FOURTH YEAR B.Sc. B.Ed.

COURSE	NOMENCLATURE
GC 4	General Studies II
GC5	Environmental Studies
PEC 6	**Educational Management &Crating an inclusive School**
PEC 7	**Gender, School and Society**
PEC 8	**Assesment For Learning**
PEC 9	**Understanding the self**
PEC 10	**Understaning ICT and its Application in Education**
PEC 11	**Drama & Art**
SIP III	School Internship (Phase II, 16 Weeks) Internal Assessment Engagement with the field: Tasks and Assignment for Courses 1 & 9.
SIP IV	Viva-Voce for School Internship subject
SIP V	II Pedagogy Subject

चार वर्षीय बी.एस.सी. बी.एड

चतुर्थ वर्ष सामान्य अध्ययन पाठ्यक्रम

GC 4 –सामान्य अध्ययन द्वितीय

नोट :   1. उक्त पाठ्यक्रम में 4 इकाई होगी एवं प्रत्येक इकाई से 25 प्रश्न होंगे।

2. प्रश्न पत्र में 100 प्रश्न होंगे, प्रत्येक प्रश्न 1 अंक का होगा, इस प्रकार प्रश्न पत्र 100 अंको का होगा।

3. प्रश्न पत्र में प्रश्न वस्तुनिष्ठ प्रकार (व्हरमबजपअम जलचम) के होंगे।

इकाई 1	1. राजस्थान भूगोल– ■ जलवायु ■ प्राकृतिक वनस्पति एवं वन्य जीव ■ कृर्षि एवं पषुपालन ■ जनगणना 2. भारत की भूगोल ■ जलवायु ■ भारत की प्रमुख अपवाह प्रणाली ■ हरित कांति ,कृर्षि एवं कृर्षि आधारित गतिविधियाँ
इकाई 2	1. राजस्थान अर्थव्यवस्था– ■ राजस्थान की अर्थव्यवस्था का वृहद् परिदृष्य ■ राजस्थान सरकार की जनकल्याणकारी योजनाएं ■ राजस्थान के प्रमुख पर्यटक स्थल 2. भारत अर्थव्यवस्था–

	▪ भू – मडलीकरण एवं उसके प्रभाव ▪ ई – कामर्स ▪ मानव विकास सूचनांक – गरीबी एवं बेराजगारी अवधारणा प्रकार कारण एवं निदान ▪ सामुदायिक विकास की वर्तमान फ्लेगषिप योजनाए

इकाई 3	1. <u>राजस्थान की सांस्कृतिक परम्परा–</u>
	▪ राजस्थान की स्थापत्य कला – महल, किले, स्मारक
	▪ राजस्थान की चित्रकला, हस्तकला
	▪ राजस्थान के मेले एवं त्यौहार
	▪ लोक देवता, लोक देवियां एवं लोक संत
	▪ लोकनृत्य एवं लोकसंगीत
	▪ राजस्थानी साहित्य की महत्वपूर्ण कृतियां और क्षेत्रीय बोलियां
	2. <u>राजस्थान में स्थानीय 'ासन व्यवस्था</u>
	   ▪ पंचायतीराज व्यवस्था
	   ▪ नगरीय 'ासन व्यवस्था

इकाई 4	1. <u>विज्ञान एवं षिक्षा</u>
	▪ दैनिक जीवन में विज्ञान का महत्व
	▪ उपग्रह एवं अन्तरिक्ष प्रोधोगिकी
	▪ सूचना प्रोधोगिकी
	▪ हरित प्रभाव
	▪ ग्लोबल वार्मिंग एवं जलवायु परिवर्तन
	▪ राजस्थान में स्कूल षिक्षा
	▪ राजस्थान में उच्च षिक्षा
	2. <u>खेल और जीवन</u>
	   ▪ <u>जीवन दर्षन और खेल : एक परिचय</u>
	   ▪ <u>खेल मूल्यःव्यक्तित्व का समग्र विकास</u>
	   ▪ <u>प्रमुख राष्ट्रीय एवं अन्तर्राष्ट्रीय खेल</u>
	   ▪ <u>राष्ट्रीय एवं अन्तर्राष्ट्रीय खिलाडी</u>
	   ▪ <u>रा"ट्रीय एवं अन्तर्राष्ट्रीय खेल प्रतियोगिताएँ</u>

