHOOLS
  3. SALIENT FEATURES OF LAB
  4. LAB.WORK :MERITS AND DEMERITS
  5. EVALUATION OF LAB WORK
  6. TEACHERS’ ROLE IN DISCOVERING LAB

**UNIT-6 CURRICULUM OF PHYSICAL SCIENCE**

* 1. CURRICULUM;MEANING AND PRINCIPLES
  2. DEVELOPMENT OF PHYSICAL SCIENCE CURRICULUM
  3. APPROCHES TO CURRICULUM ORGANISATION
  4. ADAPTING THE CURRICULUM TO LOCAL NEEDS AND RESOURCES
  5. DEFECTS OF THE PRESENT CURRICULUM OF PHYSICAL SCIENCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

**UNIT-7 TOOLS AND TECHNIQUES OF EVALUATION**

* 1. PHYSICAL SCIENCE THEORY TEST
  2. CHARACTERISTICS OF A GOOD TEST
  3. PLANNING FOR THE TEST
  4. PREPARING THE BLUE PRINT
  5. CONSTRUCTING THE TEST ITEM
  6. PREPARING THE INSTRUCTIONS
  7. PREPARING THE MARKING SCHEME
  8. ANALYSIS AND INTERPRETATION OF SCORES
  9. EVALUATION OF THE TEST

**UNIT-8 TEACHING SKILLS**

* 1. TYPES OF TEACHING SKILLS
  2. SKILL OF INTRODUCTION AND ITS COMPONENT
  3. SKILL OF EXPLANATION
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACKBOARD WRITING

**PRACTICUM**

1. TO PREPARE PROJECT ON CONTRIBUTION OF EMINENT SCIENTISTS
2. MICROTEACHING
3. SIMULATED SOCIAL SKILL TEACHING
4. PRACTICAL ON VARIOUS TOPICS OF PHYSICS AND CHEMISTRY

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**COURSE EDM 407 PEDAGOGY OF TEACHING ENGLISH 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. DEVELOP THE SKILL OF SPEAKING,READING,WRITING AND LISTENING
2. COMPARE AND ILLUSTRATE LINGUISTIC COMPONENTS
3. DEVELOP THEIR LANGUAGE SKILLS IN ENGLISH
4. UNDERSTAND ABOUT THE TEACHING OF POETRY ,PROSE AND DRAMA
5. IDENTIFY METHODS,APPROACHES AND MATERIALS FOR TEACHING ENGLISH AT VARIOUS LEVELS IN INDIAN CONTEXTS
6. DEVELOP THEIR COMPETENCIES OF LANGUAGE SKILLS THROUGH PRACTICING THEM IN ENGLISH
7. DEVELOP CREATIVE DESIGNS AND PLANS TO TEACH ENGLISH UNDERSTANDING THE DIVERSE NEEDS OF THE LEARNERS
8. UNDERSTAND THE CONCEPTS OF FUNCTIONAL ENGLISH,ENGLISH LANGUAGE TRAINING, COMMUNICATIVE APPROACH ETC
9. APPLY THE EVALUATION TECHNIQUES OF ENGLISH LANGUAGE TRAINING

**UNIT-1 TEACHING OF ENGLISH IN INDIA**

* 1. TEACHING OF ENGLISH PRIOR TO INDEPENDENCE
  2. TEACHING OF ENGLISH IN POST INDEPENDENCE INDIA
  3. SIGNIFICANCE AND IMPORTANCE OF TEACHING ENGLISH
  4. JUDICIOUS USE OF MOTHER TONGUE IN TEACHING ENGLISH
  5. PROBLEMS IN TEACHING OF ENGLISH IN INDIA

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING ENGLISH**

* 1. BROAD PRINCIPLES OF TEACHING ENGLISH
  2. AIMS OF TEACHING AND LEARNING ENGLISH-GENERAL AND SPECIFIC AIMS
  3. OBJECTIVES OF TEACHING ENGLISH AT JUNIOR ,MIDDLE AND SENIOR LEVEL
  4. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
  5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES

**UNIT-3 PEDAGOGY OF TEACHING ENGLISH**

* 1. GRAMMAR CUM TRANSLATION METHOD-PRINCIPLES,ADVANTAGES AND DISADVANTAGES
  2. DIRECT METHOD OF TEACHING ENGLISH-FEATURES,PRINCIPLES,ADVANTAGES AND DISADVANTAGE
  3. DOCTOR WEST’S NEW METHOD-PRINCIPLES,ADVANTAGES AND DISADVANTAGES
  4. SUBSTITUTION METHOD-ADVANTAGES AND DISADVANTAGES
  5. BILINGUAL METHOD-PRINCIPLES ,ADVANTAGES AND DISADVANTAGES
  6. SUBSTITUTION METHOD
  7. VARIOUS APPROACHES-ORAL,SITUATIONAL , STRUCTURAL AND COMMUNICATIVE

**UNIT-4 PLACE AND IMPORTANCE OF MATERIAL AIDS**

* 1. NEED OF MATERIAL AIDS IN TEACHING ENGLISH
  2. TRADITIONAL MATERIAL AIDS- BLACKBOARD,BOOKS,MAGAZINES, PERIODICALS, JOURNALS AND NEWSPAPER
  3. VISUAL MATERIAL AIDS-PICTURES, FLASH CARDS,MAPS, REAL OBJECTS,DIAGRAMS,CHARTS AND POSTERS
  4. MECHANICAL MATERIAL AIDS- RADIO,PROJECTOR,FILMS,TAPE RECORDER ETC
  5. ANOTHER AIDS- EXCURSION,EXHIBITION ,DRAMA ETC

**UNIT-5 CURRICULUM OF ENGLISH**

* 1. CURRICULUM; DEFINITIONS,NATURE AND CONCEPT
  2. CURRICULUM AND SYLLABUS
  3. DETERMINANTS OF CURRICULUM
  4. CHARACTERISTICS
  5. FACTORS INFLUENCING CURRICULUM
  6. CURRICULUM DEVELOPMENT IN ENGLISH
  7. CURRICULUM PROCESS

**UNIT-6 TECHNIQUES OF MICROTEACHING**

* 1. MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS
  2. MICROTEACHING ORIENTATION
  3. SKILL OF INTRODUCTION
  4. SKILL OF EXPLANATION
  5. SKILL OF QUESTIONING
  6. SKILL OF REINFORCEMENT
  7. SKILL OF STIMULUS VARIATION
  8. SKILL OF BLACKBOARD WRITING

**UNIT-7 EVALUATION IN TEACHING OF ENGLISH**

* 1. EVALUATION –MEANING AND DEFINITION,IMPORTANCE , NEED AND PURPOSE
  2. EVALUATION-CHARACTERISTICS,PROCESS, FUNCTIONS
  3. TYPES OF EVALUATION –FORMATIVE,SUMMATIVE AND DIAGNOSTIC
  4. TOOLS OF EVALUATION
  5. QUALITIES OF A GOOD TOOL
  6. CLASSIFICATION OF TECHNIQUES OF EVALUATION
  7. SCHOLASTIC ASSESSMENT TECHNIQUES
  8. PROCESS SPECIFIC TESTS
  9. UNIT TEST-ADVANTAGES
  10. TESTING TECHNIQUES-WRITTEN TEST,ESSAY TYPE TEST ,SHORT ANSWER TYPE TEST AND OBJECTIVE TYPE TEST
  11. ORAL TEST AND ACHIEVEMENT TEST

**PRACTICUM**

1. MICROTEACHING
2. LESSONPLANNING
3. EXTEMPORE
4. PICTURE READING
5. NARRATION OF ANY INCIDENCE
6. FORMATION OF ANY STORY AND POETRY
7. PREPARATION OF FLASH CARDS

