مولانا آزاد نیشنل اُردو یونیورسٹی मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी

MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

(Accredited "A" Grade by NAAC)

Two Year D.El.Ed programme
Syllabus - 2018

School of Education and Training

Maulana Azad National Urdu University,

Gachibowli, Hyderabad-500032

RULES AND REGULATIONS OF D.EL.ED. PROGRAMME OFFERED AT MAULANA AZAD NATIONAL URDU UNIVERSITY, GACHIBOWLI, HYDERABAD, TELANGANA.

(Based on NCTE Regulations 2014)

Applicable to the Students admitted from the academic year 2018-2020 onwards for Two year D.El.Ed. Programme in Education.

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

I. Eligibility for Admission

A candidate for admission to Two year D.El.Ed. Programme has to qualify at the D.El.Ed. Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

II. General Objectives of the D. El. Ed. Programme

To enable the student teacher to:

1. Understand the elementary school and elementary school child;

2. Examine the issues in elementary education in the context of the socio-economic realities of the contemporary Indian Society;

3. Integrate content, processes and context of learning and organize curricular experiences;

4. Construe education of elementary school children in continuum and establish organic linkages with the early childhood teacher education and secondary teacher education programmes;

5. Understand the importance of conceptual blending of theoretical understanding available in several cognate disciplines and to appreciate the gestalt! Emerging from the conceptual blending!

6. Integrate the emerging gender, disability, environment perspectives in teaching and learning.

7. Understand various perspectives of learning and of how knowledge is constructed by an elementary school child;

8. Develop an understanding of the various child friendly and child –sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;

9. Develop skills and competencies of organizing learning experiences;

10. Foster the integrated and holistic development of student teachers through life enrichment and development of self;

11. Get acquainted with the structure and dynamics of school organization and its interaction with the community;

12. Develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular;

13. Integrate the emerging ICT perspectives in teaching and learning; internalize civic, democratic and constitutional values and participate in day-to-day life with civic responsibilities and humanistic values.

14. Internal Civic, democratic and Constitutional Values and Participate in day -to-day life with civic responsibilities and humanistic values

III. Curriculum Transaction

The duration of D.El.Ed. Programme will be of Two years i.e., Four Semesters. For Each Semester the breakup of curriculum transaction is as follows:

- Total number of working days-100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

Programme Implementation

The institution shall meet the following specific demands of a professional programme of study:

(i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.

(ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.

(iii) Initiate discourse on education by periodically organizing seminars, debates, lectures, and discussion groups for students and faculty.

(iv) Organize academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/ teaching in Universities and schools.

(v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports observation records and reflective journals, which provide opportunities for reflective thinking.

(vi) The students shall select the optional pedagogy course for Upper primary school teaching.

(vii) The development of resources for the schools must be emphasized and a partnership between the Teacher Education institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.

(viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.

(ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

Curricular Areas of the Teacher Education Programme

This curriculum represents an effort to strengthen quality in elementary teacher education while building on the good practices contained in previous frameworks.

The curriculum includes the following three components:

- **Content:** comprises the subject matter of the curriculum, the goals and objectives for children's learning.

- **Processes:** This component is the pedagogy of learning, how teachers teach, and the ways in which children achieve the goals and objectives of the curriculum.

- **Context:** includes the setting, the environment in which learning takes place.

Teacher education institutes must provide an opportunity for student teachers to integrate and implement these three components in classroom settings. Spaces must also be created for the perspective building of student teachers.

IV. The Two Year D.El.Ed.Programme

The courses with 4 credits carry 100 marks each, out of which 30 marks for internal assessment and 70 marks are earmarked for semester-end examinations conducted by the university. The courses with 2 credits carry 50 marks each, 15 marks for internal assessment and 35 marks for semester-end examinations.

D.EL.ED Curriculum: Programme Structure

The curriculum of the Diploma in Elementary Teacher Education Programme is organized around four curricular areas, each area having a specific focus.

I: Child Studies

II: Education and Contemporary Studies

III: Curriculum and Pedagogy Studies

IV: Additional Value Added Courses for Holistic Development

Child Studies is designed to develop an understanding of how children's development and learning takes place in different cultural, educational and social contexts. It attempts to engage student teachers with understanding the theories of child development, notions of childhood and examine how these differ in different socio cultural contexts.

Education and Contemporary Studies examines the wider context in which learning occurs. It is aimed at enabling student teachers to analyze the linkages between education and society, develop a critical understanding of the factors that have been, and continue to contribute to social and educational exclusion. Discussion on diversity is expected to deepen the learner's understanding of the relationship between teachers, learners, contexts and the nature of learning.

Language and Early Language Development is focused on bringing out the influences of social and cultural contexts on learning and development in early years and discusses ways in which young children's language and literacy and development can be supported in formal settings.

Perspectives on gender and inclusion are running threads across the curriculum to empower student teachers and sensitize them. However a separate course is also introduced to bring together the theoretical understandings and the practical experience gained through school internship and practice teaching. Therefore while transacting this course; opportunities for reflections are to be provided for student teachers to enable them to integrate these learnings.

Understanding Self will enable student teachers to understand their own biases, so that through a reflective process, they can actively foster skills and commitment for improving themselves as individuals and professionals. The course also provides student teachers opportunities to critically read and comprehend texts that are relevant to their professional development, some of which may include the suggested advanced readings in the curriculum document.

Curriculum and Pedagogic Studies are aimed at developing a critical understanding of knowledge, learning and curriculum. The pedagogy courses integrate content knowledge to help student teachers gain pedagogic content knowledge and acquire a repertoire of approaches related to the subjects they will be teaching for classes 1 & 2, classes 3 to 5 and classes 6 to 8, to meet the needs of diverse learners. The student teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects to gain deeper understanding of disciplinary knowledge. A course on general pedagogy and ICT integration is also included.

Additional Value Added Courses for Holistic Development are to enable student teachers to participate in creative work and understand the importance of work and associated values. They would also facilitate use of various forms of arts in education and help them understand Children's Physical and Emotional Health including School Health Education.

Proficiency in English language is included to equip student teachers to meet the current parental aspirations of their wards being proficient in the language. Yoga Education is included for holistic development to harmonize mind and body. These two courses are add-on courses.

Distribution of Courses across Semesters

First Semester

Course Code	Course Title	Marks
DLED111CCT	Childhood and Child Development	100
DLED112CCT	Society, Education and Curriculum	100
DLED113CCT	Pedagogy across Curriculum and ICT Integration	100
DELD114CCT	Understanding Language and Early Language Development	50
DELD111EPP	Arts in Education	50
DLED112EPP	Understanding Self	50
DlED160CCP	Classroom and School Observation	50
Total		**500**

Add-on Course (Non Credit Course)

Course Code	Course Title	Marks
DLED111NCT	Advanced Course in Yoga Education-I	50

Second Semester

Course Code	Course Title	Marks
DLED211CCT	Cognition and Learning	50
DLED212CCT	Pedagogy of Urdu Language	100
DLED213CCT	Pedagogy of English language	100
DLED214CCT	Pedagogy of Mathematics	100
DELD215CCT	Pedagogy of Environmental Studies	100
DLED260CCP	Micro Teaching & Reflective Teaching	50
Total		**500**

Add-on Course (Non Credit Course)

Course Code	Course Title	Marks
DLED211NCT	Proficiency in English Language- I	50

Third Semester

Course Code	Course Title	Marks
DLED311CCT	Education in Contemporary Indian Society	100
DLED312CCT	School Culture, Leadership and Teacher Development	50
DLED311EPP	Work and Education	50
DLED360CCP	School Internship and Practice Teaching (SIPT-I)	300
Total		**500**

Add-on Course (Non Credit Course)

Course Code	Course Title	Marks
DLED311NCT	Advanced Course in Yoga Education-II	50

Fourth Semester

Course Code	Course Title	Marks
Pedagogy of School Subjects -Part-II (Any one)		
DLED411DST	Urdu Language Education,	100
DLED412DST	English Language Education	100
DLED413DST	Mathematics Education	100
DLED414DST	Science Education	100
DLED415DST	Social Science Education	100
DLED411CCT	Integrating Gender and Inclusion Perspectives in Education	100
DLED412CCT	Early Childhood Care Education	100
DLED413CCT	Yoga, Physical and Health Education	50
DLED411EPP	Value Education and Life skills	50
DLED460CCP	School Internship and Practice Teaching (SIPT)-II	100
Total		**500**

Add-on Course(Non Credit Course)

Course Code	Course Title	Marks
DLED411NCT	Proficiency in English Language- II	50
	Grand Total	**2000**

Structure of the Course –

Semester I

Total credits = 20   Total marks = 500

S.No.	Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
1	DLED111CCT	Childhood and Child Development	100	3	48	1	32	30	70
2	DLED112CCT	Society, Education and Curriculum	100	3	48	1	32	30	70
3	DLED113CCT	Pedagogy across Curriculum and ICT Integration	100	3	48	1	32	30	70
4	DELD114CCT	Understanding Language and Early Language Development	50	1	16	1	32	15	35
5	DELD111EPP	Arts in Education	50	0	0	2	64	50	0
6	DLED112EPP	Understanding Self	50	0	0	2	64	50	0
7	DlED160CCP	Classroom and School Observation	50	0	0	2	64*	50	0
		Total Marks	**500**	**10**	**160**	**10**	**320**	**255**	**245**
8	DLED111NCT	Advanced Course in Yoga Education-I	50	1	16	1	32	50	0

*2 week work in school

Semester II

Total credits = 20   **Total marks = 500**

S.No	Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
1	DLED211CCT	Cognition and Learning	50	1	16	1	32	15	35
2	DLED212CCT	Pedagogy of Urdu Language	100	3	48	1	32	30	70
3	DLED213CCT	Pedagogy of English language	100	3	48	1	32	30	70
4	DLED214CCT	Pedagogy of Mathematics	100	3	48	1	32	30	70
5	DELD215CCT	Pedagogy of Environmental Studies	100	3	48	1	32	30	70
6	DLED260CCP	Micro Teaching & Reflective Teaching	50	0	0	2	64	50	0
	Total		**500**	**13**	**208**	**7**	**224**	**185**	**315**
7	DLED211NCT	Proficiency in English Language- I	50	1	16	1	32	50	0

Semester III

Total credits = 20   Total marks = 500

S.No	Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
1	DLED311CCT	Education in Contemporary Indian Society	100	3	48	1	32	30	70
2	DLED312CCT	School Culture, Leadership and Teacher Development	50	1	16	1	32	15	35
3	DLED311EPP	Work and Education	50	0	0	2	64	50	0
4	DLED360CCP	School Internship and Practice Teaching (SIPT-I)	300	0	0	12	384	300	0
5	**Total**		**500**	**4**	**64**	**16**	**512**	**395**	**105**
6	DLED311NCT	Advanced Course in Yoga Education-II	50	1	16	1	32	50	0

Semester IV

Total credits = 20   **Total marks = 500**

S.No	Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
1*	DLED411DST	Urdu Language Education	100	3	48	1	32	30	70
	DLED412DST	English Language Education							
	DLED413DST	Mathematics Education							
	DLED414DST	Science Education							
	DLED415DST	Social Science Education							
2	DLED411CCT	Integrating gender and inclusion perspectives in Education	100	3	48	1	32	30	70
3	DLED412CCT	Early Childhood Care Education	100	3	48	1	32	30	70
4	DLED413CCT	Yoga, Physical and Health Education	50	1	16	1	32	15	35
5	DLED411EPP	Value Education and Life skills	50	0	0	2	64	50	0
6	DLED460CCP	School Internship and Practice Teaching (SIPT)-II	100	0	0	4	128	100	0
	Total		**500**	**10**	**160**	**10**	**320**	**255**	**245**
7	DLED411NCT	Proficiency in English Language-II	50	1	16	1	32	50	0

* Optional Pedagogy for Classes 6 to 8 (Any one)

SCHOOL INTERNSHIP AND PRACTICE TEACHING (SIPT)

SEM	TP/Internship Activity	Marks	Credits	Curricular activities	Remarks
I	School &Class Observation	50	2	**2 week** • Preparation of School Profile (30) • Observation of Lessons of regular teachers in school (2 Lessons x5Methodsx 2 Marks) =20	10% of Marks and Duration as Suggested by NCTE (I Year)
II	Micro Teaching & Reflective Teaching (Workshop on Period Plan Writing and TLM Preparation (In Department)	50	2	**2week** • Micro Teaching (10) • Reflective Teaching(20) • TLM Preparation (20)	
III	SIPT-I	300	12	**12 week** • Period Plans=160 (4 Methods x 10 Period Plans=40x4Marks=160), • Assessment Records=40 (4Methods x 10Marks=40) • Final lesson=60 (4Methods x 15 Marks), • School Experience Project (SEP)=40	40% of Marks and Duration as Suggested by NCTE (II Year)
IV	SIPT-II	100	4	**4 week** • Period Plans=40 (1 Electivex10 Plans=10x4 Marks=40), • Assessment Record=10, • Final Lesson=15, • Reflective Journal=25, • Portfolio Preparation=10	
		500	**20**	20 Weeks	
				25% Marks of Total Course for TP&I	*****

VII. Records and Projects
1. Theory based Practicum (as per the syllabus of the concerned theory paper)
2. School Profile and observation records
3. Micro Lesson Record (one for each method)
4. Reflective Teaching record
5. Period Plan records
6. Assessment records

7. SEP Record
8. Reflective Journal
9. Portfolio Record.

VIII. Internal Assessment of Theory Courses

a) **Theory Courses –** Semester end examinations will be conducted for theory papers for 70 marks.

b) **Internal Assessment of Theory Courses**
The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for theory papers shall be as follows:

Theory	100 Marks Paper	50 Marks Paper
2-class tests	15	7.5
Assignment -1	10	5
Attendance	5	2.5
Total	30	15

The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for the practical papers shall be as follows:

S. No.	Aspects	Marks
1.	Activity Report	25
2.	Presentation/ Seminar	20
3.	Attendance	5
	Total	50

The marks for attendance will be given as follows:

S. No.	Attendance Percentage	Max marks =5 (CIE=30)	Max marks =2.5 (CIE=15)
1.	≥ 95	5	2.5
2.	≥ 90 to 94.99	4	2
3.	≥ 85 to 89.99	3	1.5
4.	≥ 80 to 84.99	2	1
5.	≥ 75 to 79.99	0	0
6.	Less than 75	0	0

IX. Rules of Attendance

1. The Diploma in Elementary of Education shall be conferred on a candidate who, after getting admission into the D.El.Ed. Course as specified above, has pursued a "Regular course of study" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.

2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Teaching Practice and School Internship. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.

3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.

4. The Candidates whose attendance is below 70% and more than 40% may be given readmission with in a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.

5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.

6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

X. General Rules for Examination

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.

2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/ Principal. The HOD/ Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.

3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

XI. Transitory Rules:

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

XII. Grades, Credits, SGPA and CGPA

The Two-Year D.El.Ed. Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year D.El.Ed.Programme.

Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the HOD, the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

Award of Grades

Examination Regulations under Choice Based Credit System

(Effective from Academic Year 2016 –17) will be followed.

XIII. Improvement of Grade

1. **Paper – wise Improvement:**

(a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular * examination (s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.

(b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.

(c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog ** completed paper.

(d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

*Note: *Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.*

* **Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absented or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.*

2.   Improvement in Aggregate:

Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:

(a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.

(b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.

(c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

Note: Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.

XIV. Appearance and Reappearance for the Examination

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the

curriculum alone are eligible to appear for theory and practical examinations of D.El.Ed. course.

2. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.

3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.

4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.

5. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to D.El.Ed.as a casual student and producing thereafter, certificates of satisfactory work in the required areas.

6. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

XV. Moderation Board

1. Projects, activities and records are part of the D.El.Ed. Programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.

2. Moderation Board will examine a minimum of 20% of the total practical records / work randomly selected.

3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in the department and at all the other CTE's. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.

4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.

5. The HOD/Principals of Colleges of Teacher Education should submit all the practical records of their Department/CTE's to the Dean, School of Education and Training for moderation.

6. Moderation Board shall forward these recommendations to the concerned HOD/Principals to effect the changes and request them to submit soft and hard copies of the same to the Dean, School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.

7. Recommendations of the Moderation Board are final and are not subject to review or revision.

XIX. Teaching Faculty as Mentors

1. It is envisaged to continue the practice of the concept of **"Mentorship"** in the Colleges of Teacher Education.

2. Each Teacher Educator in the Department/College of Teacher Education will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme.

3. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the D.El.Ed. Programme.

4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the D.El.Ed. Programme.

5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the D.El.Ed. Program.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school during the teaching practice/Internship.

2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.

3. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship

4. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.

5. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.

6. Sign on the records / project reports carried out by the student teachers during their stay in the school.

XVII. Instructions to Paper Setters

The Model Questions Papers are given
below:

Code: _____

MAULANA AZAD NATIONAL URDU UNIVERSITY

Programme: _____

I- Semester Examinations (November/December–2016)

Paper No.: _____ Paper Title_____

Time: 3 hours   Max. Marks: 70

Instructions:

This Question Paper consists of three parts: Part-A, Part-B and Part-C. Number of words to answer each question is only indicative. Attempt all parts.

Part-A contains 10 compulsory questions of multiple choice / fill in the blank / very short answer type questions. Answer all questions. Each question carries 1 mark.   (10 x 1=10 Marks)

Part-B contains eight questions, of which students are supposed to answer five questions. Answer each question in approximately 200 words. Each question carries 06 marks.   (5 x 6 = 30 Marks)

Part-C contains five questions, of which students are supposed to answer three questions. Answer each question in approximately 500 words. Each question carries 10 marks.   (3 x 10 = 30 Marks)

--------------x----------------------x-------------------x------------------x--------------------x------------------x---------

NOTE: Question Paper to be Moderated. Please do not leave any identity mark except below this line.