<u>सन्दर्भित पुस्तकेः</u>

राजस्थान भूगोल –LR भल्ला,

राजस्थान इतिहास– गोपीनाथ 'र्मा,

राजस्थान अर्थव्यवस्था– नाथुरामका,

राजस्थान संस्कृति– जय सिंह नीरज, राजस्थान सुजस और राजस्थान बोर्ड राजस्थान अध्ययन की 9–10 वीं की बुक्स।

भारत का भूगोल– महेष बर्नवाल, माजिद हुसैन (ज्डभ्द्द

भारतीय अर्थव्यवस्था– लाल एंड लाल, रमेष सिंह (ज्डभ),

विज्ञान एवं प्रौद्योगिकी –NCERT 7 से 10

आधुनिक भारत का इतिहास– बिपिन चन्द्रा, ग्रोवर।

भारतीय राजव्यवस्था ड लक्ष्मीकान्त (ज्डभ्द्द

भारतीय संविधान क्व बसु,

संविधान एवं राजनीति – सुभाष कष्यप, ।

भूगोल – माजिद हुसैन, महेष बर्नवाल, संविन्द्र सिंह (विष्व भूगोल)

इतिहास–दै 'र्मा, ।स बाषम, सतीष चन्द्रा, बिपिन चन्द्रा, ग्रेवर यषपाल,

अर्थव्यवस्था – रमेष सिंह, टाटा मैकग्रा हिल।

संविधान एवं राजव्यवस्था–ठज्ञ 'र्मा, लक्ष्मीकांत, सुभाष कष्यप।

स्पोर्ट्स ए वे ऑफ लाईफ – कनिष्क पाण्डेय, अनामिका प्रकाषन

Sports A way of Life – kanishka pandey, wiley India Pvt. ltd.

GC- 5 ENVIRONMENTAL STUDIES

Marks :100

Objective: To create awareness among students about environment protection.

Course Outcomes:

Based on this course, the Engineering graduate will understand / evaluate / develop technologies on the basis of ecological principles and environmental regulations which in turn helps in sustainable development.

CourseContent:

Unit I

Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development.

Ecology andEnvironment:ConceptofanEcosystem-its structure andfunctions, Energy Flow in anEcosystem,Food Chain,Food Web, Ecological Pyramid& Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.

Unit II

Natural Resources: Renewable & Non-Renewable resources;Landresources and landuse change;Land degradation, Soil erosion & desertification.

Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. **Energy Resources**: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources,Case studies.

Biodiversity: Hot SpotsofBiodiversity in Indiaand World, Conservation, ImportanceandFactors Responsible for Loss of Biodiversity, Biogeographical Classification of India

Unit III

Environmental Pollutions: Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclearhazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies

Unit IV

Environmental policies & practices: Climate change & Global Warming (GreenhouseEffect),Ozone Layer -ItsDepletion andControl Measures, PhotochemicalSmog,AcidRain Environmental laws: Environment

protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context

Unit V

Human Communities & Environment:

Human population growth;impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vish Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.

Field Work:

1. Visit to an area to document environmental assets; river/forest/flora-fauna etc.

2. Visit to a local polluted site: urban/ rural/industrial/agricultural.

3. Study of common plants, insects, birds & basic principles of identification.

4. Study of simple ecosystem; pond, river etc.

Text Books:

1. "Environmental Chemistry",De, A. K., New AgePublishers Pvt.Ltd.

2. "Introduction to Environmental Engineeringand Science",Masters, G. M., PrenticeHall India Pvt.Ltd.
3. "Fundamentals of Ecology",Odem, E. P., W. B. Sannders Co.