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4. D.P.KAUSHIK,2010, TEACHING OF ENGLISH, AGGRAWAL PUBLICATION, ISBN NO. 978-81-906741-3-3
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7. APPROACHES AND METHODS IN LANGUAGE TEACHING BY JACK C. RICHARDS AND THEODORE S. RODGERS,CAMBRIDGE UNIVERSITY PRESS,200

**COURSE EDM 409 PEDAGOGY OF TEACHING BUSINESS STUDIES 2 CREDIT**

**50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. DEVELOP AN AWARENESS WHY BUSINESS STUDIES IS TAUGHT AT +2 LEVEL
2. DEVELOP CURRICULUM FOR THE +2 STUDENTS OF BUSINESS STUDIES
3. DEVELOP AN ANALYTICAL ABILITY TO APPRAISE THE EXISTING CURRICULUM OF BUSINESS STUDIES MEANT FOR +2 STUDENTS
4. BE CONVERSANT WITH THE DIFFERENT METHODS OF TEACHING MEANT FOR TEACHING +2 STUDENTS
5. IDENTIFY AND USE CONTENT BASED METHODS OF TEACHING OF BUSINESS STUDIES
6. DEVELOP POSITIVE OUTLOOK AND SKILL FOR THE USE OF MODERN TEACHING AIDS
7. INSTILL THE COMPETENCE OF ORGANISING COCURRICULAR ACTIVITIES FOR ENRICHING THE SUBJECT MATTER OF BUSINESS STUDIES
8. DEVELOP THE ABILITY OF EXPLORING GOOD BOOKS AND OTHER STUDY MATERIAL IN BUSINESS STUDIES
9. DEVELOP THE TOOLS AND TECHNIQUES OF EVALUATION FOR APPRAISING AND ENHANCING STUDENTS’ KNOWLEDGE IN BUSINESS STUDIES

**UNIT-1 MEANING, NATURE AND SCOPE OF BUSINESS STUDIES**

* 1. NATURE AND SCOPE OF BUSINESS STUDIES
  2. SUBJECT MATTER OF BUSINESS STUDIES
  3. ACTIVITIES RELATED TO BUSINESS STUDIES
  4. DELIMITATION OF BUSINESS STUDIES AT SCHOOL LEVEL
  5. JUSTIFICATION OF ITS INTRODUCTION AT SCHOOL LEVEL

**UNIT-2 CURRICULUM OF BUSINESS STUDIES**

* 1. CONCEPT OF CURRICULUM AND SYLLABUS
  2. PLACE OF BUSINESS STUDIES IN THE SCHOOL CURRICULUM
  3. DEVELOPING CURRICULUM OF BUSINESS STUDIES AT +2 LEVEL
  4. A CRITICAL APPRAISAL OF PRESENT SYLLABI DEVELOPED BY CBSE

**UNIT-3 OBJECTIVES OF TEACHING BUSINESS STUDIES**

* 1. EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES
  2. BLOOMS TAXONOMY OF INSTRUCTIONAL OBJECTIVES
  3. WRITING OBJECTIVES IN BEHAVOURAL –RCEM APPROACH

**UNIT-4 METHODS AND TECHNIQUES OF TEACHING BUSINESS STUDIES**

* 1. LECTURE METHOD,
  2. DISCUSSION METHOD,
  3. PROJECT METHOD,
  4. PROBLEM SOLVING METHOD,
  5. QUESTION ANSWER TECHNIQUE

**UNIT-5 TEACHING AIDS IN BUSINESS STUDIES**

* 1. MEANING AND IMPORTANCE OF TEACHING AIDS
  2. OBJECTIVES OF TEACHING AIDS
  3. TYPES OF TEACHING AIDS
  4. SCOPE OF USING TEACHING AIDS FOR THE TEACHING OF BUSINESS STUDIES

**UNIT-6 LESSON PLANNING IN BUSINESS STUDIES**

* 1. UNIT PLAN AND ITS CONTENT
  2. SPECIMEN UNIT PLAN
  3. MEANING AND SIGNIFICANCE OF LESSON PLANNING IN BUSINESS STUDIES
  4. APPROACHES TO LESSON PLANNING
  5. COMPONENTS OF LESSON PLAN
  6. MODEL LESSON PLAN

**UNIT-7 EVALUATION**

* 1. MEANING,IMPORTANT ELEMENTS OF EVALUATION
  2. OBJECTIVES OF EVALUATION IN ECONOMICS
  3. NEED AND IMPORTANCE OF EVALUATION IN ECONOMICS
  4. EVALUATION DEVICES- ORAL TEST,ESSAY TYPE TEST AND OBJECTIVE TYPE TEST
  5. CHARACTERISTICS OF A GOOD TEST
  6. MARKING SCHEME
  7. CRITERIA OF A GOOD UNIT TEST

**UNIT-8 TEACHING SKILLS IN BUSINESS STUDIES**

* 1. TYPES OF TEACHING SKILLS
  2. SKILL OF INTRODUCTION
  3. SKILL OF EXPLANATION
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACK BOARD

**PRACTICUM**

1. TO FIND OUT THE SOURCES OF FINANCE FOR A START UP OF ANY BUSINESS
2. DETAILED STUDY ON ANY ENTERPRISE AND ENTERPRENEURS
3. TO FIND OUT THE BASICS OF BUSINESS
4. TO MAKE PROJECTS ON ANY PRODUCTS AND BRANDS
5. TO MAKE REPORT ON VARIOUS BUSINESS ACTIVITIES
6. TO STUDY THE BASICS OF INTERNATIONAL TRADE
7. TO MAKE A REPORT ON FRANCHISE, SOLE TRADERS AND PARTNERSHIP
8. TO STUDY THE MONETARY POLICIES AND INTEREST RATES OF GOVERNMENT

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**COURSE EDM 410 PEDAGOGY OF TEACHING AGRICULTURE 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. KNOW THE IMPORTANCE AND SCOPE OF AGRICULTURE IN THE NATIONAL ECONOMY AND EMPLOYMENT
2. DIFFERENTIATE AMONG VARIOUS SOILS,TYPES AND TEXTURES
3. ANALYSE THE CONCEPT OF SOIL EROSION AND SOIL CONSERVATION
4. GET FAMILIAR WITH THE IMPORTANCE OF LIVESTOCK IN AGRICULTURE
5. ANALYSE THE UTILIZATION OF ANIMALS IN BIO WASTE AND BIO GAS PLANT
6. KNOW THE IMPORTANCE OF SOIL FERTILITY,PRODUCTIVITY AND THE CONCEPT OF ESSENTIAL PLANT NUTRIENTS
7. GET CONVERSANT WITH THE CONCEPT OF FOOD PROCESSING AND PRESERVATION
8. KNOW THE IMPORTANCE OF ORGANIC FARMING
9. GET FAMILIAR WITH THE CONCEPT OF INTEGRATED NUTRIENT MANAGEMENT (INM)
10. UNDERSTAND THE CONCEPT OF INTEGRATED PEST MANAGEMENT (IPM)

**UNIT-1 AGRICULTURE AND CROP PRODUCTION**

* 1. DEFINITION,BRANCHES AND SCOPE OF AGRICULTURE
  2. TYPES OF SOIL AND SOIL TEXTURE
  3. SOIL EROSION AND SOIL CONSERVATION
  4. LIVESTOCK PRODUCTION
  5. BIO WASTE MANAGEMENT
  6. PLANT NUTRIENTS
  7. SOIL FERTILITY
  8. FOOD PROCESSING AND PRESERVATION
  9. ORGANIC FARMING
  10. INTEGRATED NUTRIENT MANAGEMENT AND INTEGRATED PEST MANAGEMENT