Code: Date: Name & Signature of the Examiner:

کوڈ : _____

مولانا آزاد نیشنل اُردو یونیورسٹی

پروگرام : _____

I۔سمسٹر امتحانات (نومبر / دسمبر 2016)

پرچہ : _____

وقت : 3 گھنٹے | کل نمبرات : 70

ہدایات :

یہ پرچہ سوالات تین حصوں پر مشتمل ہے : حصہ اول، حصہ دوم، حصہ سوم۔ ہر جواب کے لئے لفظوں کی تعداد اشارۃً ہے۔ تمام حصوں سے سوالوں کا جواب دینا لازمی ہے۔

1. حصہ اول میں 10 لازمی سوالات ہیں جو کہ معروضی سوالات / خالی جگہ پُر کرنا / مختصر جواب والے سوالات ہیں۔ ہر سوال کا جواب لازمی ہے۔ ہر سوال کے لیے 1 نمبر مختص ہے۔ (10 x 1 = 10 Marks)

2. حصہ دوم آٹھ سوالات پر مبنی ہیں، اور اس میں طالب علم کو کوئی پانچ سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً دو سو (200) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 6 نمبرات مختص ہیں۔ (5 x 6 = 30 Marks)

3. حصہ سوم میں پانچ سوالات ہیں۔ اس میں سے طالب علم کو کوئی تین سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً پانچ سو (500) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 10 نمبرات مختص ہیں۔ (3 x 10 = 30 Marks)

—x———x———x———x———x———x—

نوٹ : پرچہ سوالات کا ماڈریشن کیا جانا ہے۔ براہِ کرم کسی بھی قسم کی پہچان کے نشانات صرف اس لائن کے نیچے دیں۔

کوڈ : | تاریخ : | ممتحن کا نام اور دستخط :

Code: _____

MAULANA AZAD NATIONAL URDU UNIVERSITY

Programme: _____

I- Semester Examinations (November/December-2016)

Paper No.: _____Paper Title_____

Time: 2 hours

Max. Marks: 35

Instructions:

This Question Paper consists of three parts: Part-A, Part-B and Part-C. Number of words to answer each question is only indicative. Attempt all parts.

Part-A contains 5 compulsory questions of multiple choice / fill in the blank / very short answer type questions. Answer all questions. Each question carries 1 mark.   (5 x 1=5 Marks)

Part-B contains eight questions, of which students are supposed to answer five questions. Answer each question in approximately 100 words. Each question carries 04 marks.   (5 x 4 = 2 0 Marks)

Part-C contains two questions, of which students are supposed to answer one questions. Answer each question in approximately 250 words. Each question carries 10 marks.   (1 x 10 = 10 Marks)

-------------x----------------------x--------------------x-----------------x--------------------x--------------------x----------

NOTE: Question Paper to be Moderated. Please do not leave any identity mark except below this line.

Code: Date: Name & Signature of the Examiner:

کوڈ : _____

مولانا آزاد نیشنل اُردو یونیورسٹی

پروگرام: _____

I۔ سمسٹر امتحانات (نومبر/ڈسمبر 2016)

پرچہ: _____

وقت: 2 گھنٹے   کل نمبرات : 35

ہدایات:

یہ پرچہ سوالات تین حصوں پر مشتمل ہے: حصہ اول، حصہ دوم، حصہ سوم۔ ہر جواب کے لئے لفظوں کی تعداد اشارۂ ہے۔ تمام حصوں سے سوالوں کا جواب دینا لازمی ہے۔

1. حصہ اول میں 5 لازمی سوالات ہیں جو کہ معروضی سوالات/خالی جگہ پُر کرنا/مختصر جواب والے سوالات ہیں۔ ہر سوال کا جواب لازمی ہے۔ ہر سوال کے لیے 1 نمبر مختص ہے۔ (5 x 1 = 5 Marks)

2. حصہ دوم آٹھ سوالات پر مبنی ہیں، اور اس میں طالب علم کو کوئی پانچ سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً سو (100) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 4 نمبرات مختص ہیں۔ (5 x 4 = 20 Marks)

3. حصہ سوم میں دو سوالات ہیں۔ اس میں سے طالب علم کو کوئی ایک سوال کا جواب دینا ہے۔ ہر سوال کا جواب تقریباً ڈھائی سو (250) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 10 نمبرات مختص ہیں۔ (1 x 10 = 10 Marks)

—x—x—x—x—x—x—

نوٹ: پرچہ سوالات کا ماڈریشن کیا جانا ہے۔ براہ کرم کسی بھی قسم کی پہچان کے نشانات صرف اس لائن کے نیچے دیں۔

کوڈ: تاریخ: ممتحن کا نام اور دستخط:

SEMESTER-I

Course Code	Course Title		Semester
DLED111CCT	**Childhood and Child Development**		I

Scheme of Instruction			**Scheme of Examination**		
Total Duration	:	48+32=80 Hrs	Maximum Score	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Specific Objectives

1. To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
2. To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
3. To understand the developmental process of children with diverse abilities in social, cultural context.
4. To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

Unit 1: Perspectives in Development

1.1. Introduction to development: Concept of Growth, Development and Maturity;
1.2. Principles of Development
1.3. Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; socio-cultural contexts influencing development.
1.4. Stages of Development- Infancy and Childhood (Early, Middle and Late).
1.5. Individual Differences - intra and inter individual Differences, Factors influencing individual Differences.

Unit 2: Domains of Development

2.1. Physical - Motor Development in Infancy and Childhood.
2.2. Social, Emotional and Language development: Role of family, peers and school; Basic understanding of emotions and their development; Development of speech and language.
2.3. Play and development: Meaning of Play and its functions, Types and kinds of play; linkages with the physical, social, emotional, cognitive, language, moral and motor development of children;
2.4. Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict

Unit 3: Theories of Development

3.1. Cognitive Development Theory- Jean Piaget
3.2. Psycho Social Theory – Erickson
3.3. Moral Development- Kohlberg
3.4. Language Development- Noam Chomsky
3.5. Psycho-Analytic Theory- Freud

Unit-4: Development of Personality

4.1. Personality: Concept, Nature and Types of personality (Types and Trait Approach).
4.2. Factors influencing Personality: Heredity and Environment.
4.3. Development of Integrated Personality
4.4. A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
4.5. Assessment of Personality: Projective Techniques (Rorschach's Ink Blot Test, TAT and CAT), Non-Projective Techniques, Observation, Questionnaire, Interview, Rating scales, Check-lists, Attitude scales and Anecdotal records.

Unit 5: Constructs of Childhood:

5.1. Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization.
5.2. Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult child relationships, child rearing practices.
5.3. Childhood & socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices; Child labour, Child abuse; Childhood in the context of poverty
5.4. Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.
5.5. Gathering data about children from different contexts using different methods, techniques and approaches; naturalistic observations; reflective journals about children; anecdotal records and narratives; experimental method, Longitudinal and Cross-Cultural Approaches.

Mode of Transaction:
*   Classroom discussions and dialogues
*   Active questioning
*   Scaffolding reading of suggested readings
*   Integrated projects, Guided inquiries and Field based projects
*   Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
*   Use of narratives and case studies
*   Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
*   Group work, Pair work
*   Seminars, Panel discussions, Workshops
*   Individual and group presentations of issues and concerns raised in classroom/assignments;   theoretical   and   practical

activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks:

Task 1:

Student teachers collate about ten newspaper articles that involve parenting and childhood, analyze these and hold discussions.

Task 2:

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

The student teachers can identify any child to understand 5-14 year old children in diverse contexts and use case profile approach* to study him/ her. The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first- generation school goers, street children and children living in slums; children with special needs.

*Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3:

Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, Blue Umbrella, Tare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

Student teachers conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles and present their reports in class

Task 5:

Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.

Task 6:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

Task 7:

Student teachers identify a movie or a cartoon that is popular among children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student teachers.

Task 8:

Student teachers identify a video game that is popular among children. They construct an interview schedule and observation checklist to "Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself."

Suggested mode of assessment (Continuous and Comprehensive Assessment)
- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc.)
- Paper pencil tests
- Portfolios of student teachers
- Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings:
1. Balagopalan, S. (2002): Constructing indigenous childhoods: colonialism, vocational education and the working child. Childhood, Vol. 9.
2. Budheka, G. (1990). Divasvapna. New Delhi: National Book Trust India.
3. Csikszentmihalyi, M. (2005). Thoughts about Education. www.newhorizons.org
4. Danger school. (1996). Mapusa, Goa, India: Other India Press.
5. Dewey, J. (1952). The School and the Child. New York: The Macmillan Company.
6. Erikson, E. H. (1972). Play and Development. New York: W.W. Norton.
7. Holt, J. (1967). How Children Learn. London: Penguin.
8. Holt, J. (1995). How Children Fail. Addison-Wesley Pub. Co.
9. Kuranyangi, T. (1993). Totochan. New Delhi, India: National Book Trust.
10. NCERT. (2005). National Curriculum Framework. Chapter 2
11. Neill, A S. (1992). Summerhill School – A new view of childhood. New York: St. Martin's Griffin.
12. Sahi, J. and Sahi, R. (2009). Learning Through Art. Eklavya. Chapter 1: Introduction.

Advanced Readings:

1. Antoine de Saint-Exupery. (1995): The Little Prince. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
2. Aries, P. (1965): Centuries of Childhood-A social history of the family life. Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.

3. Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and ThePanacea of Formal

4. Bettelheim, B. (1987). The Importance of Play.The Atlantic Monthly, March.

5. Cox M. (2005). The Pictorial World of the Child.New York: Cambridge University Press.

6. Crain, W. (1992). Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.

7. Elkind, D. (1976). Child Development and Education. Oxford University Press.

8. Erikson, Eric, H. (1972). Play and Development.New York: W.W. Norton.

9. Garvey, C. (1990). Play. Cambridge: Harvard University Press.

10. Ginsburg, H. (1997): Entering the Child's Mind: the clinical interview in psychological research and practice. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? And Appendix

11. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a student's handbook. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.

12. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.

13. Kakkar Sudhir (1991) The Inner World: A Psycho-analytic Study of Childhood and Society in India. Oxford University Press: Delhi.

14. Kakkar, Sudhir (1978). Indian Childhood: Cultural Ideas, And Social Reality.Oxford: New Delhi.

15. Kauffman et al (1993), Exceptional Children. Allyn & Bacon: Boston, USA. 6thEdition.

16. Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching,

17. M. and M. Cole. (eds.) Readings on the Development of Children.New York: W. H. Freeman.

18. Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.

19. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

20. Pollard, A. and Filer, A. (1996). The Social World of Children's Learning.London: Cassell.

21. Sandra, L. Bem (1987).Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (Ed). The Psychology of Women. Harvard University Press: Cambridge. pp 206-226.

22. Schooling. Journal of the History of Childhood and Youth.Johns Hopkins University Press.

23. Siegler, R. and Alibali, M.W. (2005). Children's Thinking. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3:

Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter

24. Vygotsky, Lev. S. (1978). Mind in Society. Cambridge: Harvard University Press.
25. Weiner, Myron. (1991) the State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton University Press: Princeton.

Documentaries/ DVDs for Discussion

1. Do Flowers Fly: National Institute of Design, NID
2. Mishra, Samina (2001) Stories of Girlhood, The film explores the lives of girl children in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
3. Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes

Course Code	Course Title		Semester
DLED112CCT	**SOCIETY, EDUCATION AND CURRICULUM**		I

Scheme of Instruction				Scheme of Examination		
Total Duration	:	48+32=80Hrs		Maximum Score	:	100
Periods / Week	:	5		Internal Evaluation	:	30
Credits	:	5		End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations		Exam Duration	:	3 Hrs

Course Objectives
1. To explore the meaning, aims, purposes of education
2. To identify and question one's own long-established presumptions on knowledge, school and education
3. To understand the linkage between knowledge, power and curriculum
4. To expose student teachers to divergent educational perspectives and practices to realize the aims of education

Unit 1: Aims and Purposes of Education
1.1. Relationship between schooling and education, and exploring various educative processes in human societies.
1.2. Aims and values of education: Constitutional values; NPE 1986; NCF 2005.
1.3. Education ideas of the following thinkers.
1.4. Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sant Kabir, John Dewey, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari

Unit 2: Education, Politics and State
2.1. Political nature of education: Power and Ideologies and how they structure aims of education
2.2. Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers
2.3. Teacher's status in society: Public perception; Systemic issues – bureaucratization, lack of autonomy
2.4. Role of community and civil society organizations in education: A critical appraisal

Unit 3: Knowledge and Understanding

3.1. Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry.
3.2. Bodies of knowledge: different kinds of knowledge and their validation processes.
3.3. Knowledge and power: Dominance of one kind over another; Textual knowledge vs experiential knowledge
3.4. Children's construction of knowledge: What and How; Alternative frameworks of

children's thinking

Unit 4: Curriculum and Learning

4.1. Processes and criteria for curriculum selection and construction\

4.2. Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

4.3. Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers

4.4. Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning

4.5. Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL

Mode of Transaction:

- Critical thought and questioning should be the basis for the transaction. Close reading of text material, papers, articles, case studies.
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies and documents.
- Medium of art- such as role-play

Suggested Practicum Tasks:

Task 1:

What does it mean to be 'educated' in contemporary India?

Presenting multiple perspectives on the expectations from education in India based on interviews and some research, and based on their own reflections.

Task 2:

Educational thinkers who have had the most impact on me: Presentations with 'first person' accounts by student teachers, followed by questions

Task 3:

What ought to be the aims of education in India today?

Debate and discussions, to generate a range of orientations to education in India, representing different ideologies and emphases

Task 4:

Visiting different types of schools in the neighbourhood schools (of different managements with different ideological backgrounds): Student teachers to study their aims, school culture, classroom practices. To prepare and present a report.

Task 5:

Comparing curricula and textbooks of different states governments and private organizations: Assumptions on knowledge and learning; learning experiences provided; contextual

relevance of examples, analogies and so on; assessment practices.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc)
- Paper Pencil Tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

ESSENTIAL READINGS

1. Badheka, G (2001). *Baal Shikshan aur Shikshak.* Bikaner: Vaagdevi Prakashan.
2. Dewey, John. (1952). *The School and the Child,* New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
3. DSERT. 2015. Education as Practice: D.Ed II year Source Book. Government of Karnataka
4. IGNOU Materials
5. Kumar, Krishna (1988). *What is Worth Teaching.* New Delhi: Orient Longman. (Also Available in Hindi *Shaekshik Gyan aur Varchasav.* New Delhi: Granthshilpi.)
6. NCERT. (2006). *National Focus Group Position Paper on Aims of Education.* New Delhi NCERT
7. Palmer, Joy A. et. al (2001). *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.

Advanced readings:

1. Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *TheTransmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
2. Badheka, Giju (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
3. Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshilpi)
4. *Child Labour and the Right to Education in South Asia,* 109- 142. New Delhi: Sage.
5. Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs asChange Agents.* New Delhi: Sage
6. Dewey, John. (2009). *School aur Samaj.* Delhi: Aakar. Chapter 2: School aur Bachche

ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).

7. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.

8. Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.

9. Kumar, K., Oesterheld, J. and Amin, N. (2007). 'Introduction'; 'Education and Culture: India's Quest for a Secular Policy'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia.* New Delhi: Orient Longman.

10. Nambissan Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal

11. Nambissan, Geetha. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.)

12. Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia.* New Delhi: Pearson.

13. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.

14. Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change inSouth Asia.* New Delhi: Orient Longman.

15. Sykes, M. (1988). *The Story of Nai Taleem,* Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education. (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)

16. Thakur, R. (2004). *Ravindranath ka Shikshadarshan.* Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

17. Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia.* New Delhi

CDs/DVDs for Discussion

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar

2. Debrata Roy DVD *The Poet & The Mahatma*

3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*

4. NCERT CD ROM *Battle For School* by Shanta Sinha

5. NCERT CD ROM *Globalisation and Education*

6. Sri Aurobindo Ashram Trust DVD *India and Her Future*

Course Code	Course Title		Semester
DLED113CCT	**Pedagogy across Curriculum and ICT Integration**		I

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80 Hrs	Maximum Score	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	5	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Course Objectives

1. Understand children and their varying socio-cultural, economic and political contexts.
2. Interrogate existing terminologies, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
3. Develop capacities to reflect, reason and make discerning judgment and conceptual understanding of pedagogic practice and processes of learning
4. Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
5. Design learning experiences integrating interactive multimedia resources
6. Explore newer ways of integrating ICT with educational processes

Course Content

Unit 1: Pedagogy - Conceptions and Perspectives

1.1. Learner, learning, Knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning
1.2. Critical examination of terminologies and notions associated with child-centered education such as Activity based learning, Joyful learning, CCE, IQ, Merit
1.3. Critical understanding of various methods and approaches of teaching learning; Facilitating learning; Teacher as reflective practitioner
1.4. Concerns of inclusive education: Gender, Marginalized groups, Children with special needs

Unit 2: Pedagogy - Resources and Practice

2.1. Designing inclusive learner friendly environment: Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community
2.2. Resources: Home; Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc.
2.3. Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning; Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms
2.4. Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive

assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios

Unit 3: ICT - Introduction

3.1. Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes.

3.2. ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games

Unit 4: ICT - Integration

4.1. Exploration of ICT resources: (appropriate hardware - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources

4.2. Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integrated lessons

4.3. ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data

4.4. Planning lesson integrating ICT (in workshop mode)

Suggested Mode of Transaction:

- Classroom discussions and dialogues
- Critical readings of specific texts
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Workshops
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks:

Task 1:

Analyse school textbooks to construct and discuss pedagogic elements. Presentation of analysis

Task 2:

Develop concept maps to design subject based and thematic based curriculum materials

Task 3:

Observe, document and interpret classroom discourses. Prepare and present a report.

Task 4:

Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:

i. Plan and conduct one lesson in each of the five school subjects integrating relevant and suitable interactive multi-media OERs of your choice from WWW using available suitable ICTs during the second term of school internship. Receive the feedback from your mentor and modify subsequent lessons.

ii. Form a Google group of minimum of 5 friends from your class to work with you on a project to be presented using PPT in your D. El. Ed. class. Inform them by e mail, objective of this collaborative work, to be shared on line by all those involved. Ask each one to prepare five slides with at least one link to audio/video material

iii. Select at least 3 multimedia OERs and integrate them in the lesson plan selecting a topic of your choice from your most favorite subject in the school.

iv. Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.

v. Using internet, find and suggest at least five live links, providing information on a topic of your choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write up of a page using word processor software - office word.

Essential Readings

1. Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (Ed)

2. Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (Ed) *Understanding School Leadership.*

3. Fullan, M. (1993) Why Teachers Must Become Change Agents. In *Educational Leadership,* 50

4. Govinda, R. (2001) *Capacity Building for Educational Governance at Local Levels.* Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.