ReferenceBooks:

1. "BiodiversityandConservation",Bryant, P. J., Hypertext Book

2. "Textbook of Environment Studies",Tewari, Khulbe&Tewari,I.K. Publication

Professional Educaiton Course

PEC- 6 EDUCATIONAL MANAGEMENT AND CREATING INCLUSIVE SCHOOL

Marks :100
External :80
Internal :20

Objectives: After completing the course the student Teachers will be able to -

1. Develop understanding about concept and importance of Educational Management

2. Understand the educational Management structure at different levels.

3. Understand the role of Heads and Teachers in School Management.

4. Understand the importance of Management of different resources in school system

5. Develop an institutional plan for a secondary school

6. Understand the characteristics of inclusive school and appreciate diversity

7. Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT-1

Introduction to Educational Management

1. Concept, need, Functions & recent trends in Education Management

2. Characteristics of Effective Educational Management.

3. Management structure of education in India at different levels –Centre, State and Local.

4. Educational Management in the state of Rajasthan with special reference to School Education.

UNIT-2

Management of Resources

1. Leadership role of Principal –Characteristics & skills. Role in building the climate of a school.

2. Material resource Management.

3. Human Resource Management –Recruitment, Orientation and Professional development of Teachers.

4. Financial Management –Budgeting, Monitoring and Auditing.

5. School community Symbioses –Utilization of Community resources for school development, role of PTA and SMC.

6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT-3

Management of School Activities

1. Time Management –School Calendar, preparation of time table –concept, principles, types

2. Curricular & Co curricular activities- Their importance, Principles, planning and effective organization.

3. Institutional Planning, Concept, Areas and Steps

UNIT-4

Inclusive Education:

1. Meaning, Need and Importance of inclusive education

2. Historical overview of education of children with disabilities –from welfare to right

3. Policies related to inclusive education

4. Barriors of Learning and Participation

5. Challenges in Inclusive Education.

UNIT-5

Creating inclusive School

1. Characteristics of inclusive school

2. Understanding student needs.

3. Inclusive Practices –Collaboration, Team work peer strategies and innovative instructional practices.

4. Role of Teacher in inclusive education

5. Role of Principal in managing inclusive schools.

6. Role of Government for promoting inclusive education.

PRACTICUM

(One from each of the following two sections)

Section -A

1. Study of an institutional plan of a school

2. A critical study of a secondary school time-table

3. Study the management of co-curricular activities of a school.

4. Study the leadership role of Headmaster of a Secondary School.

Section -B

1. Case-study of an inclusive school.

2. Case study of an individual with disability.

3. Study of inclusive practices of a secondary school.

REFERENCES

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2. Allen, L.A. (1995) –Management and Organization, McGraw-Hill Auckland.

3. Baquer, A & Sharma, A. (1997) Disability: Challenges VS Responses: CAN, New Delhi.

4. Bhatnagar, Suresh (1996), Shaikshik Prabandh Avam Shiksha Ki Samasyaye, Meerut, Surya Publication.

5. Dave, Amritlal Avam Anya (2015), Bharat Me Shaikshik Vyavastha Avam Vidyalaya Prabandh, Meerut, R. Lall Book Depot.

6. Farrell, M. (2004) Special Educational Needs: A Resources for Practitioners, New Delhi, Sage Publications.

7. Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.

8. Jaswant Singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers.

9. Khan, M.S. (1996) –Educational Administration, ES-362, Block-4, New Delhi.

10. Kochar, S.K. (1970, Secondary School Administration, New Delhi, Sterling Publishers.

11. Kochhar, S.K. (1994) –Secondary School Administation, Sterling Publishers, New Delhi.

Mahajan, Baldev (1996), Educational Administration in Rajasthan, New Delhi, Vikas Publishing House (Private) Limited.

PEC- 7GENDER, SCHOOL AND SOCIETY

Objectives

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

Unit I

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

Unit II

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

Unit III

- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls

- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.

- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.