**UNIT-2 AIMS AND OBJECTIVES OF TEACHING AGRICULTURE**

* 1. CONCEPT OF AIMS AND OBJECTIVES
  2. AIMS OF TEACHING AGRICULTURE
  3. PRINCIPLES FOR FRAMING BEHAVIOURAL OBJECTIVES
  4. BLOOM’S TAXONOMY OF EDUCATIONAL OBJECTIVES
  5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
  6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES

**UNIT-3 LESSON PLANNING**

* 1. UNIT PLAN AND ITS CONTENT
  2. SPECIMEN UNIT PLAN
  3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
  4. APPROACHES TO LESSON PLANNING
  5. COMPONENTS OF LESSON PLAN
  6. MODEL LESSON PLAN

**UNIT-4 METHODS AND TECHNIQUES OF TEACHING AGRICULTURE**

* 1. LECTURE METHOD
  2. DISCUSSION METHOD
  3. PROJECT METHOD
  4. PROBLEM SOLVING METHOD
  5. SURVEY METHOD

**UNIT-5 TEACHING AIDS IN AGRICULTURE**

* 1. MEANING,IMPORTANCE AND TYPES OF TEACHING AIDS
  2. PRINCIPLES OF USE OF SELECTION OF TEACHING AIDS
  3. CLASSIFICATION OF TEACHING AIDS
  4. EDGAR DALE CONE OF EXPERIENCE AND ITS IMPORTANT FEATURES
  5. CHARTS,MODELS,TRANSPARENCIES,SLIDE,VIDEO ETC

**UNIT-6 EVALUATION IN AGRICULTURE**

* 1. MEANING,IMPORTANT ELEMENTS OF EVALUATION
  2. OBJECTIVES OF EVALUATION IN AGRICULTURE
  3. NEED AND IMPORTANCE OF EVALUATION IN AGRICULTURE
  4. EVALUATION DEVICES-ORAL TEST,OBJECTIVE TYPE TEST AND ESSAY TYPE TEST
  5. CHARACTERISTICS OF A GOOD TEST
  6. MARKING SCHEME
  7. SCHOLASTIC ACHIEVEMENT TEST AND BLUE PRINT

**UNIT- 7 TEACHING SKILLS IN AGRICULTURE**

* 1. TYPES OF TEACHING SKILLS
  2. SKILL OF INTRODUCTION
  3. SKILL OF EXPLANATION
  4. SKILL OF QUESTIONING
  5. SKILL OF REINFORCEMENT
  6. SKILL OF STIMULUS VARIATION
  7. SKILL OF BLACKBOARD WRITING

**PRACTICUM**

1. PREPARATION OF NURSERY AND SEED BEDS
2. IDENTIFICATION OF DIFFERENT TYPES OF CHEMICAL FERTILIZERS, COMPOST AND BIO FERTILIZERS
3. VISIT TO A CROP FIELD AND COMPARE HEALTHY PLANT WITH A DISEASED AND A INSECT AFFECTED PLANT
4. VISIT TO A FOOD PROCESSING UNIT
5. VISIT TO A LOCAL FRUIT AND VEGETABLE MARKET AND MAKE A REPORT ON THE ACTIVITIES
6. VISIT TO A COLD STORAGE AND RECORD THE ACTIVITIES INVOLVED
7. VISIT TO A NEAR BY APIRAY AND RECORD THE PROCESS OF BEE KEEPING
8. IDENTIFICATION OF SEEDS OF DIFFERENT CROPS
9. CALCULATION OF COST OF PRODUCTION OF PADDY CROP IN ONE HECTARE OF LAND AREA AND PREPARE A REPORT
10. IDENTIFICATION OF IMPORTANT FLOWER CROPS

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**SECOND YEAR SEMESTER – IV**

**COURSE 6 EDU 411 GENDER, SCHOOL AND SOCIETY (1/2) 2 CREDIT 50 MARKS**

**COURSE 8 B EDU 412 KNOWLEDGE AND CURRICULUM-PART II (1/2) 2 CREDIT**

**50 MARKS**

**COURSE 10 EDU 413 CREATING AN INCLUSIVE SCHOOL (1/2) 2 CREDIT 50 MARKS**

**COURSE 11 OPTIONAL COURSE (1/2) 2 CREDIT 50 MARKS (PUPIL TEACHERS HAVE TO CHOOSE ANY ONE OUT OF FIVE)**

**COURSE 11 EDE 401 HEALTH AND PHYSICAL EDUCATION**

**COURSE 11 EDE 402 VALUE EDUCATION**

**COURSE 11 EDE 403 POPULATION EDUCATION**

**COURSE 11 EDE 404 ENVIRONMENT EDUCATION**

**COURSE 11 EDE 405 COUNSELING AND MENTORING**

**COURSE EPC 3 EDU 414 CRITICAL UNDERSTANDING OF ICT (1/2) 2 CREDIT 50 MARKS**

**COURSE EPC 4 EDU 415 UNDERSTANDING THE SELF (1/2) 2 CREDIT 50 MARKS**

**ENGAGEMENT WITH THE FIELD; TASKS AND ASSIGNMENTS FOR COURSES 6, 8B, 10 &11**

**COURSE 6 EDU 421 GENDER, SCHOOL AND SOCIETY (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. EXAMINE HOW WE LEARN AND CHALLENGE THE GENDERED ROLES IN SOCIETY THROUGH FAMILY , CASTE, RELIGION AND CULTURE
2. OBSERVE AND STUDY THE DISTRIBUTION OF ROLES AND RESPONSIBILITIES IN SCHOOLS,CLASSROOMS AND RITUALS
3. STUDY REPRESENTATION OF GENDERED ROLES , RELATIONSHIPS AND IDEAS IN TEXTBOOK AND CURRICULUM
4. EXAMINE HOW SCHOOLS NURTURE YOUNG PEOPLE
5. DEVELOP ABILITIES TO HANDLE NOTIONS OF GENDER AND SEXUALITY
6. CRITICALLY READ THE MEDIA WHICH PROPAGATES POPULAR BELIEF, REINFORCING GENDER ROLES IN THE POPULAR CULTURE
7. UNDERTAKE SESSIONS OF OPEN VERBALISATION WITH SCHOOL STUDENTS
8. PREPARE PEDAGOGIC MATERIAL WHICH CAN DEVELOP ABILITIES AND CONFIDENCE TO CRITICALLY EVALUATE GENDER INEQUALITIES
9. EXPLORE THE ROLE OF FAMILY,CASTE ,RELIGION ,CULTURE ,MEDIA ,LAW AND THE STATE
10. LEARN SOME LIFE SKILL COURSES

**UNIT -1 GENDER INEQUALITY**

* 1. GENDER INEQUALITY-DEFINITION AND CONCEPT
  2. CAUSES AND TYPES OF GENDER INEQUALITY IN INDIA
  3. IMPORTANCE OF GENDER EQUALITY
  4. REALTION OF GENDER EQUALITY WITH OTHER CROSS CUTTING ISSUES
  5. LEGAL AND CONSTOTUTIONAL SAFE GUARDS AGAINST GENDER INEQUALITY
  6. HOW ONE CAN ELIMINATE GENDER INEQUALITY
  7. ROLES AND REMOVAL OF INEQUALITY WITH REFERENCE TO FAMILY,CASTE AND RELIGION
  8. ROLE OF MEDIA,LAW AND CULTURAL INSTITUTIONS IN THE REMOVAL OF GENDER INEQUALITY
  9. NEED OF GENDER SENSITISATION