5. Jha, Madan Mohan (2002) *School without Walls* Heinemann: New Delhi pp 24- 40*;* 128 – 155

6. Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, *Indian Education: development since independence* Vikas Publications: New Delhi

7. *Management of School Education in India.* NIEPA: New Delhi.

8. Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64

9. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)

10. Paul Chapman Publications: UK.

11. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn,* NB: London. pp 27-58.

Useful Websites

(A) **Student Response System:**

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smartphones

- **Socrative** | How It Works
- www.**socrative**.com/how-it-works
- https://www.mentimeter.com/
- http://www.socrative.com/
- http://www.infuselearning.com/

(B) **Relevant Software available FREE of cost:**

1. **LibreOffice Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are

   a. **Writer**, the word processor,

   b. **Calc**, the spreadsheet application to create tables, graphs and pie charts,

   c. **Impress**, the presentation engine,

   d. **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.

   e. **Base**, the database and database front-end, and

   f. **Math** for editing mathematical symbols and formulae.

2. **Windows Movie Maker** is freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.

3. **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.

4. **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.

5. **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).

6. **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) **Additional subject specific software available:**

1. **GeoGebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to-use package.

2. **GChemPaint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.

3. **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.

4. **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.

5. **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.

6. **Synfig** and **Blender** to create 2D or 3D animation videos.

7. **Moodle** for assessment and user management.

8. All of these, except Synfig and Moodle, are available on the Spoken Tutorial website http://spoken-tutorial.org

(D) **Hot Potatoes** This is a freeware useful for evaluation and test construction. The complete version of the programs is available for free, from the Downloads section from thehttp://hotpot.uvic.ca/The free version of Hot Potatoes for Windows is version 6.3, and the Java version is 6.1. More details available at

- http://hotpot.uvic.ca/

- http://hotpot.uvic.ca/tutorials6.php

(E) **For Open Educational Resources: Best *Sites* for *Free Educational* Resources**

- http://www.refseek.com/directory/educational_videos.html

- http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educate-yourself-online/

- http://www.jumpstart.com/parents/resources

- http://opensource.com/education/13/4/guide-open-source-education

(F) **Additional Reference Material & Resource Repositories**

- http://www.edlproject.eu/

- http://books.google.com/googlebooks/library.html

- http://www.wikipedia.org/

- http://www.oercommons.org

- http://www.loc.gov/

- http://www.nasa.gov/

- http://wikieducator.org/Learning4Content

- http://www.eduworks.com/index.php/Publications/Learning-Object-Tutorial.html
- http://oscar.iitb.ac.in/aboutOscar.do
- http://wikieducator.org/Funding_proposals/Reusable_and_portable_content_for_New_Zealand_schools
- http://www.eduworks.com/index.php/Publications/Standards.html
- http://www.wbnsou.com/Quality/default.htm
- http://science.pppst.com/physics.html
- http://oedb.org/library/features/80-oer-tools
- http://arvindguptatoys.com/

Toys from Trash (Photos)

Toys from Trash (Films many Languages)

Books (English, Hindi, Marathi,Combination)

- http://www.math-play.com/

Grade wise activities and games

- o Elementary
- o Middle school
- o Classroom
- o Interactive
- o Algebra
- o Geometry
- http://www.vocabulary.co.il/english-language-games/

Grade wise activities and games

Course Code	Course Title		Semester
DLED114CCT	**Understanding Language and Early Language Development**		I

Scheme of Instruction			Scheme of Examination		
Total Duration	:	32Hrs	Maximum Score	:	50
Periods / Week	:	2	Internal Evaluation	:	15
Credits	:	2	End Semester	:	35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	2Hrs

Course Objectives

1. Understand the nature of language
2. Aware of the interplay of language and society
3. Recognize different genres of literary texts
4. Understand the processes of language acquisition and learning
5. Appreciate the significance and acquisition of early literacy in the larger context of school curriculum

Course Content

Unit 1 Language and Society

1.1. Nature of Language: language is a living dynamic form; language has varied functions; language is a way to express experience; language is a rule-governed activity
1.2. Language includes culture, cognition and communication; the meaning of words themselves is conveyed by the context and the understanding of the speaker's intention
1.3. Language and Society: multilingual diversity in India; socio-political-economic power associated with languages; critical understanding of notions of 'standard' and 'non-standard' forms of language

Unit 2: Early Language acquisition and language learning

2.1. Animals and humans share pre-linguistic capabilities to communicate.
2.2. Language acquisition and Language Learning: Infants, Toddlers, Pre-school and early school years; Language learning as the outcome of biological, social and individual factors; Language learning as a form of apprenticeship; Significance of play, stories and songs.
2.3. Literacy: as more than decoding and encoding; learning to read and write as a dynamic and evolving process; multiple kinds of literacy
2.4. Significance of early literacy in the context of current schooling: Importance of play and stories; valuing home language and giving diverse and fear-free atmosphere to learn and communicate in school language

Unit 3: Enabling language learning

3.1. Language across curriculum: Function of language in the classroom, outside the classroom; Learning language and learning through language

3.2. Language learning needs of children with special needs: Diagnosis and early language intervention

3.3. Importance of children's talk: Self talk, peer interactions; Talk as a resource for language learning Role of literature in language learning: Types of texts; narrative and expository literature, engaging with a text; Using literature across the curriculum.

Suggested Mode of Transaction:

- Classroom discussions and dialogues
- Active questioning
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks:

Task 1:

Observe children while at play and record their use of language. Prepare and present a report.

Task 2:

Study children across a range of socio economic strata and observe their use of language. Prepare and present a report.

Task 3:

Observe children while they are interacting with parents, teachers, peers, strangers and note the difference in use of language. Prepare and present a report.

Task 4:

Observe how infants, toddlers and preschoolers use language for self talk, communicating with others and expressing themselves. Prepare and present a report.

Task 5:

Collect and collate local children's literature including poems, stories, drama etc. Analyse any two of these resources for specific stereotypes, biases, assumptions, beliefs and the values they represent. Present a report.

Task 6:

Plan how you will use the resources collected for Task 5 for facilitating language learning among young children. Present the plan and use during internship.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions

- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources

- Reflective essays

- Worksheets (on reading assignments, field work etc)

- Paper pencil tests

- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

1. Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multiliguality*. International Mulilingual Research Journal, Vol.(2) 1-10

2. Kumar, K. (2000). *Child's language and the teacher*. New Delhi: National Book Trust

3. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT

4. NCERT. (2006). Position Paper on Teaching of Indian Languages. New Delhi: NCERT

5. Reading Development Cell, NCERT (2008). *Reading for meaning.* New Delhi: NCERT

Advanced Readings

1. Agnihotri, R. K. (1999). bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. *ShakshikSandarbh*. Bhopal: Eklavya

2. Agnihotri, R.K. & Khanna, A.L.(eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications

3. Agnihotri, R.K. (2007). *Hindi: An essential grammar.* London: Routledge

4. Agnihotri, R.K. and Vandhopadhyay , P.K. (ed.) (2000). *bhasha, bhubhashita or hindi: Ek anth samvaad,* New Delhi: Shilalekh

5. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.

6. http://www.dalitstudies.org.in.

7. Krashen, S. (1982).*Principles and practice in second language acquisition.* Pergamon Press Inc.

8. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

9. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan. 137-150.

10. Richards, Jack C. and Theodore S. Rodgers (1986). Approaches and Methods in Language Teaching: A description and Analysis. India: Cambridge University Press.

11. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).

12. Tompkims, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan; California

13. Yule, G. (2006). *The study of language.* Delhi: Cambridge University Press.

Course Code	Course Title		Semester	
DLED111EPP	**Arts in Education**		I	
Scheme of Instruction		**Scheme of Examination**		
Total Duration	: 64Hrs	Maximum Score	:	50
Periods / Week	: 4	Internal Evaluation	:	50
Credits	: 2	End Semester	:	---
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	----

Objectives

1. To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.

2. Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.

3. Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize.

4. Identify and develop one's own creative potential.

5. Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?

6. Recognize the role of "drama as education" in the elementary school

7. Learn to identify areas that are best suited for drama exploration

8. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students

9. Explore the role of the teacher as creative guide in learning that is drama driven

Theatre techniques are used to help stretch, enhance and challenge the student teacher in terms of her/his body, imagination and perceptions. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self lives in.

Focus Areas

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".

2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions,

decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.

3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.

4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance the case of a marginalized, Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.

5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?

6. Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.

Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.

Participative learning using role-play, hot seating, building stories/songs, making and analyzing a „character's" diary, personal belongings (objects) of characters.

Make short plays that can be performed by student teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students' creativity rather than following a given script.

2. Fine Arts

Rationale and Aim

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognize beauty and harmony as essential aspects of a life of quality.

Specific Objectives

1. Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.

2. Develop a perspective and appreciation of art, nature, and human existence relationship.

3. Critique the current trends in art education and develop a possible scenario for art for change

4. Understand the range of traditional art forms and working with hands.

5. Develop an appreciation for diverse music forms and the role of music in human cultures.

6. Create and present pieces of art: using visual arts and crafts

7. Create and present pieces of performance art using music and movement

8. Evolve collective art projects incorporating different art media – into a public festival/event.

9. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

The course is based on the premise that aesthetic needs are fundamental to all human beings and that through the medium of creative drama and fine arts opportunities can be created to develop harmonious individuals.

Focus Areas

1. Art, Art appreciation and Art education: visit to places like crafts museums, bal bhavan, art galleries. Organize art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.

2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (Eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children

4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films

5. Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.

6. Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these vis-a-vis architecture and design; spaces for children in a city.

7. Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Essential Readings

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.

2. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.

3. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: NBT.

4. McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.

5. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation, 5th Edition.

6. Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education],

The Selected Works of Gandhi: *The Voice of Truth,* Vol. 6, Navajivan Publishing House.

7. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.

8. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.

9. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.

10. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

Course Code	Course Title		Semester
DLED112EPP	**Understanding Self**		I
Scheme of Instruction		**Scheme of Examination**	
Total Duration : 64Hrs		Maximum Score :	50
Periods / Week : 4		Internal Evaluation :	50
Credits : 2		End Semester :	
Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations		Exam Duration :	

Course Objectives

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.

- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

- To develop the capacity to facilitate personal growth and social skills in their own students

Mode of Transaction

There is no standard prescribed material for this course. Facilitators are expected to engage with the student teachers with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student teachers' lives and contemporary realities. It is suggested that the student teachers be given space to explore and articulate their beliefs, notions on learning, knowledge, children, their own self; life and issues. They can be encouraged to think afresh on issues that most closely concern them as teachers and individuals and use creativity and imagination to develop a perspective on them. The suggested activities and readings are expected to assist in this process. The resource materials can also include newspaper/magazine articles, autobiographies, biographies and stories, letters/diary entries, movies/documentaries, other audio-visual materials, digital resources on the Web.

A series of workshops and seminars with carefully chosen themes are to be organised. It is recommended that there be around 4-6 one-day or two-day workshops in each academic year, and 2-4 half-day or one-day seminars. Themes may be chosen from the suggested list. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In addition the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Design of the Course

This is not a standard 'course' with specific units of study. Instead it may be thought of as two parts. Activities under Part 1 are to be taken up by all teacher educators throughout the D.El.Ed. programme.

Activities under Part 2 to be transacted as part of this course, may be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One teacher educator will need to be associated with the external resource person to take up the overall responsibility of the course. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Part 1: On-going activities

- Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor.

- Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations.

- Reading and Reflecting on texts has to be facilitated by all teacher educators throughout the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.

- Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

- Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn.

Part 2: Suggested Themes

- Awareness of self, Understanding oneself

- Aims and purposes of life

- Mindfulness

- Becoming sensitive

- Accepting and celebrating differences

- Harmony in relationships

- Peace and coexistence

- Conflict resolution

- Stress management

- Nurturing life skills among children

Suggested workshop topics:

Workshop 1: The Power of myth

Objectives

- Re-appraisal of myths as representations of a culture's world-view and embedded values
- To appreciate the reach of the mythic imagination
- Develop critical awareness of 'modern myths' that implicitly shape our lives

Suggested workshop themes

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values

Workshop 2: Gender and upbringing Objectives

- Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living
- Awareness of factors that shape gendered roles in Indian society
- Developing a critical perspective on gender-based discrimination and its effects

Suggested workshop themes

- Telling our own 'gendered' stories
- En-culturing 'gendered' roles in upbringing within different kinds of families – case studies
- Gender issues in school education – case studies
- Gender issues manifest in contemporary public spaces – case studies
- Responding to various forms of gender discrimination

Workshop 3: Deconstructing the messages of advertising (in the audio-visual media)

Objectives

- To appreciate the impact of television advertising on children and adults

- To analyze the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements

- To enable a critical distance from the power of advertising (especially of the audio-visual kind)

Suggested workshop themes

- The expanding role of advertising in contemporary life
- Sharing favorite advertisements and their impact on us
- Looking from the other side: how psychology, research, technology and imagination

combine to create a 'targeted commercial'

- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements

Workshop 4: Theatre for awareness of body, self and the other Objectives

- To explore body-awareness, movement, coordination and cooperation
- To develop awareness of non-verbal modes of communication with self and others
- Exposure to effective use of speech and communication through theatre exercises

Suggested workshop themes

- Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.

Workshop 5: Visualizing a 'School from Scratch' – alternatives in education

Objectives

- To think through, in discussion with others, the conception of a 'school from scratch' – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

Suggested workshop themes

- Visualizing individual conceptions of a 'school from scratch'
- Working in groups to develop a collective conception of a 'school from scratch'
- Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

Suggested Seminar topics

Seminar 1: Glimpses of different childhoods in India

Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.

Seminar 2: Selection of short readings and dialogue

Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups

Preparation: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration

Seminar 3: Education and environmental crises

Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

Preparation: Selection of a contemporary documentary or audio-visual presentation

Suggested Resources

1. Batra, Poonam (2005).Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*, Vol. 11, 4347-4356.

2. *Danger school*, (1996). Mapusa, Goa, India: Other India Press.

3. DSERT, 2015. D.Ed II Year. *Education for Peace*. Source book material. Bangalore: GoK

4. Friere, Paul (1992). *Pedagogy of Hope.* London, UK: Continuum pub. Co.

5. Gupta, Latika (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.

6. Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai, California, USA: Krishnamurti Foundation Trust.

7. Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426- 448.

Audio-visual Resources

1. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani http://www.kabirproject.org/

2. *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation. For copies contact - madhumita@azimpremjifoundation.org.

3. *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981. http://www.dalitstudies.org.in.

Course Code		Course Title		Semester
DLED160CCP		**Classroom and School Observation**		I
Scheme of Instruction			**Scheme of Examination**	
Total Duration	: 64Hrs	Maximum Score	:	50
Periods / Week	: 2 week	Internal Evaluation	:	50
Credits	: 2	End Semester	:	0
Instruction Mode	: School based Activity.	Exam Duration	:	0

Classroom and School Observation:

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the student-teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

The school based activities starts with observation of classes where the interns are going to teach. Observation is of students' interests, needs and levels, as well as of the classroom practices and materials used. Discussions with supervisor and journal documentation are necessary part of the learning process.

Objectives:

1. To experience the school in its totality; activities in addition to classroom teaching include school activities.

2. To critically reflect on her own school experiences and keep records of the same.

3. To learn to assess different aspects of children's learning without a focus only on achievement.

Curricular Activities to take-up:

- Preparation of School Profile= 30 Marks
- Observation of Lessons of regular teachers in school (2 Lessons x5Methodsx   2 Marks) =20 Marks.

Course Code	Course Title		Semester
DLED111NCT	**Advanced Course in Yoga Education-I**		I
Scheme of Instruction		**Scheme of Examination**	
Total Duration : 48Hrs		Maximum Score : 50	
Periods / Week : 4		Internal Evaluation : 50	
Credits : 2		End Semester : ---	
Instruction Mode :	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration : ----	

Syllabus for Two Semesters-(For First and Third Semester)

Total Credits: 4(First Semester2 and Third Semester 2) Maximum Marks: 50 in First Semester and 50 in Third Semester (External: 0+0; Internal: 50 +50)

Note: Teacher Educators handling "Advance Course in YOGA EDUCATION-I&II" are expected to tailor-made this course by considering the background knowledge of students teachers in Yoga and individual differences between students teachers. And distribute the content and practice sessions in two semesters as per the requirements of the student teachers.

Course Objectives:
1. To enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
2. To develop the ability to perform appropriate yogic asanas so as to improve physical and mental conditions and emotional equilibrium.
3. To help youngsters improve psychological functions, e.g. awareness, concentration, will power.
4. To foster co-operation amongst youth.
5. To develop appreciation for Indian cultural practices that support meaningful and relevant educational strategies.
6. To create opportunities to develop ideals, social skills and strengths.
7. To develop a comprehensive view on philosophical concepts of Yoga Philosophy.
8. To understand the importance of Yoga and its implications to human life.
9. To understand the concept of Yoga and practice of various systems of yoga.
10. To develop an insight into Patanjali, Aurobindo, Bhagavad-Gita's yoga systems.
11. To get a holistic view on therapeutic value of yoga practice.
12. To gain insights into the yoga system and its spiritual sanctity.