Unit IV

- Changing Perspectives with Legal Provisions: Right to Inheritance etc
- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities

Unit V

- Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions

- Overcoming Gender Stereotypes
- Working towards gender equality in the classroom: Need and Strategies
- Empowerment of Women: Strategies and Issues

PRACTICUM **(any one)**

- Prepare an analytical report on portrayal of women in print and electronic media
- Analysis of textual material from the perspective of gender bais and stereotyp
- Field visit to school to observe the schooling processes from a gender perspectives
- Critical analysis of any theme of the course content in about eight to ten pages

Suggested Readings:

- Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT

- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human

- Development: Theory, Research and Applications in India. Sage: New Delhi.

- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.

- Geetha, V . (2007). Gender. Stree: Calcutta.

- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi &

- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi

- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female

- Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

PEC 8 -ASSESSMENT FOR LEARNING

Objectives:

- Understand the nature of assessment and evaluation and their role in teaching- learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Plan assessment tasks, techniques, strategies and tools to assess learner's competence and performance in curricular and co-curricular areas,
- Devise marking, scoring and grading procedures,
- Analyse, manage and interpret assessment data.
- Devise ways of reporting on student performance
- Develop the skills of reflecting-on and self-critiquing to improve performance.

Unit I

Introduction to Assessment & Evaluation:

(a) Concept of test, measurement, Assessment, examination, appraisal and evaluation in education and them inter relationships.

(b) Purpose and objectives of assessment/ Evaluation- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

(c) Importance of assessment & evaluation for Quality Education –as a tool in Pedagogic decision making (writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed).

(d) Forms of assessment: -
   (i) (Formative, Summative, diagnostic; prognostic, placement; Norm referenced; Criterion referenced based on purpose)
   (ii) (Teacher made tests Standardized tests: based on nature & scope)
   (iii) (Oral, written, performance: based on mode of response)
   (iv) (Internal, External, self, peer, & teacher, group Vs individual- based on context)

   (v) Based on nature of information gathered (Quantitative, Qualitative)
   (vi) CCE, school based assessment; Standard Based- based on Approach

(e) Recent trends in assessment and evaluations:
   - Assessment for learning, assessment of learning and assessment as learning; Relationship with formative and summative, Authentic assessment.

   - Achievement surveys- State, National and International; Online assessment; On demand assessment/ evaluation.

   - Focus on Assessment and Evaluation in Various Educational commissions and NCFs

Unit II

Developing Assessment Tools, Techniques and Strategies

(b)   Concept of Cognitive, Affective, Psychomotor domain of learning

(c)   Relationship between educational objectives, learning experiences and evaluation.

(d)   Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives-
   -   Knowledge dimensions: - factual, conceptual, procedural and meta-cognition.

   -   Cognitive, Affective, Psychomotor domains – Classification of objectives

(e)   Stating objectives as learning out comes: General, Specific.

(f)   Construction of achievement tests- steps, procedure and uses (Teacher made test/Unit

   Tests)

   - Constructing table of specifications & writing different forms of questions –(VSA, SA, ET & objective type, situation based) with their merits and demerits; assembling the test, preparing instructions, scoring key and marking scheme; and question wise analysis

(g)   Construction of diagnostic test –Steps, uses & limitation; Remedial measures- need types and strategies

(h)   Quality assurance in tools – Reliability: Meaning &Different methods of estimating reliability (Test-retest; equivalent forms, split- half); Validity: Meaning &Different methods of estimating reliability (Face, content, construct), Objectivity and Practicability/ Usability

(i)   Inter dependence of validity, reliability and objectivity

Unit III

Continuous and Comprehensive Evaluation

(a)   Concept of CCE, need for CCE its importance; relationship with formative assessment and problems reported by teachers and students

(b)   Meaning & construction of process-oriented tools- Interview; Inventory; observation schedule; check-list; rating scale; anecdotal record;

(c)   Assessment of group Processes-Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.