**UNIT-2 GENDER ISSUES**

* 1. CONTEMPORARY PERIOD; RECOMMENDATIONS OF POLICY INITIATIVES, COMMISSIONS AND COMMITTEES ,SCHEMES ,PROGRAMES AND PLANS
  2. BELIEF REGARDING GENDER AND SEXUALITY IN DIFFERENT CULTURE
  3. ROLE OF TEACHERS IN PROMOTING GENDER INEQUALITY
  4. SCOPE AND OBJECTIVE OF TEACHER TRAINING MODULE
  5. GENDER ROLES IN SOCIETY
  6. ENHANCING THE CAPACITY OF TRAINEES FOR EQUIPPING THE FUTURE STUDENTS TO CHALLENGE THE GENDER INEQUALITY

**UNIT-3 PERCEPTION OF SAFETY**

* 1. AT SCHOOL
  2. AT HOME AND BEYOND
  3. IDENTIFICATION OF SEXUAL ABUSE AND ITS VERBALISATION
  4. SOCIETY’S OUTLOOK ON SEXUAL ABUSE
  5. FORMULATION OF POSITIVE NOTION ON SEXUALITY
  6. GENDER ROLE IN POPULAR CULTURE
  7. NIRBHAYA CASE STUDY

**PRACTICUM**

1. STUDY THE ACTIVITIES OF THE SCHOOL WITH REFERENCE TO GENDER INEQUALITY
2. UNDER TAKE STUDIES OF THE RATIO OF WOMEN ,REPRESENTATIVES IN PARLIAMENT AND THEIR PARTICIPATION
3. PROJECT ON WOMEN,ROLE MODELS IN VARIOUS FIELDS WITH EMPHASIS ON WOMEN IN UNCONVENTIONAL ROLES
4. DISCUSSION ON VIOLATION OF RIGHTS OF GIRLS AND WOMEN
5. PROJECT ON INSTITUTION OF THE FAMILY AND MARRIAGE
6. PREPAPRE ANALYTICAL REPORT ON PORTRAYAL OF WOMEN IN PRINT AND ELECTRONIC MEDIA
7. FIELD VISITS TO SCHOOLS TO OBSERVE THE SCHOOLING PROCESSESS FROM A GENDER PERSPECTIVE

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1. JOHN ARCHER,BARBARA LLOYD,SEX AND GENDER

**COURSE 8B EDU 422 KNOWLEDGE AND CURRICULUM-PART II (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. IDENTIFY VARIOUS DIMENSIONS OF CURRICULUM AND THEIR RELATIONSHIP WITH THE AIMS OF EDUCATION
2. TRACE THE RELATIONSHIP BETWEEN CURRICULUM FRAMEWORK AND SYLLABUS
3. ANALYSE VARIOUS SAMPLES OF TEXTBOOK , CHILDREN’S LITERATURE AND TEACHER HANDBOOK
4. UNDERSTAND THE STEP AND PROCESS OF CURRICULUM CONSTRUCTION
5. ANALYSE THE ROLE OF STATE IN THE CURRICULUM
6. TRACE THE RELATIONSHIP BETWEEN POWER,IDEOLOGY AND THE CURRICULUM
7. DISCUSS THE WAYS IN WHICH THE CURRICULUM IS DRIVEN BY ASSESSMENT

**UNIT-1 CONCEPT OF CURRICULUM**

* 1. CONCEPT AND IMPORTANCE OF CURRICULUM
  2. VARIOUS DIMENSIONS OF CURRICULUM
  3. RELATIONSHIP BETWEEN CURRICULUM FRAMEWORK AND SYLLABUS
  4. BASES OF CURRICULUM
  5. STAGES OF CURRICULUM CONSTRUCTION
  6. ROLE OF CURRICULUM IN EFFECTIVE TEACHING AND LEARNING PROCESS

**UNIT-2 CONCERNS OF HIDDEN CURRICULUM**

* 1. HIDDEN CURRICULUM; MEANING ,CONCEPT AND ROLE
  2. RELATIONSHIP BETWEEN POWER,IDEOLOGY AND CURRICULUM
  3. MEANING OF CRITICAL ANALYSIS
  4. STEPS OF CRITICAL ANALYSIS OF TEXTBOOKS,CHILDREN LITERATURE AND HANDBOOKS
  5. EVALUATION OF CURRICULUM

**UNIT-3 PROCESS OF CURRICULUM DEVELOPMENT**

* 1. ESSENTIAL CONSIDERATIONS FOR CURRICULUM DEVELOPMENT
  2. PHASES AND STEPS IN CURRICULUM DEVELOPMENT
  3. ESSENTIAL CURRICULUM DEVELOPMENT STEPS NEEDING EMPHASIS
  4. PRINCIPLES OF CURRICULUM DEVELOPMENT

**PRACTICUM**

1. STUDY THE CO-CURRICULAR ACTIVITIES RELATED TO SOCIAL WELFARE
2. TO STUDY THE VARIETY OF CHILDREN LITERATURE AND EVALUATE
3. MAKE REPORT ON THE SOCIAL WELFARE ACTIVITIES UNDERTAKEN BY ANY ONE SCHOOL FOR THE SOCIALLY AND CULTURALLY SUPPRESSED PEOPLE
4. REVIEW THE OBJECTIVES OF CURRICULUM ACHIEVED BY THE TEXTBOOKS
5. TO ANALYSE THE VARIOUS AIMS OF EDUCATION
6. TO STUDY HOW THE SYLLABUS IS TRANSLATED INTO TEXTBOOKS
7. CRITICALLY ANALYSE THE SAMPLE OF TEXTBOOKS AND CHILDREN’S LITERATURE

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**COURSE 10 EDU 423 CREATING AN INCLUSIVE SCHOOL (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND CULTURES, POLICIES AND PRACTICES THAT NEED TO BE ADDRESSED IN ORDER TO CREATE AN INCLUSIVE SCHOOL
2. EXPLORE THE DEFINITION OF DISABILITY AND INCLUSION WITHIN AN EDUCATIONAL FRAMEWORK
3. IDENTIFY THE BARRIERS TO LEARNING
4. KNOW THE OBJECTIVES OF NATIONAL POLICY ON EDUCATION
5. GET FAMILIAR WITH THE SSA
6. HIGHLIGHT THE POINTS OF WHICH INCLUSION IS INVOLVED
7. ENGAGE WITH POPULAR NARRATIVES OF DISABILITY AND ABILITY
8. HELP SCHOOLS MOVE TOWARDS POSITIVE PRACTICES,CULTURE AND POLICIES

**UNIT-1 SPECIAL CHILDREN**

* 1. CONCEPT AND TYPES OF SPECAL CHILDREN ( SLOW LEARNERS,GIFTED,DEAF AND DUMB AND BLIND)
  2. IDENTIFYING STUDENTS/LEARNERS WITH SPECIAL NEEDS
  3. APPROACHES TO PROVIDE SPECIAL EDUCATION
  4. EFFECTIVE INSTRUCTION FOR STUDENTS WITH DISABILITIES
  5. TEACHER’S ROLE IN DEVELOPING SOCIAL SKILLS IN SPECIAL CHILDREN

**UNIT-2 POLICIES AND PRACTICES**

* 1. NATIONAL POLICY ON EDUCATION WITH SPECIAL REFERENCE TO SPECIAL CHILDREN
  2. UN CONVENTION ON THE RIGHTS OF CHILDREN
  3. UN CONVENTIONS ON THE RIGHT OF PERSONS WITH DISABILITIES
  4. RTE ACT 2009 WITH SPECIAL REFERENCE TO DISABILITY
  5. SARVA SHIKSHA ABHIYAN AND DISABILITY
  6. POLICY GUIDELINES ON INCLUSION IN EDUCATION 2009