Unit 1: Introduction to Yoga and Yogic Practices
1.1   Origin of yoga
1.2   Yoga: meaning and initiation
1.3   Principles of yoga and yogic practices (Do's & don'ts)
1.4   Introduction to schools of yoga
1.5   Yogic practices for healthy living

Unit 2: Introduction to yoga texts
2.1   Introduction to yoga texts
2.2   Hatha texts
2.3   Astanga yoga of patanjali
2.4   Hathayogic practices

Unit 3: Yoga and health
3.1   Concept and dimensions of health
3.2   Concept of panchakosa
3.3   Potential causes of ill health according to yoga
3.4   Yoga as a preventive and promotive health care
3.5   Yogic principles of Āhara, vihara, Acara, Vicara and Vyavahara
3.6   Yogic concept of holistic health and wellness
3.7   Main practices in yoga

Unit 4: Applied Yoga for Elementary Education
4.1.   What is personality development?
4.2.   Yoga practices for concentration development
4.3.   Yoga practices for memory development
4.4.   Yoga practices for eye sight improvement
4.5.   Yoga practices for voice culture

Unit 5: Yoga & Cognitive, Affective Development
5.1.   IQ Development cognition self-regulation and IQ development
5.2.   Development of Creativity
5.3.   Emotional Quotient
5.4.   Anger Management

Unit 6: Yoga and Physical Development
6.1.   The Integrated Approach to Yoga
6.2.   Characteristics of Physical Development
6.3.   Yoga practices for Flexibility
6.4.   Yoga practices for Stamina
6.5.   Yoga practices for Endurance
6.6.   Yoga practices for Lung Capacity
6.7   Yoga practices for Longevity

Unit 7: Practicum
7.1   General guidelines for yoga practices for the beginners
    A.   Guidelines for the practice of *kriyas*
    B.   Guidelines for the practice of *asanas*
    C.   Guidelines for the practice of prāṇāyma
    D.   Guidelines for the practice of kriya yoga
    E.   Guidelines for the practice of meditation

7.2   Postures for Pránayama
    A.   Vajrásana
    B.   Siddhásana (for men)/ Siddhásana (for women)
    C.   Sukhásana

     D.   Padmásana

     E.   Mudrás for Pranayama and Meditation

7.3   Guidelines for yogic practices for memory development

     A.   Breathing exercises

     B.   Vajrasana

     C.   Cleaning Breath (Kapálabháti Kriya)

7.4   Guidelines for yogic practices for concentration development

7.5   Guidelines for yogic practices for eye sight improvement

     A.   Cleaning practices

     B.   Eye muscles strengthening practice

     C.   Relaxation techniques – palming, blinking and winking (inter spaced although the practices)

7.6   Guidelines for yogic practices for voice culture

     A.   Breathing exercises

     B.   Tongue massaging

     C.   Lip stretch

     D.   Karna shakti vikasaka

     E.   Mukha dhouti

     F.   Laughter

     G.   Mouth twisting

     H.   Tongue twisting

     I.   Head rolling

     J.   Vak shakti vikasaka

7.7   Guidelines for yogic practices for IQ development

     A.   Sithilikarana vyayama

     B.   Breathing practices

     C.   Yogasana

     D.   Kriyas

     E.   Pranayama

     F.   Laughter

7.8   Meditation

7.9   Guidelines for yogic practices for creativity

7.10   Guidelines for yogic practices for anger management

7.11   Yoga practices for flexibility

Essential Readings :

1. Yoga Education for D.El.Ed students, NCTE-, MHRD-Govt. of India.

Suggested Readings:

1. B.K.S. Iyengar: 1. Light on yoga [yoga Dipika], 2. Light on Pranayama, Harper Collins publishers Daryaganj, New Delhi, India 2000.
2. Bengali Baba, Yoga Sutra of Patanjali, Motilal Banarsidass Publishers, and New Delhi, 1998.
3. Bharathiyar Yoga Sans than, (1968) Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
4. Chatterjee Tulsidas (1970), Sri Aurobindo's Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.
5. Dr. H.R. Nagendra: Pranayama the art and science pub Vivekananda Kendra yoga Prakashana, Bangalore India 2000.
6. Dr. K. Chandrasekaran, Sound Health Through Yoga, Prem Kalyan Publications, Sedapatti, Tamilnadu 1999.
7. Dr. P. Mariayyah: "Suriyanamaskar" Jaya Publishing House, Perunthurai, Erode.
8. Dr. P. Mariayyah: Asanas, Sports Publications, Coimbatore, 1998.
9. Dr. P. Mariayyah: ASANAS, Sports, Publications, Coimbatore, Tamil Nadu.
10. Dr.K.Chandrasekaran, SOUND HEALTH THROUGH YOGA, Prem Kalyan Publications, Sedapatti, Madurai, 1999.
11. H.R.Nagendra &T.Mohan, Patanjali Yoga Sutra, Swami Vivekananda Yoga Publication, Bangalore, 2002.
12. Haridas Chaudhuri (1965), Integral Yoga, the concept of Harmonious & Creative living, George Allen & Onwin Ltd. London.
13. I.K.Taimani, The Science Of Yoga, The Theosophical Society, 2001.
14. I.K.Taimini (1973), Glimpses into Psychology of Yoga, Theosophical publishing house, Adyar, Madras, India.
15. Iyengar, BKS(1985) ,The Art of Yoga., Indus: Harpic Collins Pvt.Ltd.
16. James Haughton Woods, The Yoga Systems of Patanjali, Motilal Banarsidass Publishers, and New Delhi, 1998.
17. Moorthy AM (2012), Yoga Education, Himalaya Publications
18. Satishchandra Chatterjee, Dhirendra Mohan Datta (1984) An introduction to Indian Philosophy, University of Calcutta, Calcutta.
19. Shri.O.P, Tiwari: ASANAS: Why and How, Kaivalyadhama, lonavla pune Dist. Maharashtra.
20. Sivananda Swami, (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
21. Sivananda yoga Teachers Manual pub International Vedanta centres, VAL MORIN, Quebic, Canada.
22. Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
23. Swami Kuvalayananda and Dr.S.L. Vinekar YOGIC Therapy. Its basic principles and methods, ministry of Health, govt. of India New Delhi. 1963.
24. Swami Kuvalayananda: ASANAS Kaivalyadhama, Lonavla, Pune Dist, and Maharastra.
25. Swami Satyananda Saraswathi: A systematic course in the Ancient tantric techniques of YOGA AND KRIYA Pub. Bihar School of yoga, Munger, Bihar, India 1981.
26. Swami Satyananda Saraswati, Four Chapter on Freedom, Bihar School of Yoga, Munger, India, 2000.

27. Swami Sivananda: All about Hinduism, pub Divine life society Risikesh.
28. Swami Vishnu – Devananda: The complete Illustrated Book of Yoga pub. Harmony Books, a division of crown publishers, New York 10022.
29. Text Book of Yoga – by Georyfeuer – stein, Rider and company, London 1975.
30. Trevor Leggett, Sankara on the Yoga Sutras, Motilal Banarsidass Publishers, New Delhi, 1992.
31. Yardi M.R,. (1979): The Yoga of Patanjali, Bhandarkar, Oriental Research Institute Poona, India.
32. Yoga as Depth – Psychology and Para – Psychology (vol – I): Historical Background by Dr C.T. Kenghe, Bharata Manisha, Varanasi, India 1976.
33. Yoga mimamsa Journal / (Back Volumes) Kaivalyadhama, lonavla, Pune dist, Maharastra.
34. Yogasanas: A Teacher's Guide NCERT, New Delhi, 1983.

SEMESTER-II

Course Code	Course Title		Semester
DLED211CCT	**Cognition and Learning**		II
Scheme of Instruction		**Scheme of Examination**	
Total Duration	: 48Hrs	Maximum Score :	50
Periods / Week	: 2	Internal Evaluation :	15
Credits	: 2	End Semester :	35
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration :	2Hrs

Specific Objectives:
1. To understand the learner and learning processes.
2. To facilitate student teachers understanding of the psychological basis of teaching and learning.
3. To understand the process of thinking and learning in children through different theories/perspectives and reflect on their relevance in the teaching-learning process.
4. To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
5. To bring the implications of theory into the centre of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.

Unit 1: Cognition
1.1. Introduction to the concepts of Perception, Thinking, Reasoning, Meta-cognition;
1.2. Concept and importance of Creativity; Intelligence –Multiple intelligences.
1.3. Concept formation: Meaning, mental Process, Factors effecting Development of concepts (Self, time, Space causation) in Childhood
1.4. Facilitating concept formation: Building on children's existing ideas, making connections, meaning making, relationships, big ideas;
1.5. Using graphic organizers and concept maps; Experiential learning

Unit 2: Learning
2.1. Learning: Concept, Process and Principles of Learning, contexts of Learning.
2.2. Factors affecting learning: Physiological, Psychological, Social, Emotional, Environmental and Educational factors.
2.3. Learning disabilities; Children with Special Needs (Disabilities): Importance of early intervention, IEP, Differentiated learning
2.4. Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools

Unit 3: Theories and Perspectives of Learning:
3.1. Theories of Learning and their Classroom Implications- Trial and Error (Thorndike), Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Learning by Insight (Gestalt), Social Learning (Bandura) and Constructivism (Vygotsky).

3.2. Perspectives of learning and their implications for classroom teaching: Role of repetition &practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator.

3.3. Transfer of Learning: Concept, Types of theories of Transfer, Role of teacher in Developing Positive Transfer

3.4. Memory and Forgetting: Concept, Causes of Forgetting, Effective methods of Remembering

Mode of Transaction:

- Classroom discussions and dialogues

- Active questioning

- Scaffolding reading of suggested readings

- Integrated projects, Guided inquiries and Field based projects

- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies

- Use of narratives and case studies

- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)

- Group work, Pair work

- Seminars, Panel discussions, Workshops

- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks: (Any one)

Task 1:
The student teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

Task2
To conduct a survey on the students' Learning preferences and methods.
The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her. The teacher educator could organize the class in such a manner that different students' Learning profile children from varied socioeconomic backgrounds. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental,

educational and learning needs of the marginalized learner; first generation learners, street children and slum children; children with special needs.

Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, role of teachers, dreams and fantasies of the child.

Essential Readings:

1. Balagopalan, S. (2002): Constructing indigenous childhoods: colonialism, vocational education and the working child. Childhood, Vol. 9.

2. Brooks & Brooks. 1999. The case for constructivism. Virginia: ASCD

3. Csikszentmihalyi, M. (2005). Thoughts about Education. www.newhorizons.org

4. Danger school. (1996). Mapusa, Goa, India: Other India Press.

5. Dewey, J. (1952). The School and the Child. New York: The Macmillan Company.

6. Holt, J. (1967). How Children Learn. London: Penguin.

7. Holt, J. (1995). How Children Fail. Addison-Wesley Pub. Co.

8. Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins.

9. NCERT. (2005). National Curriculum Framework. Chapter 2

10. Neill, A S. (1992). Summerhill School – A new view of childhood. New York: St. Martin's Griffin.

11. Sahi, J. and Sahi, R. (2009). Learning Through Art. Eklavya. Chapter 1: Introduction.

Advanced Readings:

1. Aries, P. (1965): Centuries of Childhood-A social history of the family life. Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.

2. Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind.New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.

3. Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.

4. Chauhan, S.S. (1978): Advanced Educational Psychology, Vikas Publishing house Pvt. Ltd., New Delhi.

5. Crain, W. (1992). Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social

Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.

6. Elkind, D. (1976). Child Development and Education. Oxford University Press.

7. Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5) Gavriel Salomon (1981) Communication and education Sage Karthikeyan, C. (2004)A Text book on instructional technology, RBSA

8. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.

9. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517.

10. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a student's handbook. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.

11. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.

12. Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

13. M. and M. Cole. (eds.) Readings on the Development of Children.New York: W. H. Freeman.

14. Mangal, S. K. (1984). Psychological Foundations of Education. Ludhiana: Prakash Publishers Nayak, A. K. (2002) Classroom teaching A.P.H

15. Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC. Siddiqui, Mujibul Hasan(2005) Techniques of classroom teaching A.P.H

16. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

17. Piaget, J. (1926). Psychology of Intelligence. New York: Basic Books.

18. Pollard, A. and Filer, A. (1996). The Social World of Children's Learning.London: Cassell.

19. Siegler, R. and Alibali, M.W. (2005). Children's Thinking. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Socio-cultural theories of development, Chapter 9: The development of social cognition.

20. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.

21. Snowman & Baihler (2006). Psychology Applied to teaching. Boston:

Houghton Mifflin Company

22. Snowman, B. R. and Snowman, J. (1996). Psychology Applied to Teaching. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory

23. Stephens, L. M. & Evans, E.D. (1973). Development and Classroom Learning: An Introduction to Educational psychology. New York: Holt, Rinehart and Winston, Inc.

24. Tanner, L.N. & Lindgren, H.C. (1971). Classroom Teaching and Learning. New York: Holt, Rinehart and Winston, Inc.

25. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development

26. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian,

27. Vygotsky, Lev. S. (1978). Mind in Society. Cambridge: Harvard University Press.

28. Wood, D. (1988). How Children Think and Learn.Oxford: Blackwell.

Course Code	Course Title		Semester
DLED212CCT	**Pedagogy of Urdu Language** **(for Classes 1 & 2 and Classes 3 to 5)**		**II**
Scheme of Instruction		**Scheme of Examination**	
Total Duration	: 48+32=80Hrs	Maximum Score :	100
Periods / Week	: 5	Internal Evaluation :	30
Credits	: 4	End Semester :	70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration :	3 Hrs

مولانا آزاد نیشنل اردو یونیورسٹی، گچی باؤلی، حیدرآباد-۳۲

ڈپلومہ ان ایلیمنٹری ایجوکیشن (ڈی-ایل-ایڈ) -دوسرا سمسٹر

اردو زبان کی تدریس

Max. Marks : 100

External Marks : 70

Internal Marks : 30

مقاصد

۱۔ زبان کی فطرت، خصوصیت اور اہمیت سے واقفیت حاصل کرنا۔

۲۔ اردو زبان کے آغاز و ارتقاء کے سلسلے میں واقفیت حاصل کرنا۔

۳۔ اردو زبان کے مقام و مرتبہ کا تعین کرنا۔

۴۔ ادب کے مختلف اصناف سے شناسائی حاصل کرنا۔

۵۔ ادب اور زندگی کے درمیان رشتہ قائم کرنا۔

۶۔ تدریس کے تصورات اور اصول سے واقفیت حاصل کرنا۔

۷۔ تدریس کے مختلف طریقہ کار سے واقفیت حاصل کرنا۔

۸۔ اردو زبان کی بنیادی مہارتوں کو فروغ دینے والی مختلف سرگرمیوں سے واقفیت حاصل کرنا۔

اکائی - ۱۔ زبان اور اس کی اہمیت

a) زبان - مفہوم، فطرت اور خصوصیات

b) زبان کے اقسام - اشاروں کی زبان، آوازوں کی زبان، علامتوں کی زبان

c) زبان کے افعال - مافی الضمیر کے اظہار کا وسیلہ، رابطہ کا ذریعہ، تہذیب کی ترسیل کا وسیلہ

d) انسانی زندگی میں زبان کی اہمیت و افادیت

اکائی - ۲ اردوزبان

a) اردوزبان کی ابتداء اور ارتقاء - مختلف نظریات

b) اردوزبان کی مبادیات - حروف تہجی ، اعراب اور مخارج

c) ہندوستانی آئین میں اردوزبان کا مقام و مرتبہ (مختلف دفعات کے حوالہ سے)

d) سہ لسانی فارمولہ اور اردوزبان

اکائی - ۳ اردوادب کے اصناف

a) ادب - معنی و مفہوم ، ادب اور زندگی کا رشتہ

b) اصنافِ اردوادب - نثر و نظم ، نثر و نظم کے درمیان فرق

c) اصنافِ نثر - داستان ، ناول ، افسانہ ، ڈرامہ ، سوانح نگاری و مکتوب نگاری

d) اصنافِ نظم - غزل ، نظم ، مثنوی ، قصیدہ ، رباعی ، نظم اور غزل کے درمیان فرق

اکائی - ۴ تدریس اور تدریس کے طریقہ کار

a) تدریس - مفہوم و اہمیت

b) ایک معیاری تدریس کی خصوصیات

c) تدریس کے اصول

d) تدریس کے مختلف طریقہ کار - کھیل کھیل کا طریقہ ، کہانی کا طریقہ ، سوال و جواب کا طریقہ ، اداکاری کا طریقہ ، لیکچر / بیانیہ طریقہ ، بحث و مباحثہ ، کا طریقہ ، منصوبائی طریقہ ، استقرائی و استخراجی طریقہ

اکائی-۵: اردوزبان کی بنیادی مہارتوں کی تدریس

(a) سننا سکھانا - تدریسی طریقے - سننے کی مہارت کے فروغ دینے کی مختلف سرگرمیاں

(b) بولنا سکھانا - تدریسی طریقے - بولنے کی مہارت کے فروغ دینے کی مختلف سرگرمیاں

(c) پڑھنا سکھانا - تدریسی طریقے - پڑھنے کی مہارت کے فروغ دینے کی مختلف سرگرمیاں

(d) لکھنا سکھانا - تدریسی طریقے - لکھنے کی مہارت کے فروغ دینے کی مختلف سرگرمیاں

سفارش کردہ کتابیات

۱) ضیاءالرحمٰن اعظمی "اردو پڑھانے کا فن"،شبلی اسٹیشنری،اعظم گڑھ

۲) معین الدین "اردو زبان کی تدریس" ترقی اردو بیورو،نئی دہلی

۳) ڈاکٹر نجم السحر ،ڈاکٹر صابرہ سعید "تدریس اردو" پریمیر پبلشنگ ہاؤس،حیدرآباد

۴) مولوی سلیم عبداللہ "اردو کیسے پڑھائیں" ایجوکیشنل بک ہاؤس،علی گڑھ

۵) رشید حسن خان "زبان اور قواعد" ترقی اردو بیورو،نئی دہلی

۶) ڈاکٹر ریاض احمد "اردو تدریس (جدید طریقے اور تقاضے)،مکتبہ جامعہ ملیہ اسلامیہ،نئی دہلی

Course Code	Course Title		Semester
DLED213CCT	**Pedagogy of English Language (for Classes 1 to 5)**		II

Scheme of Instruction			Scheme of Examination		
Total Duration	:	80Hrs	Maximum Score	:	100
Periods / Week	:	4	Internal Evaluation	:	30
Credits	:	4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Objectives:
1. To understand the status of English in Multicultural and multilingual society and the problems faced by the teachers and the students in the process.
2. Know various approaches, methods and techniques of teaching English and implement the same in the classroom
3. To comprehend micro process of teaching and learning and the classroom transaction process
4. To learn the importance of planning at various stages and implement the same
5. To know the various techniques of assessment and evaluation and grade the students according.

Unit-I Issues of Teaching English at Elementary level
1.1 Multi Cultural, Multilingual nature of India –Issues of Learning English 8n multicultural and multilingual society
1.2 Politics of Teaching English language, English as the language of Prestige and power, Key factors affecting second language acquisition.
1.3 Nature of English language, collaboration in language learning, Zone of proximal development and Multiple intelligence
1.4 Second language acquisition theories(Stephen, Krashen, Steven Pinker, Vivian cook)
1.5 Factors of Teaching and learning English as a second language-socio, economic and psychological.