(d)   Promoting Self-assessment and Peer assessment –concepts and criteria's

(e)   Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics

Trends in Assessment

(a) Grading –Meaning, types, and its uses
(b) Marking System Vs Grading System
(c) Semester System (CBCS) Choice Based Credit System

Unit V

Analysis, Interpretation, Reporting and Communicating of student's Performance

a) Interpreting student's performance

   (i) Descriptive statistics (measures of central tendency & measures of variability, percentages, rank correlation)
   (ii) Graphical representation (Histogram, Frequency Curves)
(b) Norms –Meaning, types, and its uses
(c) Reporting student's performance –Progress reports, cumulative records, profiles and their uses, Portfolios, Using descriptive Indicators in report cards

(d) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

Sessional Work:

1. Discussion on existing assessment practices in schools and submitting the report.

2. Constructing a table of specification on a specific topic (subject specific)

3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers: teacher made and various Boards
6. Analysis of report cards - State and Central (CBSE)
7. Analysis of various education commission reports and NCFs for knowing various recommendations on Assessment and Evaluation

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1. Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement,* New Delhi.: PHI Learning PVT. LTD.

2. Garrett, H.E. (2008). *Statistics in Psychology and Education,* Delhi.: Surjeet Publication.

3. Gupta, S.K. (1994). *Applied Statistics for Education,* Mittal Publications.
4. Mehta, S.J. & Shah, I.K. (1982). *Educational Evaluation. Ahmedabad,* Anand Prakashan (Gujarati).
5. NCERT (2015) *Learning Indicator,* New Delhi.
6. NCERT (2015) *CCE Packages,* New Delhi.
7. Rani, P. (2004). *Educational Measurement and Evaluation*, New Delhi.: Discovery Publishers.

8. Rawat, D.S. (1970). *Measurement, Evaluation and Statistics in Education*, New Delhi.: New Raj Book Depot.

9. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). *Measurement and Assessmentin Education,* New Delhi.: PHI Learning PVT. LTD.

10. Ten Brink, T.D. (1974). *Evaluation–A Practical Guide for Teachers*, New York: McGraw Hill Book Co.

11. Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*, New Delhi.: PHI Learning Pvt. Ltd.

12. Yadav, M.S. and Govinda, R. (1977). *Educational Evaluation,* Ahmedabad: Sahitya Mudranalaya.

13. Linn, Robert and Norman E Gronland (2000). *Measurement and Assessment in Teaching,* 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA

14. Ved Prakash, et.al. (2000). *Grading in Schools,* NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

15. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio Assessment in the Reading–Writing Classroom,* Norwood, MA: Christopher-Gordon Publishers

16. Glatthorn, A. A. (1998). *Performance Assessment and Standards-based Curricula: TheAchievement Cycle*, Larchmont, NY: Eye no Education

17. Gredler, M. E. (1999). *Classroom Assessment and Learning,* USA: Longman.

18. Likert, R. (1932). *A Technique for the Measurement of Attitudes,* Archives Psychology, 40.

19. Mehrens, W. A. & Lehmann, I. J. (1991). *Measurement and Evaluation in Education andPsychology,* (8th ed.) Chapter 10: Describing Educational Data.

20. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement (SecondEdition),* New York: Macmillan College Publishing Company Inc.

21. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know (ThirdEdition),* Boston: Allyn & Bacon.

SPEC- 9 UNDERSTANDING THE SELF

Marks :100
External :50
Internal :50

Objectives: After completion of the course, the pupil teachers will be able to:

• Understand the development of self as a person and as a teacher.

• Develop sensibilities, dispositions and skills to facilitate personal growth of their students in the classroom.

• Know the development of self concept and the professional identity.

• Develop social relational sensitivity.

• Build resilience within to deal with conflicts.

• Analyze self identity (one"s implicit beliefs, culture, assets and limitations of oneself).

• Become aware of the impact of political, historical, and social forces on their identity formation.

• Learn and practice effective communication skills.

• Understand the philosophy of yoga.

• Practice Yoga to enhance abilities of body and mind.

COURSE CONTENT

UNIT 1

Exploration Into Self

• Meaning and Nature of Self and Self Concept. Role of Home, Neighborhood, Community, Peer Group, School in their development. Importance of Building social Relations.

(a) Pupil teachers are required to explore their own self, self concept and self esteem by Administering tests of self efficacy, Self concept, self esteem and self identity under the Supervision of facilitators and prepare their personality profile.