**UNIT-3 INCLUSIVE SCHOOLS**

* 1. INCLUSIVE SCHOOLS ;CONCEPT,MEANING AND NATURE
  2. MEANING AND BENEFITS OF INCLUSIVE EDUCATION
  3. INTEGRATED EDUCATION FOR DISABLED CHILDREN
  4. THE ROLE OF SPECIAL SCHOOLS
  5. EVALUATION METHOD FOR SPECIAL CHILDREN
  6. COCURRICULAR ACTIVITIES FOR SPECIAL CHILDREN

**PRACTICUM**

1. VISIT TO SPECIAL SCHOOLS
2. CASE STUDY OF SOME SPECIAL CHILDREN
3. SURVEY AND TO MAKE A REPORT ON THE SPECIAL TEACHING METHODS FOR SPECIAL CHILDREN
4. STUDY OF FAMILIES OF SPECIAL CHILDREN
5. EVALUATION OF THE ROLE OF SPECIAL SCHOOLS FOR DISABLED CHILDREN
6. TO ANALYSE THE EFFECTIVENESS OF SSA WITH SPECIAL REFERENCE TO SPECIAL CHILDREN
7. STUDY OF NGO WORKING FOR DISABLED CHILDREN
8. VISIT TO NIVH DEHRADUN
9. TO ANALYSE THE WORK DONE IN SPECIAL SCHOOL BY SPECIAL CHILDREN
10. VISIT TO CHESIRE HOME AND RAPHAEL FOUNDATION IN DOON

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**COURSE 11 OPTIONAL COURSES (I/2) 2 CREDIT 50 MARKS**

**PUPIL TEACHERS HAVE TO CHOOSE ANY ONE OUT OF FIVE**

**COURSE 11 EDU 424 HEALTH AND PHYSICAL EDUCATION 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. VALUE HEALTH AS AN ASSET IN THE COMMUNITY
2. PROMOTE THE DEVELOPMENT AND PROPER USE OF HEALTH SERVICES
3. ANALYSE THE RELATIONSHIP BETWEEN HEALTH AND SOCIO ECONOMIC DEVELOPMENT
4. TAKE PRECAUTIONARY AND CORRECTIVE MEASURES AGAINST CONTAMINATION AND SPREAD OF DISEASES
5. INFLUENCE PARENTS AND OTHER ADULTS TO BETTER HABITS AND ATTITUDES THROUGH THE HEALTH PROGRAMME
6. DEVELOP AWARENESS AND SENSITIVITY TOWARDS THE IMMEDIATE ENVIRONMENT
7. DEVELOP RESPECT FOR PHYSICAL WORK,DIGNITY OF LABOUR AND HARDWORK
8. DEVELOP PHYSICAL,MENTAL AND EMOTIONAL WELL BEING THROUGH YOGA AND GAMES
9. DEVELOP ATTITUDES OF COOPERATION,GOOD SPORTSMANSHIP AND FAIR PLAY
10. DEVELOP ORGANIC FITNESS

**UNIT-1 CONCEPT OF HEALTH EDUCATION**

* 1. MEANING,GENERAL AIMS AND OBJECTIVES OF HEALTH EDUCATION
  2. PERSONAL AND SOCIAL ASPECTS OF HEALTH EDUCATION
  3. HEALTH INSTRUCTION;MEANING AIMS AND OBJECTIVES AND TYPES
  4. HEALTH NEEDS AND HEALTH INSTRUCTION
  5. POSTURE;MEANING ,IMPORTANCE AND CHARACTERICTICS
  6. COMMUNICABLE DISEASES

**UNIT-2 BALANCED DIET AND MALNUTRITION**

* 1. MEANING
  2. RECOMMENDED BALANCED DIET BY ICMR (INDIAN COUNCIL OF MEDICAL RESEARCH)
  3. BALANCED DIET ;CALORIE REQUIREMENT
  4. PRINCIPLES OF DIET PLANNING
  5. PROBLEMS DUE TO MALNUTRITION
  6. MALNUTRITION,UNDER NUTRITION ,OVER NUTRITION ,UNBALANCED DIET AND SPECIFIC DEFIENCY IN DIET

**UNIT-3 CONCEPT OF PHYSICAL EDUCATION**

* 1. CONCEPT AND IMPORTANCE
  2. AIMS AND OBJECTIVES
  3. PHYSICAL FITNESS AND ITS COMPONENTS
  4. PHYSICAL EDUCATION PROGRAMME
  5. PRINCIPLES AND SUGGESTIONS FOR THE PROMOTION OF PHYSICAL EDUCATION

**UNIT-4 YOGA EDUCATION AND HEALTH**

* 1. MEANING,FEATURES AND STAGES OF YOGA
  2. GENERAL GUIDELINES FOR PRACTISING YOGA ASANAS
  3. BRIEF DESCRIPTION OF EACH ASAN WITH ITS BENEFITS
  4. HEALTH NEEDS OF PUPIL TEACHER AND YOGA

**UNIT-5 SAFETY EDUCATION**

* 1. MEANING AND IMPORTANCE
  2. ACCIDENTS AND SAFETY AT DIFFERENT AGE GROUPS
  3. MEASURES FOR MINIMISING ACCIDENTS AT HOME AND SCHOOLS
  4. COMMON ACCIDENTS AT HOME AND SCHOOLS
  5. SAFETY AT PLAYGROUND
  6. SCHOOL TRANSPORT SAFETY
  7. DAFE DRINKING WATER

**PRACTICUM**

1. PROJECT ON HEALTH/SPORTS AND YOGA
2. ANALYSIS OF VARIOUS TEXTBOOKS FROM HEALTH AND PHYSICAL EDUCATION POINT OF VIEW
3. LEARNING AND PERFORMING OF BASIC YOGIC ACTIVITIES
4. PRACTICAL CLASSES OF FIRST AID
5. DISCUSSION ON HEALTH RELATED ISSUES
6. VISIT TO DOON AND CORONATION HOSPITALS OF DEHRADOON TO ANALYSE THE HEALTH CHECKUP PROGRAMMES
7. VISIT TO BLOOD DONATION CAMP
8. INTERVIEW WITH DIETICIAN
9. A VISIT TO DRUG REHABILITATION CENTER IN DOON
10. DISCUSSION ON SEX EDUCATION

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**COURSE 11 EDU 425 VALUE EDUCATION 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. DEVELOP THE THEORETICAL UNDERSTANDING OF VALUES
2. GET CONVERSANT WITH THE ORIGIN OF MORAL VALUES
3. KNOW THE CAUSES FOR THE DECLINE OF VALUES
4. UNDERSTAND THE RELATION BETWEEN MASS MEDIA AND MORAL EDUCATION
5. UNDERSTAND THE ROLE OF RELIGION IN THE DEVELOPMENT OF VALUES
6. UNDERSTAND THE IMPORTANCE OF VALUES IN SELF DEVELOPMENT
7. LIST THE DETERMINANTS OF BEHAVIOUR
8. EVALUATE THE VALUES OF TEACHERS AND GUARDIANS
9. KNOW THE INTERNAL CONFLICTS AMONG VALUES AND THE REMEDIES FOR THEM
10. ENLIST THE ILL WAYS OF CORRUPTION IN SOCIAL INSTITUTIONS

**UNIT-1 VALUES**

* 1. MEANING,CONCEPT AND IMPORTANCE
  2. ORIGIN AND EVOLUTIOIN OF VALUES
  3. CLASSIFICATION OF VALUES
  4. ESSENTIALS OF MORALITY
  5. CAUSES FOR THE DECLINE IN VALUES