Unit-II Understanding English text book and approaches of Teaching English at Elementary and primary level.
2.1 Philosophy and guiding principles for the development of English textbooks, characteristics of good English Text book
2.2 Text book make up, theme based teaching, Unit structure, Academic standards, learning indicators, competencies of teaching English
2.3 Approach, Method and Technique of teaching English –Behaviouristic and structural approach cognitive and constructivist approach, communicative approach
2.4 Methods of Teaching English- Grammar translation method, Audio lingual method, Suggestopaedia, silent ways.
2.5 Shift from behaviouristic to congnitivistic approach-implications, skill based to knowledge based approach, fragmentary to holistic treatment of language in terms of discourses, teacher centred to learner centred teaching-learning

Unit-III classroom transaction process in discourse oriented pedagogy

3.1   The modular transaction-pre-reading objectives, strategies, theme related interaction and production of oral discourse

3.2   While reading-objectives, micro process of reading, individual reading, collaborative reading, extrapolating the text and graphic reading.

3.3   Post reading –objectives, process of discourse construction, individual writing, refining through collaboration

3.4   Editing the written discourse and publishing children s products

3.5   Dealing with textual exercises like vocabulary, grammar, study skills, project work, and strategies for addressing the problems of low proficient learners

Unit-IV Need and Importance of Planning at various levels

4.1   Importance of period planning, planning at various levels

4.2   Year plan, Unit plan, Period plan, –Importance of Teachers reflections

4.3   Preparing teaching learning materials for young learners

4.4   Discourse oriented pedagogy.

4.5   Narration as a pedagogical tool-Format of period plan

Unit-V Learners Assessment

5.1   Assessment & Evaluation-Assessment for learning, Assessment of learning-CCE

5.2   Formative and summative assessment

5.3   Toolsof formative and summative assessment in English language-grading indicators for oral and written products

5.4   Implications of Assessment for the students, teachers a, parents and community

5.5   Preparation of SAT-Record-Weightage tables, blue print, preparation of question paper, scoring, analysing the data, Mean, Median, mode, SD, Normal probability curve. Graphical representation of the results.

Essential Readings:

1. Anandan. K.N. (2006) Tuition to Intuition , Transcend , Calicut
2. Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide. Penguin. (New Edition)
3. Browne, A. (2007). Teaching and Learning Communication, Language and Literacy. London, UK: Paul Chapman, 175-210.
4. Chard, S. C. (1998).*The Project approach: Making curriculum come alive, Practical guide 1*.Scholastic.
5. Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers. Penguin.
6. Fogarty, R. (2006). Literacy Matters: Strategies Every Teacher Can Use. USA:Corwin Press pp.59-62.
7. Nagaraj, G. (1996). *English language teaching: Approaches, methods, techniques*. Calcutta:Orient Longman.
8. NCERT (2005).*National curriculum framework*. New Delhi: NCERT.
9. NCERT (2006).*Position paper on teaching of English (1.4)*. New Delhi: NCERT.
10. NCERT (2008).*Source book on assessment for classes I – V: Language – English*. New Delhi: NCERT.
11. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.

12. NCERT, (2006). Position Paper National Focus Group on Teaching of English. New Delhi:NCERT
13. Nunan, D. (2004). *Task-based language teaching*. Cambridge UK : Cambridge University Press.
14. Parrot, M. (1993). *Tasks for language teachers: A resource book for training and development.* Cambridge UK: Cambridge University Press.
15. Pinker, S. (1997).*The language instinct.* London: Penguin Books.
16. Prabhu, N.S. (1987). *Second language pedagogy.*New Delhi*:* Oxford University Press.
17. Sahi, J. and Sahi, R. (2008). Learning through Art. Eklavya, Bangalore, 125-137
18. Scott, W. A. and Ytreberg, L. H. (1990). Teaching English to Children. London: Longman.
19. Slatterly, M. and Willis, J. 2001, English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford: Oxford University Press.
20. Tomlinson, B. (2013). (Ed.), *Applied linguistics and materials development*. New York: Bloomsbury.
21. Wyse, D. and Jones, R. (2001). Teaching English, Language and Literacy. New York: Routledge Falmer, pp. 169-175.

Advanced Readings:
1. Cameron, L. (2001) Teaching Languages to Young Learners, Cambridge: Cambridge University Press.
2. Curtain, H. A. and Dahlberg, C. A. (2004). Languages and Children: Making the Match. Boston: Pearson.
3. Tomlinson, B. (Eds.) (1998). Materials Development in Language Teaching. United Kingdom: Cambridge University Press.

Course Code	Course Title		Semester
DLED214CCT	**Pedagogy of Mathematics (for Classes 1 to 5)**		II
Scheme of Instruction		**Scheme of Examination**	
Total Duration :	80Hrs	Maximum Score :	100
Periods / Week :	4	Internal Evaluation :	30
Credits :	4	End Semester :	70
Instruction Mode :	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration :	3 Hrs

Objectives

1. To develop confident early mathematics teachers by enabling student teachers to instruction and the evaluation process

2. Learn to communicate preciDevelop deeper insights into the content areas of mathematics at the primary level

3. Develop pedagogies to facilitate conceptual understanding by learning to engage children in mathematics using concrete objects and a variety of representations and activities.

4. Sensitize and develop strategies to create an inclusive mathematics classroom

5. Engage children in mathematics talk in classrooms

6. Develop mathematical reasoning and problem solving capabilities in children

7. Develop the ability to understand the pedagogic intent of textbooks and mathematics resources

8. Learn to use different forms of assessment to facilitate children's learning, improve their own instsely in mathematics and thereby enabling children to build their mathematics communication skills

Unit 1: Introduction to Early School Mathematics
1.1. Understanding the character of early school mathematics, unpacking its 'abstract' nature.
1.2. Mathematics as one of the core and essential school subjects.
1.3. Early Mathematics: concepts, processes [computing; problem solving & reasoning; communicating] and symbols.
1.4. The relationship between mathematics and the spoken language and its importance in early mathematical development.
1.5. Engaging with stereotypical notions (difficult, fearful, and vague) of school mathematics. Enjoying teaching and learning of mathematics.

Unit 2: School Mathematics Topics and Processes
2.1. Number Sense & Arithmetic - understand small numbers & quantities in students everyday environment; count, order, compare, read and write numbers; understand place value; computation - addition, subtraction, multiplication & division using whole numbers; understand simple fraction and decimal quantities.
2.2. Measurement & Geometry - understand shapes in students everyday environment; locate and measure simple units in space; understand the concept of time and the units to measure it; identify attributes of plane and solid geometric figures; classify shapes and see relationships by their geometric attributes ; determine length, area, volume of

simple geometric figures.

2.3. Early Mathematical Reasoning - Classifying ; sorting; ordering; comparing; pattern recognition; data collection, organisation and analysis; interpret number & shape relationships; modelling and problem-solving; and justifying

2.4. Early Mathematical Communication - Communicate precisely about quantities, logical relationships and describe objects and their properties through oral, pictorial (pictures, number-line, charts and graphs) and written (use of signs and symbols, tables, grids) forms.

Unit 3: Teaching of School Mathematics

3.1. The role of an early school mathematics teacher

3.2. Developing conceptual understanding using concrete objects, pictorial and symbolic representations

3.3. Developing mathematical reasoning skills

3.4. Developing communication skills in mathematics

3.5. Organising and facilitating early mathematics classrooms that includes *all* children

Unit 4: Mathematics Manipulatives and Resources

4.1. Manipulatives - description; role and usage in teaching and learning.

4.2. Activities - designing, creating and transacting.

4.3. Textbook - understanding its pedagogical intent; learning to transact it in classrooms

Unit 5: Mathematics Assessment and Evaluation 65

5.1. Forms of Assessment, Oral & Written - usage and transaction.

5.2. Assessment of conceptual understanding and mathematical reasoning abilities

5.3. Assessment of mathematical communication abilities

5.4. Formal Assessment, Formative & Summative - need, purpose, structure & tools.

5.5. Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Mode of Transaction

Student teachers in a collaborative manner

- Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.

- Read, discuss readings and observe classes (1 to 5) to enable understanding of theory and making connections with practice.

- Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.

- Visit the local community and understand mathematical practices of the local community and how they connect to the school mathematics.

- Discuss and prepare activities, resources that engage all children, including differently-abled children

Essential Readings

1. Ediger, M. (2011). Teaching Mathematics in Elementary Level. Discovery Publishing House.

2. Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage: New Delhi. Ch 22: Measurement pp 247-263.

3. IGNOU (1996). Teaching of Primary School Education (AMT 01-05) 1996. New Delhi: IGNOU

4. IGNOU (2002). Different Aspects of Learning Mathematics (LMT 01-05) 2002. New Delhi: IGNOU

5. Kapoor, J.N. (1988). Vidhayalaya ganit ke liye samprayog. New Delhi: Arya Book Depot.

6. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.

7. Mishra, L. (2008). Teaching of Mathematics. APH Publishing Corporation

8. NCERT (2005). National Curriculum Framework 2005. New Delhi: NCERT

9. NCERT (2005). Position paper on Mathematics Education 2005. New Delhi: NCERT

Suggested Readings

1. Olson, T. A. *Mathematics through Paper Folding*. Arvind Gupta's toys boo*k* Gallery. http://gyanpedia.in/tft/Resources/books/paperfolding.pdf

2. Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods.* California: Allyn and Bacon, Chapters 1, 4, 5, & 6.

3. Saxena, K.K. (2008). Ganit shikshan. University Book House

4. Skemp, Richard R. (1989) *Mathematics in the Primary School.* Rouledge: London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge, pp 72-89 Chapter5: Understanding Mathematical Symbolism, 90-108.

5. Srinivasan P K *Number Fun with a Calendar*, Arvind Gupta's toys book Gallery. http://gyanpedia.in/tft/Resources/books/calender.pdf

6. *Srinivasan P K Romping in Numberland, National Book Trust: New Delhi. http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf*

7. Srinivasan P. K. *Math Club Activities,* Arvind Gupta's toys book Gallery http://gyanpedia.in/tft/Resources/books/pkshindu.pdf.

8. Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.

Course Code	Course Title		Semester
DLED215CCT	**Pedagogy of Environmental Studies (for Classes 1 to 5)**		II
Scheme of Instruction		**Scheme of Examination**	
Total Duration	: 80Hrs	Maximum Score :	100
Periods / Week	: 5	Internal Evaluation :	30
Credits	: 4	End Semester :	70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration :	3 Hrs

Course objectives
1. To help student-teachers understand the scope of EVS and internalise different perspectives of curriculum organization.
2. To facilitate student-teachers to probe children's ideas in science and social science
3. To prepare student-teachers to plan for and carry out classroom at the level of lower primary level(Class I-V)
4. To prepare teachers to practice appropriate methods and approaches of teaching environmental studies emphasizing child centred and child friendly experience based , activity based and competency based approaches to teaching.
5. To prepare student-teachers to assess children's learning using different pathways.

Unit 1: Understanding EVS/ Concept of EVS
1.1 Introduction
1.2 Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
1.3 Different Perspectives on EVS: NCF-2005, APSCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus.
1.4 EVS as an Integrated Area of Study: Drawing upon Understanding from Science, Social Science and Environmental Education.

Unit 2: Understanding Children's Ideas
2.1 Introduction.
2.2 Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)
2.3 How this knowledge is acquired? (How Children Learn?)
2.4 Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)

Unit 3: Teaching of EVS/ Classroom Transaction
3.1 Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
3.2 Map-Picture Differentiation, Map Reading
3.3 Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations, etc.
3.4 Using Children's Ideas as a Tool for Learning.
3.5 Role of Teacher in Classroom Transaction.
3.6 Integration of Subjects (Language and Mathematics)
3.7 Use of ICT in the Classroom.

Unit 4: Understanding of textbooks and pedagogy
4.1. Philosophy and guiding principles for the development of EVS textbooks.

4.2. Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator.

4.3. Themes, structure of the unit, nature of exercises and its implications.

4.4. Academic standards and indicators of learning.

4.5. Learning resources for effective transaction of EVS curriculum.

Unit 5: Planning for Teaching EVS

5.1. Why planning?

5.2. Some examples of a good EVS class

5.3. Addressing children's alternative conceptions: Some experiences

5.4. Concept map and thematic Web charts

5.5. Evolving a Unit Plan Framework and Use

5.6. Resource Pool of Materials

5.7. Locally available Materials

5.8. Audio-visuals and Electronic Materials

5.9. Lab/ Science Kit

5.10. Library

5.11. Peer Group Learning (using children's ideas)

Unit 6: Classroom Planning and Evaluation

6.1. Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan

6.2. Evaluation of Planning

6.3. Understanding Reflective Teaching and Learning

6.4. Concept and Importance of Evaluation, CCE

6.5. Preparation and Selection of Reflective Questions

6.6. Different Ways of Assessment and Reporting of Assessment for Further Learning

6.7. Assessment and evaluation – Definition, need and importance

6.8. Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

• Participation in classroom discussions

• Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources

• Reflective essays

• Worksheets (on reading assignments, field work etc)

• Tests

• Portfolios of student teachers Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

1. CEE (1987). Joy of Learning: Handbook of Environmental Education Activities:

2. CEE Bhrucha E. (2004). Textbook for Environmental Studies:

3. Harlen, W. and Elstgeest, J. (1998).*UNESCO Source Book for Science in the Primary School,*
	New Delhi: NBT

4. NCERT (2005).*National Curriculum Framework*. New Delhi: NCERT

5. NCERT (2005).*Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT
6. NCERT (2007/2013).*Looking Around Us,* EVS Textbooks (3-5), New Delhi: NCERT
7. NCERT (2008).*Source Book on Assessment for Classes I – V,* Environmental Studies, New Delhi: NCERTL
8. R.K. Agnihotri et al. (1994). *PRASHIKA*: *Eklavya's Innovative Experiment in Primary Education*: RatnaSagarPrakashan
9. Sarabhai V. K. et al. (2007). *Tbilisi to Ahmadabad– the Journey of Environmental Education– A Source book*, Centre for Environment Education, Ahmedabad
10. SCERT (2012/2013).*We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh
11. Seminar Proceedings (1995-96).*Seminar on EVS*, organized by Vidya Bhawan, Udaipur
12. Springer (2006).*Science Literacy in Primary Schools and Pre-Schools*
13. The Green teacher (1997).*Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
14. UNESCO (1988).*Games and Toys in Teaching of Science and Technology*: UNESCO
15. UNESCO (1990).*An Environmental Education Approach to the Training of Middle Level Teachers*: A Prototype Program: UNESCO, UNEP International EE Program

Advanced Reading:
1. Ausubel, David P. (1969) Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan: India pp 97-113.
2. Batra, Poonam (Ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges.*Sage: New Delhi.
3. Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskyan Approach to Early Childhood and Education.* Merrill: New Jersey. Chapter 9.
4. Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, spring 2005.
5. Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
6. Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.
7. Douglas P. Newton (1988). *Talking Sense in Primary Science*: *Helping Children Understand through Talk*: RoutledgeFalmer
8. Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
9. Driver, Rosalind, ET. al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: London Introduction pp.1-13; Chapter 1, pp.17-25; Chapter 12, pp.98-103; pp. Chapter 13, pp. 104-111.
10. Fensham Peter J. et. al (eds.) (1994) *The content of science; A Constructivist approach to its Teaching and learning*. The Falmer Press, Taylor and Francis Inc: London.
11. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Eklavya: Bhopal.
12. Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.
13. Guesene E. and Tberghiem, A. (1985). *Children's Ideas in Science,*
14. Harlan J. McMillan (1995).*Science Experience for the Early Childhood Years*: New York
15. Howe, A. C. and L. Jones (1998) *Engaging children in Science.* Prentice Hall: New Jersey.

16. J.S. Rajput (1994). *Experience and Expectations in Elementary Education*: AnamikaPrakashan
17. Jaithirtha, Kabir (2003) Relating with the Earth: an exploration of the possibilities in teaching Geography. *Journal of the Krishnamurti Schools*. http://www.journal.kfionline.org/article.asp?issue=7&article=6.
18. Milton Keynes: Open University Press
19. Mintzes, Joel J et.al. (1998) *Teaching science for Understanding: A Human Constructivist View.* Academic press: California.
20. Mishra, Anupam (2004) *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation: New Delhi. 5th Edition.
21. NCERT, (2005) *Syllabus for Elementary Classes*- Volume I. NCERT: New Delhi.
22. Orr, D.W. (2007) Is Environmental Education an Oxymoron? *Journal of the KrishnamurtiSchools.* http://www.journal.kfionline.org/article.asp?issue=11&article=3.
23. Parker, W.C. (ed.) (2010) *Social Studies Today: Research and Practice* Routledge: New York. .
24. Parkinson. J. (2004). *Reflective Teaching of Science 11-18.* Continuum: London.
25. Phatak, K. (2009) Walks: to nurture the Natural. *Journal of the Krishnamurti Schools.* http://www.journal.kfionline.org/article.asp?issue=13&article=3.
26. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London Chapter. 1 pp. 3-31; Chapter 5. pp.114-113
27. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London.
28. Raina, V. and D. P. Singh (2001) what is Science? *Dispatch*, October-December.
29. Sainath, P. (1996) *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books: New Delhi.
30. SCERT (2011).*paryavaranadhyayanaurvigyanshikshan*, D.El.Ed.-ODL Course: Chhattisgarh
31. Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.
32. UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF
33. Rieber, Robert W. and Aaron S. Carton (1987) *the collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood. pp. 167-242.

School Textbooks
1. Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh
2. EVS textbooks for primary grades from the following NGOs: Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur
3. NCERT (2007) *Looking around* Environmental Studies, Textbooks for class III-V, New Delhi.
4. Ramadas Jayshree (ed) (2004) *Small Science*: textbooks and workbooks (developed by: Homi Babha Centre for Science Education (HBCSE), Oxford University Press: Mumbai.
5. Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School,Saat Rasta, Mahalaxmi, Mumbai- 400 011

Course Code	Course Title		Semester
DLED260CCP	**Micro Teaching and Reflective Teaching**		II

Scheme of Instruction			Scheme of Examination		
Total Duration	:	64Hrs	Maximum Score	:	50
Periods / Week	:	2 week	Internal Evaluation	:	50
Credits	:	2	End Semester	:	
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations;	Exam Duration	:	

The objective of reflective teaching is to equip and empower the student teachers with the skills, competencies required to handle a real classroom. Period plan is prepared with all the required procedures and practiced before their peers and teacher educators. Peer group act as students and also give feedback. Student teachers will develop clear understanding & competencies to transact curriculum in a desirable procedure by practicing in a simulated situation.