(b) Pupil Teachers will be required to administer above tests to five school students and prepare student profile. On the basis of this profile they are required to prepare a teaching

strategy to Enrich self concept, classroom learning and enhance achievement of students

Note: Records of the above to be submitted for evaluation

• Self Esteem and Self Identity: Meaning and Nature; Development process: parenting practices, role of caste class, gender, age, religion, school, role models in the development of self esteem and self identity. Development of Teachers Personality: role of social, cultural, Political, academic, Psychological and organisational factors.

Pupil teachers are required to:

• Write down biographies of the best teachers they have come across

• Interview Successful teachers, professionals, businessmen and prepare a report of their interview.

• Collect success stories of high achievers in the field of academics/ sports / athletes/ actors and analyse them to identify their unique personality factors contributing to their success.

• Identify their own best contribution as a teacher, identify challenging situations they have come across during class room teaching.

Note : Reports of the above will be presented and discussed in the group situation and to be submitted for evaluation.

3. Motivation: Meaning and importance of achievement motivation for achieving excellence. Importance of Goal Determination and Goal Achievement. Achieving self actualisation in teaching Profession.

(Mode: Workshop in Small Groups)

Identify influences of motives in his/her achievement in schools, college/jobs/personal relations. Pupil teachers will reflect on their own contribution to enrichment of their family, society and peer group.

UNIT –II

Communication

Meaning, nature, types; factors influencing communication: psychological, social, organisational. Mass Communication: its impact on personality development and classroom learning. Effective listening and its role in the classroom, Characteristics of effective communication (body language, listening behaviour, responding strategies), Mastering Effective Communication.

Workshop of Pupil Teachers to restructure personality through:

(a)   Analysis of one"s strengths and weaknesses, professional commitment.
(b) Developing effective listening and observation skills. Student teachers are required to develop in the workshop their personal strategies to enrich inner self as a teacher and stipulate its impact on their students.

UNIT –III

Philosophy and use of Yoga

Philosophy of Yoga and its role in well being, use of yoga in different contexts; importance of Meditation; contribution to development of self.

(a) Practice of Yoga Exercises and Meditation

SESSIONAL WORK

1. Reports of the practicums of the above units.

NOTE: In this paper there will be no external examination. Internally college will conduct a written examination carrying a weightage of 10 marks and a practical examination carrying a weightage of 20 marks, Viva Voce carrying a weightage of 10 marks and 10 marks will be awarded for sessional work.

College will conduct Internally

Total Marks : 50	Internal Assessment : 50
Written Examination	10 Marks
Practical Examination	20 Marks
Viva –Voce	10 Marks
Practicum / Sessional work	10 Marks

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16. Success Stories A Reader"s Digest Selection

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Yadav, Y.P & yadav, R.(2003). Art of Yoga. New Delhi: Friends

PEC- 10 UNDERSTANDING OF ICT AND ITS APPLICATION IN EDUCATION

Objectives

On completion of the course the students will be able to:

· **Appreciate the historical, current and future trends in ICT and its implications to education**

· **Explain the meaning of ICT and its application in Education**

· **Demonstrate an understanding of the computer hardware and software fundamentals**

· **Use various digital hardware and software for creating resources and providing learning experiences**

· **Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use**

· **Use internet technologies efficiently to access remote information, communicate and collaborate with others**

· **Model collaborative knowledge construction using various web 2.0 tools and technologies**

· **Design and develop technology integrated learning experiences using ICT tools**

· **Develop skills in using various e-learning and e-content tools and technologies**

· **Plan, develop, and use multimedia based learning content using open source authoring software**

· **Use ICT for designing learning experiences using innovative pedagogical approaches**

· **Explain the role of ICT in authentic and alternative assessment**

· **Understand the social, economic, security and ethical issues associated with the use of ICT**

· **Appreciate the scope of ICT for improving the personal productivity and professional competencies**

· **Appreciate the use ICT in improving educational administration**

· **Explain the emerging trends in information and communication technology**

COURSE CONTENT

Unit I

ICT and Education

Information and Communication Technology: meaning and nature. Learning theories and its implications for ICT integration in education. National ICT policy, curriculum and schemes Historical account of the development of various educational media (audio, print, video, storage, display, projection)