**UNIT-2 NEED FOR VALUE EDUCATION**

* 1. IMPORTANT FEATURES OF VALUE EDUCATION
  2. CONDITIONERS OF HUMAN BEHAVIOUR
  3. CHARACTER TRAINING
  4. ROLES OF EDUCATIONAL INSTITUTIONS
  5. APPROACHES TO MORAL INSTRUCTION
  6. RELATION OF MASS MEDIA WITH MORAL EDUCATION
  7. THE ROLE OF RELIGION;POSITIVE AND NEGATIVE
  8. ROLE OF PARENTS IN DEVELOPING VALUES
  9. ROLE OF TEACHERS IN DEVELOPING VALUES

**UNIT-3 MODIFYING HUMAN BEHAVIOUR**

* 1. MORAL RELATIVISM
  2. ASSESSMENT OF MORAL STANDARDS
  3. DETERMINANTS OF BEHAVIOUR
  4. MODIFYING BEHAVIOUR

**UNIT-4 ANTI SOCIAL BEHAVIOUR**

* 1. KINDS OF ANTISOCIAL BEHAVIOUR
  2. CAUSES OF ANTI SOCIAL BEHAVIOUR
  3. CHARACTERISTICS OF ANTI SOCIAL BEHAVIOUR
  4. PERSONALITY DISORDERS
  5. TREATMENT OF PERSONALITY DISORDER
  6. RECOGNISING ANTI SOCIAL BEHAVIOUR IN CHILDREN
  7. ROLE OF MASS MEDIA IN SOCIAL AWARENESS

**PRACTICUM**

1. DISCUSSION ON IMPORTANCE OF VALUES IN A WELL BEING
2. LISTING OF VALUES THAT A PUPIL TEACHER BELIEVES ARE IMPORTANT FOR LIFE
3. TO ENLIST THE CONFLICTS AMONG VALUES WHICH A PUPIL TEACHER EXPERIENCES
4. ENLIST THE VALUES OF ONE’S ROLE MODEL
5. TO ANALYSE AN INCIDENCE WHICH HAS MADE THE PUPIL TEACHER REALISED THE VALUES
6. TO MAKE LIST OF ANTI SOCIAL BEHAVIOUR
7. TO MAKE A PROJECT ON PERONALITY DISORDER

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**COURSE 11 EDU 426 POPULATION EDUCATION 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE OBJECTIVES OF POPULATION EDUCATION
2. KNOW THE HISTORY AND NEED OF POPULATION EDUCATION
3. ENLIST THE FACTORS AFFECTING POPULATION GROWTH
4. UNDERSTAND THE LITERACY CAMPAIGN RELATED TO POPULATION IN INDIA
5. RELATE POPULATION EDUCATION FOR SOCIAL BETTERMENT
6. UNDERSTAND THE ROLE OF MASS MEDIA IN POPULATION CONTROL
7. KNOW ABOUT THE USE OF TECHNOLOGY AS THE PREVALENT METHOD OF POPULATION CONTROL
8. UNDERSTAND THE IMPACT OF GROWING NUMBERS AND OUR STRUGGLE FOR BETTER LIVING
9. LEARN THE MERITS OF A SMALL FAMILY
10. ANALYSE THE CLOSE RELATIONSHIP BETWEEN FAMILY INCOME AND FAMILY WELFARE

**UNIT-1 CONCEPT OF POPULATION EDUCATION**

* 1. POPULATION EDUCATION;NATURE , SCOPE AND OBJECTIVES
  2. HISTORY OF POPULATION EDUCATION
  3. EMERGENCE OF THE CONCEPT OF POPULATION EDUCATION
  4. NEED FOR POPULATION EDUCATION
  5. POPULATION EDUCATION AND RELATED CONCEPTS
  6. POPULATION EDUCATION IN INDIA
  7. NATIONAL POPULATION EDUCATION PROJECT

**UNIT-2 POPULATION GROWTH; FACTORS AND EFFECTS**

* 1. FACTORS DETERMINING POPULATION GROETH
  2. RELATION BETWEEN POPULATION AND DEVELOPMENT
  3. SPECIAL SITUATION IN LESS ECONOMICALLY DEVELOPED COUNTRIES
  4. DEVELOPMENT OF THE HEALTH SYSTEM-HEALTH POLICIES AND STRATEGIES
  5. EFFECTS OF POPULATION GROWTH
  6. RELATION BETWEEN POPULATION GROWTH AND ENVIRONMENTAL PROBLEM

**UNIT-3 USE OF MASS MEDIA**

* 1. ROLE OF MASS MEDIA IN POPULATION CONTROL
  2. ROLE OF MASS MEDIA IN PROMOTING FAMILY PLANNING
  3. ADVANTAGES AND LIMITATIONS OF THE USE OF MASS MEDIA
  4. GOALS AND OBJECTIVES FOR MASS MEDIA
  5. IMPORTANCE OF INFORMATION,EDUCATION AND COMMUNICATION IN POPULATION CONTROL

**UNIT-4 AWARENESS AMONG COMMUNITY REGARDING POPULATION CONTROL**

* 1. IMPORTANCE OF POPULATION CONTROL
  2. PRACTICAL SOLUTIONS OF POPULATION CONTROL
  3. NEW DIRECTIONS IN POPULATION CONTROL
  4. BUILDING AWARENESS AMONG STUDENTS THROUGH SCHOOL BASED PROGRAMS
  5. HOLISTIC APPROACH TO POPULATION CONTROL

**UNIT-5 POPULATION GROWTH AND ECONOMIC AND HUMAN DEVELOPMENT IN INDIA**

* 1. CLOSE RELATIONSHIP BETWEEN POPULATION GROWTH AND ECONOMIC AND HUMAN DEVELOPMENT
  2. ECONOMIC DEVELOPMENT AND HUMAN RESOURCES
  3. UNCHECKED POPULATION GROWTH AND ITS IMPACT ON ECONOMIC AND HUMAN DEVELOPMENT
  4. INDIA’S POPULATION AND PROGRESS IN HUMAN DEVELOPMENT AT A GLANCE
  5. POPULATION EDUCATION AND TEACHING OF ECONOMICS

**PRACTICUM**

1. PREPARE A REPORT ON THE INFORMATION PUBLISHED IN NEWSPAPERS AND MAGAZINES REGARDING POPULATION
2. PREPAPRE A PROJECT ON CAUSES AND EFFECTS OF POPULATION GROWTH IN INDIA
3. ANALYSE THE ROLE OF MASS MEDIA IN POPULATION CONTROL
4. EVALUATE THE EFFECTIVENESS OF THE PRACTICAL SOLUTION OF POPULATION CONTROL
5. TO ORGANISE A SKIT AND PLAY TO SHOW THE ILL EFFECTS OF OVER POPULATION
6. PREPARE A REPORT ON THE ACTIVITIES OF FAMILY PLANNING CENTERS
7. FOCUSSED GROUP DISCUSSION ON POPULATION GROWTH AND QUALITY OF LIFE
8. GD ON NATIONAL POPULATION POLICY,2000

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**COURSE 11 EDU 427 ENVIRONMENTAL EDUCATION 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE AIMS AND OBJECTIVES OF ENVIRONMENTAL EDUCATION
2. GET FAMILIAR WITH THE UNIFIED APPROACH TO THE TEACHING OF ENVIRONMENTAL EDUCATION
3. UNDERSTAND THE TYPES,CAUSES AND REMEDIES OF ENVIRONMENTAL POLLUTION
4. UNDERSTAND THE ROLE OF THE SCHOOL IN ENVIRONMENTAL CONSERVATION AND DEVELOPMENT
5. KNOW ABOUT THE PROMINENT ECOLOGISTS AND CONSERVATIONALISTS
6. TAKE REMEDIAL STEPS FOR CONTROLLING THE POLLUTION
7. ANALYSE THE CONCEPT OF SUSTAINABLE DEVELOPMENT
8. KNOW ABOUT TERI AND ITS ORGANISATION
9. UNDERSTAND THE RELATIONSHIP OF POPULATION,ENVIRONMENT AND DEVELOPMENT
10. BECOME AWAKEN CITIZENS AND CONSERVE THE ENVIRONMENT