Each student teacher has to practice at least 5 Micro Teaching skills. It is a peer group teaching. Each session focuses on whole teaching behaviours.

Each student has to prepare and submit at least one working model and two demonstration/improvised models in each of the four pedagogy subjects

➢ Reflective Teaching-20 Marks

➢ Micro Teaching- 10 Marks

➢ TLM preparation-20 Marks

Add-on Course

Course Code	Course Title		Semester
DLED211NCT	**Proficiency in English Language-I**		II

Scheme of Instruction			Scheme of Examination		
Total Duration	:	64Hrs	Maximum Score	:	50
Periods / Week	:	4	Internal Evaluation	:	50
Credits	:	2	End Semester	:	-
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	-

Syllabus for Two Semesters-(For Second and Fourth Semester)
Total Credits: 4(Second Semester2 and Fourth Semester 2)
Maximum Marks 100 : 50 in Second Semester and 50 in Fourth Semester
(External: 0+0 ; Internal: 50 +50)

Rationale and Aim

The purpose of this course is to enable the student teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself, as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guidebooks for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

Specific Objectives

• Strengthen the student teachers own English language proficiency.

• Brush up their knowledge of grammatical, lexical and discourse systems in English.

• Enable students to link this with pedagogy.

• Re-sequence units of study for those who may have no knowledge of English.

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and memorizing aspects of grammar and pure linguistics. Instead, the aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

Unit 1: Status of English

1.1 Introduction

1.2 English around us

1.3 English as a global language

1.4 Constitutional provision; English as an Associate Official Language

1.5 English as a Second/ Foreign Language

Unit 2: Understanding Language – Listening to and producing oral discourses

2.1 Introduction

2.2 Listening with comprehension

2.3 Analyzing discourse features

2.4 Analyzing the supra-segmental features

2.5 Making oral presentations and constructing different oral discourse**s**

2.6 Opportunities to use language in context.

2.7 Activities:

✓ Theme-based interaction

✓ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)

✓ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)

✓ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features

✓ Using classroom theatre (drama, choreography) as a pedagogical tool

Unit 3: Critical Reading

3.1 Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features

3.2 Reading for global and local comprehension

3.3 Extrapolating the texts through making inferences, analysing, reflecting

3.4 Understanding the theoretical postulates of critical reading

3.5 Understanding the process of critical reading

3.6 Activities:

✓ Identifying the features of various discourses they have read

✓ Interpreting tables, graphs, diagrams, pictures, etc.

✓ Reviewing any book/article

✓ Using reading as a tool for reference skills i.e. use of dictionary, Encyclopaedia and internet

Unit 4: Creative Writing

4.1. Introduction

4.2 Writing for specific purposes and specific audience and understand writing as a process

4.3 Experience the classroom process of writing (individual, collaborative, editing)

4.4 Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features

4.5 Recognising errors as a part of learning process

4.6 Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

4.7 Activities

- ✓ Brainstorming on the theme and the type of text, the audience, etc.
- ✓ Concept mapping on the content and organization of the text
- ✓ Writing individually and refining through collaboration
- ✓ Reading related texts for refinement of the written work in terms of discourse features and theme
- ✓ Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit 5: Vocabulary and Grammar in Context

5.1   Introduction – what is grammar

5.2   Problems with traditional prescriptive grammars

5.3   Classification of words (closed word classes and open word classes)

5.4   Lexical, phrasal and clausal categories

5.5   Elements of a sentence (nuclear and optional)

5.6   Classification of clauses based on structure, function and finiteness

5.7   Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive)

5.8   Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)

5.9   Word formation (prefix, suffix, compounding)

5.10 Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms

5.11. Activities

- Reading passages and analyzing the distribution of linguistic elements

- Making generalizations on syntactic and morphological properties

- Checking the generalizations in the light of new passages

- Writing discourses and editing them individually and also through collaboration, feedback

- Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions

References

1. Agnihotri, R.K. and Khanna, A.L. (1996). Grammar in context.New Delhi: Ratnasagar.

2. Cook, G, Guy (1989) Discourse, Oxford University Press , Great Clarendon Street, Oxford OX2 6DP

3. Craven, M. (2008).Real listening and speaking -4. Cambridge: Cambridge University Press.

4. Driscoll, L. (2008). Real speaking. Cambridge: Cambridge University Press.

5. Elboum, S. N. (2010).Grammar in context 3.Heinley ???????????

6. Grellet, F. (1981). Developing reading skills UK: Cambridge University Press.

7. Haines, S. (2008). Real writing. Cambridge: Cambridge University Press

8. Hedge, T. (1988). Writing. Oxford: Oxford University Press.

9. IGNOU. (1999). Reading comprehension (material for Course ES-344 Teaching of English). New Delhi: IGNOU.

10. Lelly, C. Gargagliano, A. (2001).Writing from within. Cambridge, UK: Cambridge University Press.

11. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.

12. Morgan, J. and Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom, Cambridge: Cambridge University Press.

13. Radford, A. (2014) English Syntax Cambridge University Press

14. Seely, J. (1980. The Oxford guide to writing and speaking.Oxford: Oxford University Press.

15. Slatterly, M. and Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.

16. Thornbury, Scout (2005) Beyond the Sentence- Introducing discourse analysis

17. Wright, A. (1989). Pictures for language learning, Cambridge: Cambridge University Press.

SEMESTER-III

Course Code	Course Title		Semester
DLED311CCT	**Education in Contemporary Indian Society**		III
Scheme of Instruction		**Scheme of Examination**	
Total Duration	:	64Hrs	Maximum Score	:	100
Periods / Week	:	4	Internal Evaluation	:	30
Credits	:	4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Objectives

1. To familiarize student teachers with an understanding of the historical and socio-economic trends of Indian society in order to be able to appreciate the interrelatedness of education and the wider context
2. To develop critical understandings of the diversity and heritage of Indian society
3. To examine inequalities that plague Indian society and challenges of achieving social justice
4. To understand the relationship between the public context of education and the Indian Constitution in a democratic country like ours, especially in shaping the aims of equity, quality, justice and inclusion in education
5. To observe and examine the nature of manifestation of social diversity in classrooms, revisit one's general presumptions and reflect on one's role as a teacher
6. To build a robust vision of a school, community and society from a liberal, humane perspective

Unit 1: Colonial and nationalist ideas on education

1.1 Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system.

1.2 Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.

1.3 Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education

Unit 2: Indian Constitution and Provisions for Education

2.1 Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education

2.2 Panchayati Raj Institutions and Education

2.3 Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)

2.4 Equality and Justice in the Indian Constitution; Reservation as an egalitarian policy: Equalisation of educational opportunities

Unit 3: Inequalities in Contemporary Indian Society

3.1 Changing social structures and education: Caste, Class and Social Exclusion

3.2 Power, Ideology and Merit in Education: differential school system and the idea of

         common neighborhood school; Debates around growing influence of English language

3.3   New Economic Reforms and their impact on Education

3.4   Public Education Vs Private Education and Privatisation of Public Education

3.5   Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages

Unit 4: Vision of an Inclusive and Democratic Indian Society

4.1   Democratisation of Education

4.2   Peasant, Dalit and Feminist Movements and their implications to Education

4.3   Education of Disabled, Marginalised and Socially Disadvantaged

4.4   Right to Education Act 2009

4.5   Role of state, school and teacher in building an Inclusive and Democratic Indian Society

Suggested Practicum Tasks

Task 1:

Student teachers discuss in groups Gandhi's vision of Basic education and its implications for school curriculum.

Task 2:

Student teachers can collect autobiographies, biographies, short stories focussing on education to analyse the nature of schooling in colonial and post independent India.(Om Prakash Valmiki's "Joothan", Rabindranath Tagore's "The Parrot's Training", for instance)

Task 3:

Student Teachers take up case studies of social movements in the region, for instance, Women, Dalit and Tribal movements, Displacement, Land Rights, Human Rights and examine issues such as education as social action, role of education in breaking the cycle of poverty and increasing opportunity.

Task 4:

Student teachers take up group projects on themes such as First generation school goers – issues and concerns; Education of children from slums, migrant children and other children in difficult situations– documenting experiences; Education of children with special needs – challenges and opportunities

Task 5:

Student teachers view films (such as Satyajit Ray's Apu Trilogy) to discuss issues like deprivation and formal schooling, drawing from their own experiences in school.

Task 6:

Student teachers research, reflect and present their points of view on alternative visions of Indian democracy: presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these.

Suggested Mode of Transaction

- Classroom discussions on student teachers' Democracy, Equality, Social Justice, Inclusion, dealing with deprivation and learning experiences prior understanding of concepts such as Access, Success, Stagnation, Dropout and Wastage.
- Reflective assignments to engage student teachers in challenging their presumptions regarding India's diversity and legacy
- Close and critical reading, as well as analysis of education policy documents, texts, and articles
- Dialogue, discussions and analysis based on classroom observations, interpretation and analysis of primary and secondary data on learning conditions and experiences of children in school and its impact on meaningful, participatory learning.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc)
- Paper pencil tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

1 Government of India (GOI) (1986/92) New Education Policy, MHRD: New Delhi.
2 IGNOU FHS 01 Block 3 Emergence of independent India. IGNOU: New Delhi. Unit 10: Indian National Movement I.
3 Kashyap, S C (2009) The Constitution of India. National Book Trust: New Delhi.
4 Naik,J.P. (1979.) *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*. Macmillan:Delhi
5 NCERT Class VIII Textbook (2006-2008) Social and Political Life III NCERT: New Delhi Unit 1, 2, 3, 4, & 5.
6 NCERT Class XII History Textbook (2006) Themes in Indian History II, Theme 3 NCERT: New Delhi
7 NCERT Class XII History Textbook(2006) Themes in Indian History III Theme 3 NCERT: New Delhi.
8 NCERT Textbook (2006) Democratic Politics 1, NCERT: New Delhi Chapter 3,4,& 5.
9 NCERT textbook (2006) Social and Political Life 1, NCERT: New Delhi. Unit 3.
10 Nurullah,S. and Naik,(1964)*A Student's History of Education in India:1800-1965*. Macmillan
11 Raina, Vinod (2009) Right to Education, Seminar 593

Advanced Readings

1 Chandra, Bipin (1997) Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter 1.
2 Famous Speeches of Gandhiji : Speech On The Eve of The Last Fast January 12, 1948.
3 Government of India (GOI) Right to Education Act 2009, MHRD: New Delhi. http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm GranthShilpi: Delhi
4 Jain, L. C. (2010). *Civil Disobedience.* Book Review Literary Trust: New Delhi. Select

Chapters.

5   Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
6   LalChaman (2007) Bhagat Singh, The Jail Notebook and other Writings, Leftword Publication: Delhi.
7   Sadgopal, Anil (2000). *Shiksha   Main Badlav ka Sawaal: Samajik Anubhavo se Niti Tak.*
8   Sadgopal, Anil (2009). *Muft aur anivarya Shiksha Adhikaar Vidheyak* 2008.Vimarsh, Vol.1.
9   The leaflet thrown in the Central Assembly, New Delhi-8th April, 1929 http://www.shahidbhagatsingh.org/index.asp?link=april8

Documentaries/ DVDs for Discussion

1   Baburaj and C. Saratchandran, The Bitter Drink: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water, 27 min.
2   Bharadwaj Ajay (2007) Rabba hum kee kariye. This film traces a shared history of pre-partition Punjab - a culture, language and a way of life. Captures the film- maker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
3   Bhardwaj, Ajay (2007) So Shall You Reap: a film on genetically engineered (GE) seeds with specific reference to India for environment and development, 35 min.
4   Bose, Krishnendu (2001) Cry of the Forest, A film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
5   Mehta Deepa (1999) 1947 Earth.
6   The Slow Poisoning of India is a 26-minute documentary film directed by Ramesh Menon and produced by the New Delhi-based The Energy and Resources Institute (TERI).
7   Which Language? Who's Language? Is a 10 minute film developed by NIAS, Bangalore as part of their District Quality Education Project. It focuses on the challenges faced by the Soliga (a Tribal group) children in having to study in Kannada which is the regional language, while their own dialect is not understood or accepted by the teachers.

Course Code	Course Title		Semester
DLED312CCT	**School Culture, Leadership and Teacher Development**		II
Scheme of Instruction		**Scheme of Examination**	
Total Duration : 48Hrs		Maximum Score : 50	
Periods / Week : 2		Internal Evaluation : 15	
Credits : 2		End Semester : 35	
Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations		Exam Duration : 2Hrs	

Objectives:

This Course will enable the student teachers:
1. To develop and understand the concept of School Culture.
2. To gain an insight into importance of School Leadership.
3. To develop an understanding of various components of School Management.
4. To acquaint learners with concept and process of School Resource Management.
5. To know about creation and management of infrastructural facilities for Quality Education.
6. To understand management set up of schools and institutions related to it.
7. To understand the concept and importance of continuous Professional development in Education.
8. To get an insight into Teacher and Teacher Development Programmes.

Unit 1: School and School Culture

1.1 The concept and purpose of school (It's an organization/ institution; it has resources/processes/ outcomes).
1.2 School Level Programmes and Activities (School timetable/ schedule, Assembly, library, community relationship, games, sports, tournaments, cultural activities)
1.3 School Effectiveness and School standards (School Development Plan, Resources - Human, physical, financial, School improvement –Strategies, initiatives, School level records.)
1.4 School effectiveness and its improvement.
1.5 School performance evaluation: Process and performance indicators.
   Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects).

Unit 2: School Management and Leadership

2.1 Concept of school administration, management and leadership.
2.2 Types of managements and leadership.
2.3 HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship.
2.4 Demonstration of children performance to the parents during SMC meeting (RTE-2009).

2.5 Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress.

Unit 3: Teacher and Teacher Development

3.1 Concept of a teacher development, teacher education and teacher training.
3.2 Roles and responsibilities of teacher, accountability and teacher professional ethics.
3.3 Teacher and community development(Teacher as an organic intellectual, social transformer and social change, Community Developer)
3.4 Current status and practices of teacher development.
  a. Government/ management initiative programmes.
  b. Self directed and managed professional development.
3.5 Continuous Professional Development: Programmes, Initiatives and Strategies. Roles, functions of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs, MRC and School Complexes in Continuous Professional Development.

Practicum (Anyone):

1. Analyse the quality of the internship school.
2. Make a survey of the internship school and prepare a "school plant" report.
3. Critically analyse the Annual Plan Unit Plan and Time-table of the internship school.
4. As a teacher think of a crisis / conflict / disaster and prepare an action plan.

Reference Books

1 Aggarwal, J.C. (2006). *School Administration*. New Delhi : Arya Book Depot,
2 Aggarwal, J C. (2002). *Educational Research: An Introduction*. New Delhi: Arya Book Depot.
3 Aggarwal, J.C. (2007). *School Management*. New Delhi: Shipra Publication.
4 Anthony, D. (2006). *Leaders for Today Hope for Tomorrow*. Mumbai: Pauline Publications
5 Bhatnagar, R.P. and I.B. Verma (2000). *Educational Administration*. Loyal Book Depot, Meerut.
6 David A. DeCenzo and Stephen P. Robbibs. (1993). *Personnel/Human Resource Management*. New Delhi: Prentice Hall of India Pvt. Ltd.
7 Famulavo, Joseph (1986). *Handbook of Human Resource Administration*. New York: McGraw-Hill.
8 Haseen, Taj (2008). *Current Challenges in Education*. Hyderabad: Neelkamal Publication Pct. Ltd.
9 John Adair. (2005).*The Action Centred Leader*. New Delhi: Jaico Publishing House
10 Kapil Loomba and Pooja Loomba (2013). *School Management*. New Delhi: Twenty first Century Publication
11 Kimbrough, R.B. and Nunnery, M.Y. (1983). *Educational Administration: An Introduction*. New York: Mac Milan Publishing Co. Inc.,
12 L.M. Prasad. (2015). *Principles and Practice of Management*. New Delhi: Sultan Chand and Sons,
13 Mohanty, Jagannath (2007). *Educational Management, Supervision School Organization*. Hyderabad: Neelkamal Publications. Pvt., Ltd.
14 O. Jeff Hariis, Sandra J. Hartman. (2006). *Organisational Behaviour*. New Delhi: Jaico Publishing House
15 Owens, Robert G. (1970). *Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J.
16 Pareek, U. (1993). *Making Organizational Roles Effective.* New Delhi: Tata McGraw-Hill.

17 Pareek, U., & Rao, T. V. (1992). *Designing and Managing Human Resource Systems.* New Delhi: Oxford & IBH Publishing Company.

18 Rustom S. Davar (1993). *Creative Leadership – The People Oriented Task Approach.* New Delhi: UBS Pub & Distributors Ltd.,

19 S. K. Kochhar (2011). *School Administration and Management.* New Delhi: Sterling Publishers Pvt. Ltd

20 Safaya, R. N. and Shaida, B.D. (2000). *School Administration and Organization.* Dhanpat Rai and Sons, Delhi.

21 Walker, James W. (1980). *Human Resource Planning.* New York: Mc. Graw Hill.

Course Code	Course Title		Semester
DLED311EPP	**Work and Education**		III
Scheme of Instruction		**Scheme of Examination**	
Total Duration : 64Hrs		Maximum Score :	50
Periods / Week : 4		Internal Evaluation :	50
Credits : 2		End Semester :	0
Instruction Mode :	Lecture-cum-Demonstration, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration :	0

Course Objectives

This course facilitates student teachers in:
1. Understanding the broad conception of work and work ethics.
2. Getting awareness about the precautions to be taken while including work within school.
3. Appreciating the importance of teachers in actively participating in all work assigned to children.

Units

Theory
- Precautions to be taken while including work within school - Care against reinforcing socialised discriminatory practices; Strictly avoiding division of labour along gender/caste; Never exploiting children
- Orientation towards work and education

Practicum

Taking up any **four** work based units.