Role of technology in emerging pedagogical practices. Visual literacy, media literacy, and new media literacy

Computer hardware fundamentals, computer network-LAN, WAN and Internet. Software – meaning and types: proprietary software and open source software, System software and application software

Emerging Trends in ICT and its educational applications: Augmented reality, e-books and rhizomatic learning, learning analytics, ubiquitous computing and mobile learning, Game based learning, cloud computing and software as service, 3D printing, and marker space

Unit II

E-content and e-resources

Educational applications of word processing, spreadsheet, presentation, and drawing tools – diagrams, concept maps, timelines, flow charts.

Reusable Learning Objects (RLO), e-content standards, authoring tools- open source and proprietary alternatives

Multimedia: meaning and types, multimedia tools-audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive media. Evaluation of multimedia resources.

Open Educational Resources –Meaning and importance, various OER initiatives, creative common licensing

Locating internet resources –browsing, navigating, searching, selecting, evaluating, saving and bookmarking

Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

ICT and Pedagogy

Techno pedagogical content knowledge (TPCK). Approaches to integrating ICT in teaching and learning

Web 2.0 tools for creating, sharing, collaborating, and networking: Social networking, social book marking, blog, wiki, instant messaging, online forums/discussion groups and chats, and media streaming.

E-learning: concept, types, characteristics, e-learning tools and technologies, Learning Management Systems (LMS)

Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences

ICI integrated Unit plan –Web 2.0 for creating constructivist learning environment Technology for pedagogical innovations: web quest, PBL, virtual tours, MOOC, flipped classroom

Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL)

Unit IV

ICT for Assessment, Management, and professional development

ICT and Assessment: e-portfolio, electronic rubrics, online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, and question bank. Use of web 2.0 tools for assessment,

ICT for professional development - tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research, ICT for self-directed professional development, web conferencing, role of OER and MOOCs

ICT for personal management: email, task, events, diary, networking. ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems.

Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices, fare use and piracy

Sessional Work

1. **Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices**

2. **Using word processor, spread sheet, drawing and presentation software to produce various teaching learning resources and sharing it online**

3. **Locating internet resources –navigating, searching, selecting, saving, evaluating(use standard internet evaluation criteria), and bookmarking using social bookmarking**

4. **Creating digital concept maps, flow charts, timelines, and other graphics for a particular content**

5. **Creating screen cast video and podcast of a lesson**

6. **Shooting, editing, and sharing of videos segment on any educational topic**

7. **Creating account in YouTube/slide share and sharing the video/presentation. View and comment on others contributions**

8. **Creating account in wikispace/wikipedia/mediawiki and adding/editing content**

9. **Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com**

10. **LMS experience- hands on various features of LMS –the ICT course may be provided through LMS**

PEC 11- DRAMA AND ART EDUCATION

Objectives :

The student teacher will be able to:

· **Understand the efficacy of different art forms in education**

· **Understand the use of 'Drama'as a strategy**

· **Use 'Role play'technique in the teaching learning process.**

· **Understand the importance of dramatic way of presentation.**

· **Integrate singing method in teaching learning process.**

· **Understand various 'Dance forms'and their integration in educational practices.**

· **Use art of drawing and painting in teaching learning process.**

· **Develop creativity through different creative art forms.**

COURSE CONTENT

Unit I

Drama and its Fundamentals

Creative writing –Drama writing, Drama as a tool of learning, Different Forms of Drama Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit II

Folklore Music (Vocal & Instrumental)

Sur, *Taal and Laya (Sargam),* **Vocal - Folk songs, Poems, Prayers, Singing along with**"*Karaoke*"**, Composition of Songs, Poems, Prayers, Integration of** *Vocal & Instrumental* **in Educational practices**

The Art of Dance

Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances; integrate movement and rhythm

Integration of Dance in educational practices (Action songs, *Nritya Natika*)