**UNIT-1 ENVIRONMENT AND ENVIRONMENTAL CONCERNS**

* 1. ENVIRONMENT ;MEANING,COMPONENTS AND CHARACTERISTICS
  2. HUMAN INTERACTION WITH ENVIRONMENT
  3. ENVIRONMENTAL DISEQUILIBRIUM AND ENVIRONMENTAL CONCERNS AND PROBLEMS
  4. SOME IMPORTANT ECOLOGISTS AND CONSERVATIONALISTS
  5. CHIPKO MOVEMENT
  6. INTERNATIONAL ENVIRONMENTAL INITIATIVES

**UNIT-2 OBJECTIVES AND PRINCIPLES OF ENVIRONMENTAL EDUCATION**

* 1. MEANING AND DEFINITION OF ENVIRONMENTAL EDUCATION
  2. ENVIRONMENTAL EDUCATION AS A PROCESS
  3. CHARACTERISTICS AND AIMS OF ENVIRONMENTAL EDUCATION
  4. ROLE,OBJECTIVES AND PRINCIPLES OF ENVIRONMENTAL EDUCATION
  5. UNIFIED APPROACH TO THE TEACHING OF ENVIRONMENTAL EDUCATION

**UNIT-3 ENVIRONMENTAL HAZARDS; GLOBAL AND LOCAL**

* 1. MEANING OF GLOBAL ENVIRONMENTAL HAZARDS
  2. THE GREEN HOUSE EFFECT AND GLOBAL WARMING(EFFECTS AND STRATEGIES TO REDUCE)
  3. DEPLETION OF OZONE;CAUSES,EFFECTS AND HEALTH HAZARDS
  4. RISING OF SEA LEVEL
  5. ACID RAIN
  6. POLAR MELTING AT ANTARTICA
  7. INTERNATIONAL INITIATIVES FOR MITIGATING GLOBAL CHANGE

**UNIT-4 ROLE OF SCHOOL IN ENVIRONMENTAL CONSERVATION AND SUSTAINABLE DEVELOPMENT**

* 1. NATIONAL POLICY ON EDUCATION –NPE(1986 AND AS AMENDED IN 1992) ON ENVIRONMENT
  2. POPULATION AND ENVIRONMENT
  3. ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
  4. CONSERVATION AND PROTECTION OF ENVIRONMENT
  5. PRACTICES THAT HELP IN CONSERVATION AND PROTECTION OF ENVIRONMENT
  6. ROLE OF THE SCHOOL IN ENVIRONMENTAL CONSERVATION AND DEVELOPMENT
  7. ROLE OF TEACHERS IN ENVIRONMENTAL CONSERVATION AND SUSTAINABLE DEVELOPMENT

**PRACTICUM**

1. TRIP TO WILD LIFE SANCTUARY AND NATIONAL PARK
2. TO PREPARE CHARTS SHOWING COMMON FLORA AND FAUNA IN THE NEIGHBOURHOOD
3. TO WRITE OBSERVATION ABOUT LOCAL ENVIRONMENT AND VEGETATION
4. ORGANISE DEBATES AND DISCUSSIONS ON POPULATION AND ITS EFFECT ON ENVIRONMENT
5. UNIVERSITY CAMPUS CLEAN DRIVE
6. TO MAKE “SWACHH BHARAT ABHIYAN” A SUCCESSFUL ONE
7. SURVEY OF THE AREAS REGARDING ENVIRONMENTAL STATUS IN THE LOCALITY
8. PREPARE POSTERS ON THE CONSEQUENCES OF DEFORESTATION, GLOBAL WARMING AND SOIL EROSION,RIVER POLLUTION,LOCAL WATER POLLUTION AND NOISE POLLUTION
9. TO ASSIST HELP IN “CLEAN GANGA PROJECT”
10. CLEANING INITIATIVE IN NEAR BY VICINITY AND COMMUNITY

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**COURSE 11 EDU 428 COUNSELING AND MENTORING 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. UNDERSTAND THE RELATIONSHIP OF COUNSELING WITH GUIDANCE
2. ENLIST THE CHARACTERISTICS OF A GOOD COUNSELOR
3. GET CONVERSANT WITH THE DIFFERENT APPROACHES OF COUNSELING
4. GET FAMILIAR WITH THE ROLES AND RESPONSIBILITIES OF A COUNSELOR AND A COUNSELEE
5. UNDERSTAND THE DIFFERENT PHASES IN COUNSELING PROCESS
6. UNDERSTAND THE ROLE OF TEACHERS IN EDUCATIONAL COUNSELING
7. DIFFERENTIATE BETWEEN EDUCATIONAL AND CAREER COUNSELING
8. UNDERSTAND THE CONCEPT AND IMPORTANCE OF E-MENTORING
9. ANALYSE THE EMERGING TRENDS IN MENTORING
10. GET FAMILIAR WITH THE MENTOR-MENTEE RELATIONSHIP

**UNIT-1 COUNSELING –AN OVERVIEW**

* 1. MEANING,NATURE AND SCOPE OF COUNSELING
  2. COUNSELING IN RELATION WITH GUIDANCE
  3. COUNSELING SITUATION AND PROBLEM
  4. CHARACTERISTICS OF A GOOD COUNSELOR
  5. LEGAL AND ETHICAL ISSUES IN COUNSELING

**UNIT-2 APPROACHES, METHODS, PROCESS AND SKILLS OF COUNSELING**

* 1. APPROACHES; PSYCHOANALYTIC ,BEHAVIOURAL,GESTALT AND COGNITIVE
  2. FACETS IN COUNSELING RELATIONSHIP
  3. PHASES OF COUNSELING PROCESS
  4. SKILLS IN COUNSELING PROCESS

**UNIT-3 EDUCATIONAL, VOCATIONAL AND CAREER COUNSELING**

* 1. EDUCATIONAL COUNSELING-ROLE OF TEACHERS
  2. VOCATIONAL COUNSELING IN SCHOOLS
  3. CAREER COUNSELING
  4. SCHOOL COUNSELOR AS CAREER DEVELOPMENT SPECIALIST
  5. MODEL OF COUNSELING

**UNIT-4 MENTORING; PROCESS, SKILLS AND FORMS**

* 1. NATURE ,AIMS AND OBJECTIVES OF MENTORING
  2. MENTOR AND MENTEE
  3. CLASSIFICATION OF MENTORING PROGRAMS
  4. THEORY IN MENTORING
  5. MENTORING SKILLS;MENTORS AND EMOTIONAL INTELLIGENCE
  6. E-MENTORING
  7. EMERGING TRENDS IN MENTORING

**UNIT-5 MENTOR –MENTEE RELATIONSHIP**

* 1. NATURE OF A MENTORING RELATIONSHIP
  2. STAGES IN THE DEVELOPMENT OF MENTORING RELATIONSHIP
  3. MENTORING RELATIONSHIP CYCLE

**PRACTICUM**

1. VISIT TO A COUNSELOR AND MAKE A REPORT ON HIS/HER WORKING
2. TO MAKE A PROJECT ON THE CATEGORIES OF THE ACTIVITIES OF CAREER GUIDANCE AND COUNSELING
3. TO DO THE BRAIN STORMING SESSION ON “GOALSETTING-MY LIFE GOALS”
4. PUPIL TEACHERS WILL CREATE THEIR OWN RESUME
5. PUPIL TEACHERS WILL WRITE COVER LETTER OR LETTER OF APPLICATION
6. INTERVIEW SESSIONS
7. ROLE PLAY IN NON DIRECTIVE COUNSELING AND ATTENDING PHASE
8. DISCUSSION ON THE DIFFICULTIES IN COMMUNICATION
9. VISIT TO A SCHOOL PROVIDING GUIDANCE SERVICE AND PREPARE A REPORT
10. TO DO A CASE STUDY OF ANY STUDENT WHO NEEDS CAREER GUIDANCE