Each unit would require student teachers to learn the skills related to the chosen work; come out with a finished product; and design a basic module for using this work as a pedagogic medium in helping children acquire knowledge, develop values and form multiple skills.

An indicative list of possible works that can be taken up is given. However teacher education institutes are free to take up any other work depending on interest, local resources, including required expertise.
- Cooking and nutrition with stress on local cuisine
- Processing & preserving foods, including traditional methods
- Tailoring, stitching, embroidery, knitting
- Repair & maintenance of household gadgets
- Preparation of soaps & detergents
- Preparation of herbal medicines, aromatics and cosmetics
- Nursery & Gardening
- Clay work/Pottery
- Carpentry
- Metal work
- Plumbing
- Electrical fittings
- Making of bricks, tiles
- Making of toys, language, Science & Math kits
- Animal care
- Repairing of bicycle

- Fisheries
- Poultry
- Organic farming
- Bakery
- Spinning, weaving, dyeing of cotton
- Curing, processing, dyeing & products using leather
- Preservation & maintenance of old artifacts/museum specimens
- Creating & maintaining libraries/reading rooms
- House safety & maintenance
- Testing of water, Air, Soil
- Printing on various materials
- Book binding
- Graphic designing
- Making of heritage crafts

Suggested mode of transaction
- Hands – on activities
- Discussions & Reflections
- Readings & Reflections

Mode of assessment
- Planning, Designing and Finished product
- Module preparation

Special Expertise
A teacher educator in collaboration with an expert in the chosen area of work

Suggested Readings
- Illaiah Kancha. *Turning the pot, tilling the Land: Dignity of Labour in our times*. Navayana
- NCERT. (2005). National *Curriculum Framework. – Work and Education* (pp 58 to 64). New Delhi: NCERT.
- NCERT. (2006). Position *paper on Work and Education* (pp 58 to 64). New Delhi: NCERT.
- Sykes, M. (2009). *The story of Nai Talim*. New Delhi: NCERT.

Course Code	Course Title		Semester
DLED360 CCP	**School Internship and Practice Teaching(SIPT-I)** (Early Primary Classes and Middle Primary Classes) (Classes I to V)		III
Scheme of Instruction		**Scheme of Examination**	
Total Duration	:	12 Weeks	Maximum Score	:	300
Periods / Week	:		Internal Evaluation	:	300
Credits	:	12	End Semester	:	
Instruction Mode	:	Teaching Practice and Internship at School	Exam Duration	:	

Structure of 16 weeks school Internship: As per the directions and guidelines of NCTE-2018 Regulations any student pursuing D.El.Ed should attend 16 weeks of school internship. School Internship and Practice Teaching (SIPT) shall be conducted in the following phases

1. SIPT –I for Class I-V- 12 Credits (in III Semester)
2. SIPT –II for Elective (Specialisation) for Classes VI-VIII-4 Credits (IV Sem)

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the student-teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the third semester. The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in Portfolios and Reflective Journals. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate.

The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom

processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

The practicum tasks in the semester 1 and semester 2 will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. In the second year the intern will function as a regular teacher with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors.

Specific Objectives

1. To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.

2. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.

3. To be able to innovate within existing systemic limitations.

4. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.

5. To critically reflect on her own school experiences and keep records of the same.

6. To learn to assess different aspects of children's learning without a focus only on achievement.

The School Internship Programme could include visits by the interns to centres of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools.

The practice of teaching during school internship would include Unit Plans and Period plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and meaning-making in the learning classroom; to and (c) assess students improve pedagogic practice and further enhance learning.

The intern will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

The internship starts with observation of classes. Observation is of students' interests, needs and levels, as well as of the classroom practices and materials used. Discussions with supervisor and journal documentation are necessary part of the learning process. Based on these observations certain themes/concepts are then planned. Learning goals must be clearly developed for all students, with a detailed description of how learning is organized (for eg. is the mode discussion, small group or individual work). The process should involve students in

assessing their own learning.

Create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

The supervisor in areas such as may provide feedback

- Intern's knowledge base
- Building on student's prior knowledge, life experiences by asking appropriate questions.
- Use of appropriate instructional strategies to respond to diverse needs.
- Facilitate a learning experience for all students that promotes critical thinking, choice, interaction and autonomy across subjects.
- Reducing the learners' dependence on authority (text-books, teachers, elders) by referring to alternative sources (peers, books, and internet).
- Effective use of time.
- Drawing connections between classroom observation and the coursework of the D.El.Ed programme

Supervisor's Role: One supervisor may work closely with students. In addition to above, she prepares the partner school through constant dialogue. For the interns to be able to identify problems and come up with their own creative solutions, they must understand limitations and strengths of individual schools, and learn how to negotiate to try out new ideas. A healthy complementarity can be brought about as against reducing internship period to a temporary ritual or leaving a feeling of using the schools as laboratories for interns.

The supervisor may sit unobtrusively in the class and may arrive early and stay beyond to see how students are engaging in the work, to understand the broader context of the classroom. Feedback should be given as soon as possible and interns should be encouraged to respond to the comments made. The school supervisor can visit 5 times in primary teaching and twice in middle and upper primary school. The subject supervisor must visit the students twice in the primary and twice in the middle school and twice in Upper Primary Classrooms

Journals

Journals include some description, more reflection and analysis. Description will focus on individual students, pedagogy, management issues, and psychological and social issues.

Analysis will allow for reflection on what the intern did in class and why. For example, did the intern engage with developmental theories of children along with socio-cultural influences Focus is on growth of the intern over a period of time e.g., responding to supervisors comments and qualitative improvement, regularity in submission etc.

Structure of activities to be conducted at School in SIPT-I:

- Period Plans=160 (4 Methods x 10 Period Plans=40x4Marks=160)
- Assessment Records=40   (4Methods x 10Marks=40)
- Final lesson=60 (4Methods x 15 Marks)
- School Experience Project (SEP)=40

Course Code	Course Title			Semester
DLED311 NCT	Advanced Course in YOGA Education - II			III

Scheme of Instruction				Scheme of Examination		
Total Duration	:	64Hrs		Maximum Score	:	50
Periods / Week	:	4		Internal Evaluation	:	50
Credits	:	2		End Semester	:	-
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations		Exam Duration	:	-

Syllabus for Two Semesters-(For First and Third Semester)

Total Credits: 4(First Semester2 and Third Semester 2) Maximum Marks: 50 in First Semester and 50 in Third Semester (External: 0+0; Internal: 50 +50)

Note: Teacher Educators handling "Advance Course in Yoga Education-I&II" are expected to tailor-made this course by considering the background knowledge of students teachers in Yoga and individual differences between students teachers. And distribute the content and practice sessions in two semesters as per the requirements of the student teachers.

Syllabus is already presented at Advance Course in Yoga Education-I- Semester I

SEMESTER-IV

Course Code	Course Title		Semester
DLED411DST	**Urdu Language Education (For Classes 6-8)**		IV
Scheme of Instruction		**Scheme of Examination**	
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

مولانا آزاد نیشنل اردو یونیورسٹی، سیکی باوَلی،حیدرآباد-۳۲

ڈپلومہ ان الیمنٹری ایجوکیشن (ڈی-ایل-ایڈ) - تیسرا سمسٹر

اردو زبان کی تدریس

Max. Marks   :100

External Marks : 70

Internal Marks : 30

مقاصد

۱- اردو زبان کی تدریس کے مقاصد سے واقفیت حاصل کرنا۔

۲- منصوبہ سبق کی اہمیت اور مراحل سے واقفیت حاصل کرنا۔

۳- اردو معلم کے خصوصی اوصاف سے واقفیت حاصل کرنا۔

۴- درس وتدریس میں TLM کی اہمیت وضرورت سے واقفیت حاصل کرنا۔

۵- تدوین نصاب کے اصول سے واقفیت حاصل کرنا۔

۶- اردو زبان کے فروغ میں معاون ہم نصابی سرگرمیوں سے واقفیت حاصل کرنا۔

۷- اردو زبان کے فروغ میں معاون مختلف اداروں کے بارے میں معلومات حاصل کرنا۔

۸- پیمائش اور جانچ کے تصورات سے واقفیت حاصل کرنا۔

۹- جانچ کے مختلف آلات وتکنیک سے واقفیت حاصل کرنا۔

۱۰- مسلسل جامع جانچ کے تصور اور اہمیت سے واقفیت حاصل کرنا۔

۱۱- اسکولی تحصیلی آزمائش کی تیاری کے مراحل سے واقفیت حاصل کرنا۔

اکائی-۱   اردو زبان کی تدریس و منصوبہ بندی

a) تدریس اردو کے مقاصد - نثر، نظم وقواعد

b) بلوم کا پیش کردہ تدریسی مقاصد اور ان کی درجہ بندی

c) منصوبہ سبق - مفہوم، اہمیت وافادیت

d) منصوبہ سبق کے مختلف مراحل (نثر، نظم وقواعد)

e) خرد تدریس (Micro Teaching) - مفہوم و اہمیت، مختلف تدریسی مہارتوں کو فروغ دینے کے لیے منصوبہ خرد تدریس

اکائی-۲   معلم اردو اور تدریسی آلات

a) ایک اچھے معلم کی خصوصیات (عام اور شخصیاتی)

b) معلم اردو کے خصوصی اوصاف

c) درسی و تدریسی آلات (TLM) - مفہوم، ضرورت و اہمیت

d) تدریسی آلات کے اقسام - سمعی، بصری، سمعی و بصری

e) کمرہ جماعت میں TLM کا موثر استعمال

اکائی-۳   نصاب اور ہم نصابی سرگرمیاں

a) نصاب - مفہوم (محدود و وسیع)، نصاب کے اجزاء

b) نصاب کو تعین کرنے والے عوامل

c) اردو نصاب کی تدوین کے اصول

d) اردو زبان کے فروغ میں معاون ہم نصابی سرگرمیاں

اکائی-۴   اردو زبان کے فروغ میں معاون ادارے

a) قومی کونسل برائے فروغ زبان اردو (نئی دہلی)

b) غالب اکیڈمی (دہلی)، سالار جنگ میوزیم لائبریری (حیدرآباد)

c) ادارہ ادبیات (حیدرآباد)، دارالترجمہ (حیدرآباد)

d) مولانا آزاد نیشنل اردو یونیورسٹی (حیدرآباد)

<div dir="rtl">

اکائی ۵- پیمائش و جانچ

a) پیمائش و جانچ کا تصور اور ان کے مابین فرق

b) ایک معیاری جانچ کی خصوصیات

c) جانچ کے مختلف آلات اور تکنیک

d) مسلسل جامع جانچ

e) اسکولی تحصیلی آزمائش (SAT) - مفہوم، تیار کرنے کے مراحل

سفارش کردہ کتابیات

۱) مولوی سلیم عبداللہ "اردو کیسے پڑھائیں" ایجوکیشنل بک ہاؤس، علی گڑھ

۲) معین الدین "اردو زبان کی تدریس" ترقی اردو بیورو، نئی دہلی

۳) ڈاکٹر نجم السحر ، ڈاکٹر صائبہ سعید "تدریس اردو" پریمیر پبلشنگ ہاؤس، حیدرآباد

۴) ضیاء الرحمن اعظمی "اردو پڑھانے کا فن" شبلی اسٹیشنری، اعظم گڑھ

۵) رشید حسن خان "زبان اور قواعد" ترقی اردو بیورو، نئی دہلی

۶) ڈاکٹر ریاض احمد "اردو تدریس (جدید طریقے اور تقاضے)" مکتبہ جامعہ لمیٹڈ اسلامیہ، نئی دہلی

</div>

Course Code	Course Title		Semester
DLED412DST	**English Language Education (For Classes 6 to 8)**		IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Course Objectives

To help the students understand the significance of:
1. Skills of reading critically
2. Responding to and interpreting independently various narrative texts
3. Appreciating diversity of language as reflected in narrative texts.
4. Acquiring different registers related to various subject disciplines and domains.
5. Unlimited and diverse sources of materials for a language class beyond textbooks.
6. Handling aspects of grammar not in isolation but by creatively integrating it with text.

Unit 1: English Language Classroom
1.1   Introduction
1.2   Aims and Objectives of English Language Teaching
1.3   Current English Language Teaching-learning Processes and their Analysis
1.4   Organizing English Language Classroom
1.5   Role of the Teacher
1.6   Role of Errors

Unit 2: Developing English Language Skills – I
2.1   Introduction
2.2   Listening and Speaking
2.3   What does Listening Mean
2.4   What does Speaking Mean
2.5   Developing Listening and Speaking skills: Dialogue, Storytelling, Poem
2.6   Recitation,Short play

Unit 3: Developing Language Skills –II
3.1   Introduction
3.2   Literacy and Reading
  • Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
  • Ways of reading; pre-reading and post reading activities.
  • Beyond the textbook: diverse forms of texts as materials for language.
  • Relationship of Language and Society: Identity, power and discrimination
  • Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics

- Critiquing state policies on language and education
- Helping Children to become Good Readers
3.3   What is writing and relationship between Reading and Writing
3.4   Developing Writing Skills
- Linkages between reading and writing
- Writing as a tool of consolidating knowledge, responding to/aesthetically relating to narrative texts
- Assessment of writing

Unit 4: Literature
4.1.   Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
4.2.   Engaging with a text
4.3.   Various literary genres such as poem, story, biography etc.
4.4.   Using literature across the curriculum.

Unit 5: Understanding of textbooks and pedagogy
5.1   Philosophy and guiding principles for the development of English language textbooks.
5.2   Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
5.3   Themes, structure of the unit, nature of exercises and its implications.
5.4   Academic standards and indicators of learning.
5.5   Learning resources for effective transaction of language curriculum.

Unit 6: Classroom Planning and Evaluation
6.1   Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan
6.2   Evaluation of Planning
6.3   Assessment and evaluation – Definition, need and importance
6.4   Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

References
1. Agnihotri, R. K. (1999). bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. ShakshikSandarbh. Bhopal: Eklavya (p.p??)
2. Agnihotri, R.K. & Khanna, A.L.(eds.) (1994). Second language acquisition. New Delhi: Sage Publications
3. Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge
4. Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multiliguality. International Mulilingual Research Journal, Vol.(2) 1-10
5. Agnihotri, R.K. and Vandhopadhyay , P.K. (ed.) (2000). bhasha, bhubhashita or hindi: Ek anth samvaad, New Delhi: Shilalekh
6. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
7. Krashen, S. (1982).Principles and practice in second language acquisition. Pergamon Press Inc.
8. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust

Advanced Readings

1. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan. 137-150.
2. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT
3. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT
4. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).
5. Tompkims, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan; California
6. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

Readings for Discussion

1. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.
2. Richards, Jack C. and Theodore S. Rodgers (1986). Approaches and Methods in Language Teaching: A description and Analysis. India: Cambridge University Press.

Course Code	Course Title	Semester
DLED413DST	**Mathematics Education (for Classes 6 to 8)**	IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Course Objectives

1. Develop deeper insights into the content areas of mathematics at the upper primary level including algebraic and geometric thinking
2. Understand constructivism in relation to mathematics learning.
3. Analyse research-based practices for improving mathematics instruction
4. Develop pedagogies to facilitate conceptual understanding by learning to engage children in activities and problem solving
5. Sensitize and develop strategies to create an inclusive mathematics classroom
6. Develop capabilities to engage children in mathematisation processes - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting.
7. Develop the ability to understand the pedagogic intent of textbooks and mathematics resources
8. Learn to use different forms and strategies of assessment to facilitate children's learning, improve their own instruction and the evaluation process
9. Learn to communicate precisely in mathematics and thereby enabling children to build their mathematics communication skills
10. Explore technology enabled tools enhance teaching learning processes

Unit 1: Introduction to Upper Primary School Mathematics
1.1.   Transition from early school mathematics to upper primary school mathematics.
1.2.   Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking.
1.3.   Validation Processes - informal & intuitive; visual proofs and formal proof.
1.4.   Constructivism and mathematics learning.

Unit 2: School Mathematics Topics and Processes

2.1.   Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another ;square roots and cube roots

2.2.   Measurement & Geometry – Students π and knh**ow** to about measure the circumference and area of a circle; perimeter, area of different two dimensional shapes; surface area, and volume of basic three-dimensional figures; using

mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties

2.3. Statistics, Data Analysis and Probability - collecting and organising data; understand the concepts of mean, median, and mode of data sets and how to calculate the range; graphs;

2.4. Algebra - Usage of letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression; algebra expressions and identities; solving linear equations;

Unit 3: Teaching of Mathematics for Classes 6 to 8

3.1. The role of a upper primary school mathematics teacher

3.2. Developing conceptual understanding using multiple representations to teach a topic

3.3. Developing the processes of mathematisation - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting

3.4. Organising and facilitating Upper Primary school mathematics classrooms that support mathematisation processes

3.5. Mathematics phobia and addressing it

Unit 4: School Mathematics Activities and Resources

4.1. Activities - designing, creating and transacting.

4.2. Modelling real world problems in mathematics

4.3. Textbook - Philosophy and guiding principles for the development of Maths textbooks ; understanding its pedagogical intent; learning to transaction it in classrooms

4.4. Mathematics Laboratory/Resource Room

4.5. Learning resources for effective transaction of Mathematics curriculum

Unit 5: Mathematics Assessment and Evaluation

5.1. Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios

5.2. Misconceptions in Upper Primary school mathematics topics

5.3. Assessment of conceptual understanding and mathematical reasoning abilities

5.4. Continuous Comprehensive Evaluation - Formative & Summative

5.5. Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Mode of Transaction

Student teachers in a collaborative manner
- Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.

- Read, discuss readings and observe classes (6 to 8) to enable understanding of theory

and making connections with practice.

- Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.

- Discuss and prepare activities, resources that engage all children , including differently-abled children

Essential Readings
- Australlia: Angus and Robertson. Chapters 2.5. Zevenbergen, R., Dole, R., Wright R. J. (2004). Teaching Mathematics in Primary Schools. Allen &Unwin; (First South Asian Edition).Chapter 12 and Chapter 14.
- Haylock, D. (2006), Mathematics explained for Primary Teachers, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.

- IGNOU (2007). Learning Mathematics (LMT)1-6, School of Sciences, New Delhi 3. Post, Thomas R., (1992). Teaching Mathematics in Grades K-8: Research-Based

- Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 4. Stewart, I. (1970). Making Mathematics Live: A hand book for primary teachers.