Unit IV

Drawing and Painting

Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms, Model making –Clay modeling, Origami, Puppet making, Decorative –Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art

ransactional Strategies

Lecture cum Discussion for each Unit (Unit 1 to 4) followed by simulated/ authentic practices, Workshop schedule, Slide / Film show, Project work, Demonstration, Simulation, Group work and field trips involving meetings with folk singers and other skilled practitioners will especially form part of the transaction scheme. In addition to the above any one or more of the following:

Practicum

Suggestive List:

a) **Developing a script of any lesson in any subject of your choice to perform a Play / Drama.**

b) **Developing a script for the street play focusing on "Girl's education and Women empowerment".**

c) **Preparing a pictorial monograph on "Various folk dance of South India.**

d) **Preparing a pictorial monograph on "Various Classical Dance forms in India".**

e) **Preparing a calendar chart on "Various Musical Instruments in India".**

f) **Develop an Audio CD based on newly composed Poems of any Indian language.**

g) **Preparing some useful, productive and decorative models out of the waste materials.**

h) **Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.**

i) **Development a Review of a theatre programme if possible**

j)   **Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.**

k)   **Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.**

In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc.Action research based on teaching learning and school and community could be conducted.

Evaluation Strategies

Sessional, practicum, unit test project work related presentations.

Suggested Readings

1.   **Natyashastra by Bharathamuni**

2.   **Deva, B.C. (1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.**

3.   **NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre**

4.   **Theory of Drama by A. Nicoll**

5.   **Folklore and School Education. Regional Institute of English Publication, 2007.**

SIP : III SCHOOL INTERNSHIP (Phase : II)

Marks :150

COURSES OBJECTIVES

School Internship/ Field Attachment aims at engaging the students-teachers with field based situation and work in upper primary, secondary or senior secondary government/recognized private school and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of works related to school education. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ ACTIVITY

Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of **16** weeks.

For each student-teacher, internship should be conducted preferably in one school for the entire **16** weeks.

The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work. Internship should not be reduced to the _delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakkya font with letter size **12** and line spacing **1.5**. The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).

☐ The candidate shall also submit separately the ―Records of the Lessons taught at school (At least **60** Lesson Plans in the Pedagogical subject)‖, ―Record of Preparing Teaching-Learning Materials‖ (**20** for school subject), and the _Records of the Observation of Peer Interns' Lesson (at least **20** lessons of Peer Interns' are to be observed).

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.

ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMENT SL. NO.	ACTIVITIES/DIMENSIONS	MARKS
1	Internship Report	10
2	Records of the Lessons taught at school (At least **60** Lesson Plans in the Pedagogical subject)	70
3	Records of the Observation of Peer Interns' Lesson (at least **20** lessons of Peer Interns' are to be observed)	10
4	Record of Preparing Teaching-Learning Materials (**20** for school subject)	05
5	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	05
6	Preparation of School Time Table	05
7	Preparation of Cumulative Records of 5 students	05
8	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	05
9	Organization of 5 co-curricular activities and preparation of report	10
10	Maintenance of School records (related to Office)	10
11	Maintenance School Laboratories /Maintenance School Library	5
12	Organization of Sports/Games & preparing Reports	5
13	Regularity and Behaviour	5
TOTAL	150	

SIP IV -External Assessment

[IV YEAR]

Marks :100

The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 100 marks.

During the Viva voce, student will present all the records of the work done during the internshi (2^{nd}phase) programme viz. teaching in school, individual and group activities.

Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.

External Evaluation

Total Marks - 100

Viva-Voce for Internship Programme	
Written test based on internship	20
Presentaion of work (Power point presentation and documentation of internship)	40
Practical examination of internship work	20
Group Discussion	10
Viva-Voce	10

The Board of examiners for Viva-voce will consist of:

- The Principal of the college concerned.
- One senior member of the college. (Preferably Internship Incharge)
- ONE external members appointed by the university.

SIP V -External Assessment

[IV YEAR]

Marks :100

SIP VI	Final Lesson OF Second Pedgogy Subject (Final Practical Exam)	100
	TOTAL	100

The Board of examiners for Viva-voce will consist of:

The Principal of the college concerned.
One senior member of the college.
TWO external members appointed by the university.