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**COURSE EPC 3 EDU 429 CRITICAL UNDERSTANDING OF ICT (1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. GET FAMILIAR WITH THE NEW INITIATIVES TAKEN THROUGH ICT THAT TRANSFORMED HIGHER

EDUCATION

1. UNDERSTAND THE CONCEPT OF ICT ENABLED EDUCATION
2. MAKE EFFICIENT,EFFECTIVE AND CREATIVE USE OF BASIC APPLICATION SOFTWARE IN THEIR EVERY DAY ACTIVITY
3. USE THE WEB BASED EDUCATION
4. APPRECIATE THE RICHNESS OF OUR CULTURAL HERITAGE BY FACILITATING ACCESS TO ALL ASPECT OF OUR UNIQUE CULTURE
5. BECOME CULTURED CITIZENS OF THE MODERN WORLD
6. DEVELOP THE APPROPRIATE PERSONAL SKILLS
7. DEVELOP THEIR POTENTIAL TO THEIR FULLEST BY FACILITATING THEIR ACQUISITION OF KNOWLEDGE
8. HELP STUDENTS WITH SPECIAL NEED INTEGRATE THEMSELVES WITHIN SCHOOL AND SOCIETY BY INCREASING THEIR INDEPENDENCE AND BY DEVELOPING THEIR CAPACITIES AND INTERESTS
9. GET ACQUAINTED WITH QUALITATIVE AND QUANTITATIVE OPPORTUNITIES TO OVERCOME SOCIAL AND LEARNING DISADVANTAGES

**UNIT-1 OPEN AND FLEXIBLE LEARNING; NEW INITIATIVES AND CHALLENGES**

* 1. INTRODUCTION TO ICT
  2. FLEXIBLE AND LIFE LONG LEARNING
  3. OPEN AND DISTANCE EDUCATION
  4. INDIAN DEVELOPMENTS,NEW INITIATIVES AND CHALLENGES

**UNIT-2 ICT ENABLED EDUCATION**

* 1. INTRODUCTION TO ICT ENABLED EDUCATION
  2. EDUCATION,NETWORKED ECONOMY AND ICT
  3. DIMENSIONS OF ICT ENABLED EDUCATION
  4. ICT-DRIVEN EDUCATION
  5. WEB BASED EDUCATION
  6. CHALLENGES FACED BY EDUCATION SYSTEM AND ICT
  7. COMPONENTS OF ICT

**UNIT-3 IMPORTANCE OF ICT IN TEACHING**

* 1. ICT AND TEACHERS
  2. POSITIVE AND NEGATIVE IMPACT OF ICT
  3. CHARACTERISTICS OF ICT LEARNING
  4. THE VISION OF CHANGE

**UNIT-4 INFORMATION AND COMMUNICATION TECHNOLOGY**

* 1. ELECTRONIC EDGE IN EDUCATION
  2. ROLE OF ICT IN CHANGING THE ROLES IN SCHOOLS
  3. ICT AND PEDAGOGICAL STRATEGIES
  4. ADVANTAGES OF ICT IN EDUCATION
  5. BARRIERS;PERSONAL AND INSTITUTIONAL
  6. EMERGING ISSUES IN EDUCATION DUE TO INTRODUCTION OF ICT

**PRACTICUM**

1. TO PREPARE PROJECT WITH THE HELP OF ICT ON ANY TWO TOPICS OF METHODOLOGY SUBJECTS
2. TO PREPARE PPT ON ANY TOPIC OF COURSE FOR CLASSROOM USAGE
3. TO PREPARE THE PRINTED TEACHING MATERIAL USING THE MS WORD
4. TO USE TWITTER AND BLOGS IN INDIVIDUAL AND GROUP
5. TO EXCHANGE THE LEARNING STUDY MATERIAL THROUGH E- MAIL ID

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**COURSE EPC 4 EDU 430 UNDERSTANDING THE SELF(1/2) 2 CREDIT 50 MARKS**

**OBJECTIVES**

**PUPIL TEACHERS WILL BE ABLE TO**

1. ATTAIN AN UNDERSTANDING OF SELF
2. UNDERSTAND THE IMPORTANCE OF SELF MANAGEMENT AND KNOWING YOURSELF
3. GET CONVERSANT WITH SWOT ANALYSIS
4. DEVELOP A HOLISTIC UNDERSTANDING OF HUMAN BEINGS
5. ANALYSE THE CASE STUDIES ,BIOGRAPHIES,STORIES OF DIFFERENT CHILDREN WHO ARE RAISED IN DIFFERENT CIRCUMSTANCES
6. DISCOVER THEIR POTENTIAL DESPITE ODDS
7. EXPRESS THEMSELVES THROUGH DIFFERENT MODES
8. PROVIDE REGULAR FEEDBACK TO JOURNALS AFTER STUDYING THEM
9. PEN DOWN THEIR CHILDHOOD EXPERIENCES
10. DEVELOP EFFECTIVE COMMUNICATION SKILLS,ABILITY TO LISTEN AND OBSERVE

**UNIT-1 DEVELOPMENT OF SELF**

* 1. SELF CONCEPT-TYPE,DEVELOPMENT AND IMPLICATIONS
  2. ROLE OF THE TEACHER IN DEVELOPING STUDENTS’ SELF CONCEPT
  3. SELF ESTEEM
  4. SELF PERCEPTION
  5. RELATIONSHIP BETWEEN SELF CONCEPT ,SELF ESTEEM AND SELF PERCEPTION

**UNIT-2 SELF MANAGEMENT SKILLS**

* 1. IMPORTANCE
  2. KNOWING HOW TO MANAGE SELF
  3. HOW TO TEACH SELF MANAGEMENT

**UNIT-3 KNOW THYSELF/SELF DISCOVERY**

* 1. IMPORTANCE OF KNOWING YOURSELF
  2. PROCESS OF KNOWING YOURSELF
  3. SWOT ANALYSIS
  4. SWOT ANALYSIS GRID
  5. BENEFITS OF SWOT ANALYSIS
  6. UNDERSTANDING THE SELF IN CONTEXT
  7. POSITIVE AND NEGATIVE FACTORS AFFECTING THE UNDERSTANDING THE SELF

**UNIT-4 DISCOVERING THE SELF**

* 1. DISCOVERING THE SELF IN CONTEXT OF INDIAN THINKING;

SANKHYA DARSHAN, NYAYA DARSHAN, YOG DARSHAN, POORVA MIMANSA AND UTTAR MIMANSA

* 1. DISCOVERING THE SELF IN CONTEXT OF VARIOUS RELIGIONS;

HINDUISM, BUDDIHISM, ISLAM, JAINISM, SIKKISM AND CHRISTIANITY

**PRACTICUM**

1. TO PEN DOWN THEIR CHILDHOOD EXPERIENCES WHILE EMPATHISING WITH OTHER CHILDHOOD
2. TO PRACTICE YOGA ASAN TO ENHANCE THE ABILITIES OF BODY AND MIND
3. TO MAKE A REPORT ON AN INTERVIEW WITH ANY EMINENT PERSONALITY
4. TO REVIEW THE CASE STUDY AND BIOGRAPHY
5. TO WATCH MOVIE OR DOCUMENTARY OF GREAT PEOPLE THOSE WHO HAVE EMERGED AS GREAT PERSONALITY DESPITE ODDS

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