Course Code	Course Title		Semester
DLED414DST	**Science Education (for Classes 6 to 8)**		IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Course objectives
1. To encourage student teachers to revisit their own conceptual understanding of science
2. To engage student teachers with various aspects of the nature of science.
3. To help student teachers understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
4. To help student teachers select and use appropriate teaching-learning and assessment strategies.
5. To enable student teachers to view science as an inclusive and a democratic enterprise.

This course builds on the Pedagogy of EVS papers and helps student teachers to reflect on the nature of the discipline of science and its implications for classroom transaction.

Units of Study

Unit 1: Nature and Scope of Science and Children's Ideas in Science
1.1. Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?
1.2. Science as information or inquiry.
1.3. What do scientists look like?
1.4. Values associated with science.
1.5. Children's ideas related to science concepts
1.6. Probing, documenting and analyzing children's ideas related to science concepts

Unit 2: Revisiting School Science
2.1. Investigating different themes and interdisciplinary concepts using children's questions.
2.2. How do clouds form?
2.3. How do plants and animals utilize their food? How does an electric bell work? Where all does the rain water go?
2.4. Why does a candle become short on burning? How do babies develop inside mothers?

For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

Unit 3: Teaching and Learning of Science
3.1. Aims & Objectives of teaching Science

3.2.   Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model

3.3.   Science- museums, field trips, projects and exhibition.

3.4.   Preparing Unit plans based on concept maps.

3.5.   Identifying, creating and using a variety of learning resources

3.6.   Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness.

Unit 4: Science for All

4.1.   Issues of gender, language, culture and equity in science classes

4.2.   Critiquing textbooks and resources

4.3.   Introduction to science and society interface

4.4.   Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.

4.5.   What has led to farmer suicides?

4.6   Indigenous knowledge practices- metallurgy, heritage crafts. Loss of habitat and endangered species.

5.6.   Indigenous people and issues of survival.

Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.

Unit 5: Assessment and Evaluation

5.1.   Connecting teaching, learning and assessment

5.2.   Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios

5.3.   Assessing process skills

5.4.   Use of Rubrics, Rating scale, Checklist, Observation schedule

5.5.   Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.

Suggested mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of science with activities involving process skills
- Reading and analysis of different types of sources- primary and secondary
- Guided inquiry activities for developing deep understanding of important concepts, generating in-depth discipline based knowledge; individual and collaborative tasks
- Explanation and modeling by teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in questioning, hypothesizing, discussions
- Taking up integrated theme projects

Suggested Tasks

- Interview a local scientist to understand how s/he works.
- Study the impact of mobile phone on individuals from different walks of life.

- Take up a design and technology project integrating work, local empirical knowledge with science and technology.
- Observe a child learn a concept/perform a task in science class. Prepare and present a report.
- Design and conduct guided inquiry lessons for children.

Essential Readings
1. Bal Vigyanik, Text books for Science, Class VI – VIII. Madhya Pradesh: Eklavya
2. Bloom, J. W. (2006). Creating a Classroom Community of Young Scientists. New York: Routledge.
3. Centre for Science and Environment, Citizen's reports, New Delhi.
4. Down to Earth, Centre for Science and Environment.
5. DSERT(2015). D.Ed II Year. Facilitating Learning of Science. Source Material for D.Ed Student teachers. GoK.
6. Feynman, Richard (1997). Surely you're joking, Mr. Feynman!. W. W. Norton & Company
7. Harlen, W. Elstgeest, J. (1992). UNESCO Source Book for Science in the Primary School. New Delhi: NBT.
8. IGNOU. 2014 D.El.Ed Teaching of Science. Course Material. BES 019
9. Karen Hydock. Why do we have problems learning and teaching Science? and Why do we have problems learning and teaching Science? www. arvindguptatoys.com
10. Martin, D. J. (2009). Elementary Science Methods- A Constructivist Approach. Belmont CA: Thomson Wadsworth. 5th Edition.
11. NCERT, (2005). Syllabus for Classes at the Elementary Level. vol. I, New Delhi: NCERT.
12. NCERT, (2008). Text books for Science, Class VI – VIII. New Delhi: NCERT.
13. Wellington, J. J. and Osborne, J. (2001). Language and Literacy in Science Education. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking,
14. Textbooks, Magazines and Reports

Advanced Readings
1. Aikenhead, G. (2001). Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. Research in Science Education, 31(3), 337-355
2. Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. Journal of Research in Science Teaching, 38(3), 282-295.
3. Choksi, B. &Natarajan, C. (2007). The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education. New Delhi: Macmillan India.
4. Driver, R. (1996). Young People's Images of Science, Milton Keynes-London: Open University Press.
5. Kang, S et"Viewsal(2004)on. NatureExaminingofSciencStudents:Results from Korean 6th, 8th and 10th Grades, Science Education, 89(2). 314– 334.
6. Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of helping all students to understand Science, Science Education, 86, 287-313.
7. Liewellyn, D. (2005). Teaching High School Science through Inquiry – A Case Study Approach, California: Corwin Press and NSTA Press
8. McComas, William F. (ed.) (1998). The Nature of Science in Science Education: Rationales and Strategies, Netherlands : Kluwer Academic Publishers

9. NCERT, (2005). Focus group paper on Science Education, Position Paper. New Delhi: NCERT.
10. Okasha, S. (2002). Philosophy of Science– A very short Introduction UK: Oxford University Press.
11. Osborne Jonathan F. (1996). Beyond Constructivism. Science Education. 80(1), 53-82
12. Rampal, A. (1992). "ImagesViews. ofI. Science and Scientists a study of School Teachers Characteristics of Scientists. Science Education. 76(4), 415-436. Unit 4
13. Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. (Ed.) Democracy and Education in India. New Delhi: NMML.
14. Schwartz, S. Renee et. al. (2004). Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the Gap between Nature of Science and Scientific Inquiry. Science Education. 88(4), 610 – 645.
15. Shiva, V. (2002). Water Wars Cambridge, USA: South end press.

Course Code	Course Title		Semester
DLED415DST	**Social Science Education** **(for classes VI-VIII)**		IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods/Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

The course aims at

1. Developing an understanding of the social world through the disciplines of social science, such as, history, geography, politics, etc. and appreciating their interconnectedness in facilitating such an understanding;
2. Promoting critical thinking to examine different viewpoints and assumptions
   and differentiating between fact and opinion and identifying bias and prejudice;
3. Encouraging use of strategies and approaches facilitating effective inquiry and problem-based teaching in social sciences in a manner that enhances curiosity of children and develops their abilities to critically reflect on the existing society;
4. Establishing connections between the knowledge gained in the social science classroom to the social world outside;
5. Building skills at gathering, organising, managing, interpreting and analysing data;
6. Using varied assessment techniques to assess in depth knowledge and critical abilities.

Unit 1 Introduction to Social Science
1.1. Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum
1.2. Misconceptions about social sciences
1.3. Significance of history and geography
1.4. Interconnection and relationship between history and geography
1.5. Approaches to organize social sciences- integrated issue based, discipline centered, and interdisciplinary.

Unit 2 **Key themes in social science**

2.1. Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
2.2. Region, people and resources, relationship between region and resources, interaction between people and resources (geography)
2.3. Market, exchange and labor(economics)

Unit 3 **Teaching of Social Sciences**
3.1. Unit Planning, classroom management, making classroom inclusive
3.2. Children's understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts

and opinions

3.3. Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report

3.4. Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past,

3.5. Teaching geography with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, and field trips.

3.6. Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films.

Unit 4   **Assessment in social sciences**

4.1. Formative and summative assessment, purpose of assessment, reporting

4.2. Tasks and tests for assessing critical abilities, application of knowledge to new contexts, and transfer of learning

4.3. Variety of assessment teacher observations, teacher designed tasks and tests, work sample portfolios, projects

4.4. Use of authentic contexts, case studies, complex problem solving for assessment

4.5. Using resource materials, novel(new) materials for thinking and reflection

4.6. Problem solving rubrics

Unit 5 **Challenges and issues in teaching elementary social science (to be transacted through discussions amongst student teachers)**

5.1. Resources for teaching social science, primary and secondary sources, translated materials, ICT-based resources, open sources

5.2. Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings,

5.3. Developing students' interest and engagement, using children's prior understandings to connect with the present

5.4. Social and cultural issues in teaching social science

Suggested mode of transaction

1. Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of social science with activities questioning presumptions and encouraging self-reflection

2. Reading and analysis of different types of sources primary and secondary, data, maps, charts drawing from different domains history, geography, political science, economics understanding significance of sources and making interconnections, asking relevant questions to the sources,

3. Discipline based inquiry for developing deep understanding of important concepts, generating in-depth discipline based knowledge, individual and collaborative tasks

4. Explanation and modeling from teacher educators for using different teaching strategies and analyzing content

5. Opportunities for engaging in question answers, debate, discussion to understand different perspectives underlying understanding of social science.

Suggested Tasks

1. Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.

2. Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.

3. You are a historian. Choose the economic/social/political history of your region and discuss how you will teach it to your students.

4. Find out where records are kept in your village/city. What are the types of records? Who writes these records and who are the people who use them?

5. Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyse the data and present your findings with the help of charts and diagrams.

6. Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme,etc. Collect stories, interviews, poems, case studies, newspaper reports .Read the collected material and write your observations, analyzing and evaluating the programme.

7. Think of a common thing we use, example, tea, milk, sugar, paper,etc. Represent, in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market,labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.

Essential Readings

1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges,* New Delhi: Sage.

2. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the kings and Brahamanas of 'Ancient' 'India',* New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.

3. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative.* New Delhi: Sage.

4. Kumar, K. (1996). *Learning From Conflict.* Delhi: Orient Longman, pp. 25-41, 79-80.

5. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences.* New Delhi: NCERT, 1-19.

Readings for Discussion

1. Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India'. *History Workshop Journal.* 67(1), 99-110.
2. Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog,* Hoshangabad: Eklavya.
3. George, Alex M. (2004), Children's Perceptions of Sarkar: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.
4. Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly,* 60(19), 1939-1942.
5. NCERT Social Science Textbooks for Classes VI-VIII, New Delhi: NCERT.
6. *Social Science Textbooks for classes VI-VIII,* Madhya Pradesh: *Eklavya.*

Advanced Readings

1. Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam:* Rozenburg Publications.
2. Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial science,* London: Macmillan.
3. Carr, E. H. (1961). *What is History?* England: Penguin.
4. Geetha, V., Selvan S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu,* New Delhi: Nirantar.
5. Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social Studies for Social Change,* New York: Flamer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
6. Mehlinger, Howard D. (ed.) (1981). UNESCO *Handbook of Social Studies.* France: UNESCO Publications.
7. Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems, and Possibilities.* Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.

Course Code	Course Title	Semester
DLED411CCT	**Integrating Gender and Inclusive Perspectives in Education**	IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Objectives

1. Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
2. Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
3. Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
4. Deliver pedagogy, curricula that engages all students, including those with disabilities to address inequality and diversity in Indian classroom.
5. Integrate learnings on gender and inclusion across all courses

Unit 1: Inclusive Education
1.1. Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
1.2. Meaning of Inclusive Education
1.3. Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
1.4. Understanding and exploring the nature of assessment for inclusive education

Unit 2: Children with Special Needs
2.1. Historical and contemporary perspectives to disability and inclusion
2.2. Range of learning difficulties
2.3. Disability identification, assessment and interaction
2.4. Approaches and skills for teaching children with learning difficulties

Unit 3: Gender, School and Society
3.1. Social construction of masculinity and femininity
3.2. Patriarchies in interaction with other social structures and identities
3.3. Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions
3.4. Working towards gender equality in the classroom

Unit 4: Integration of gender and inclusion perspectives
4.1. Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes

4.2.   Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices

4.3.   Developing a vision of an inclusive society and school and ways and means of achieving it

Mode of Transaction

- The Practicum and the Theory courses of the entire programme are to be integrated into a solid platform for this course. In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices

- Dialogues, discussions and reflections have to be the key for the transaction of this course

- Critical readings and discussions on selected texts

Suggested mode of assessment (Continuous and Comprehensive Assessment)

1. Participation in classroom discussions
2. Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
3. Reflective essays
4. Worksheets (on reading assignments, field work etc)
5. Tests
6. Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Suggested Readings

1. 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.
2. Geetha, V . (2007) *Gender*. Stree: Calcutta.
3. Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) School, Society, Nation: Popular Essays in Education New Delhi, Orient Longman
4. 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
5. Jeffery, P. and R. Jefferey (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.
6. Kumar, K. (2004) 'Growing up Male' in *What is Worth Teaching* New Delhi: Orient Black Swan
7. NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education.*

8. NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education.*
9. NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children.*

Advanced Readings

1. Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
2. Epstein, C. (1984) *Special Children in Regular Classrooms.* Virginia: Reston Publishing Company, Inc.
3. Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation.* Grune & Stratton: New York .
4. Gabel, Susan L. (ed.), (2005) *Disability Studies in Education*, *Readings in Theory and Method,* Oxford: London.
5. Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest,* Vol. 4 (1).
6. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
7. Macdonald, M. (1980) Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum.* Lewes, The Falmer Press: UK pp 29-49.
8. Manjrekar, N. (2003) 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582
9. Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India,* 5 July.

Course Code	Course Title	Semester
DLE412CCT	**Early Childhood Care and Early Education**	IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80Hrs	Maximum Score	:	100
Periods / Week	:	3+2=5	Internal Evaluation	:	30
Credits	:	3+1=4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	3 Hrs

Course Objectives

1. Understand the definition and importance of early childhood years as foundation for life long learning and development.
2. Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.
3. Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
4. Understand the importance of Home School and community links in early childhood care and education.

Unit 1. Definition, Nature and Significance of Early Childhood Care and Education
1.1. Definition and objectives of holistic ECCE curriculum.
1.2. Significance of ECCE as critical period for life long learning and development,
1.3. Rationale for extending ECCE to 8 years for smooth transition.
1.4. Early learning challenges in schools and concept of school readiness.

Unit 2 Principles and Methods of Developmentally appropriate ECCE Curriculum
2.1. How Children Learn: Stage wise distinctions from early to middle to late childhoods,
2.2. Importance of Play and Active learning methods for early years learning.
2.3. Domains and Activities for holistic development of children.
2.4. Emergent literacy and numeracy in early years.

Unit 3 Planning and management of ECCE curriculum
3.1. Principles of planning a balanced and contextualized curriculum
3.2. Long and short term objectives and planning
3.3. Project Method and Thematic approach
3.4. Maintaining a developmentally appropriate and inclusive class environment

Unit 4 Assessing Children's progress
4.1. Early learning and development standards
4.2. Observing and Recording children's progress
4.3. Reporting Children's Progress
4.4. Ensuring home school linkage

Essential Readings

1. Berk, L. Child Development; (Indian Edition) (2013) PHI Learning Private Limited , Delhi, India
2. Kaul V. et al, (1999) The Primary Years. NCERT , New Delhi
3. Kaul, V and Sankar, D.(2009) Early Childhood Care and Education in India, NEUPA, New Delhi.
4. Kaul, V, et al. (2014). 'Readiness for School', Impact of Early Childhood Education Quality, CECCED, AUD, New Delhi.
5. Kaul, V. (2010). Early Childhood Education Programme NCERT , New Delhi
6. Kaul, V., Ramachandran C. & Upadhyay G.C. (1994). Impact of Early Childhood Education on Retention in Primary Grades: A longitudinal study, NCERT, New Delhi.

Suggested Readings

1. Lightfoot C. Cole, M. and Cole, S. The Development of Children; Worth Publishers; NY 2009
2. MHRD (1986). National policy on education. New Delhi: Govt. of India.
3. MHRD (1992), Programme of Action, New Delhi, Government of India.
4. MHRD, (2010). Gazette of India, GOI, 'The Right of Children to Free and Compulsory Education (RTE) Act, 2009', New Delhi.
5. MWCD, (2013). National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child Development, Government of India, New Delhi.
6. MWCD, (2013). Quality Standards for ECCE, Govt. of India, New Delhi.
7. NCERT, (2006). Position paper: National Focus Group on ECE, New Delhi.
8. Shonkoff, J.P. and. Phillips, D.A.(Editors) From Neurons to Neighborhoods: The Science of Early Childhood Development: Committee on Integrating the Science of Early Childhood
9. Development; National Research Council andInstitute of Medicine ; NATIONAL ACADEMY PRESS 2014 Washington, D.C.
10. World Bank, (2004). 'Reaching Out to the Child', HDS, New Delhi.

Course Code	Course Title			Semester
DLEd413CCT	**Yoga, Physical and Health Education**			IV
Scheme of Instruction			**Scheme of Examination**	
Total Duration	:	32Hrs	Maximum Score	:	50
Periods / Week	:	2	Internal Evaluation	:	15
Credits	:	2	End Semester	:	35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	2Hrs

Specific Objectives:

The aim of teaching this area as a D.El.Ed. Course may be perceived as an integrated and holistic understanding of health, diseases, physical fitness among children to promote health and well-being of children. Thus, the broader objective of learning of this area should enable the student teachers to

1. To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
2. To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
3. Equip them to know their health status, identify health problems and be informed for taking remedial measures;
4. Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
5. To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
6. Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
7. To link theoretical and conceptual learning with actual school/classroom realities through practical work.

Units of Study

Unit 1: Understanding Health and Well-Being

1.1. The meaning of health and well-being, Concept of health, importance, dimensions and determinants of health; Health needs of children, including differently-abled children.
1.2. Need and Objectives of Physical Education; Reciprocal Linkage between Health and Education.
1.3. Biomedical versus social health models. Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
1.4. Understanding the Social determinants of health-stratification structures, food, livelihood, location, sanitation, access to health services etc.

1.5.   Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media. Role of the teacher and engagement with the programmes.

Unit 2: Physical Education as Integral to Health and Education

2.1.   Understanding Emotional Health – Physical Health – Cognition linkages-Childhood Health Concerns, Hunger and Malnutrition, common health problems and diseases.
2.2.   Physical Education and 'Play'. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
2.3.   Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
2.4.   Supervising and guiding children, Development of team spirit, coordination, cooperation and Diversity in capabilities and interests
2.5.   Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health

Unit-3: Yoga and Physical Development

3.1.   Yogic concept of holistic health and wellness
3.2.   Yoga as a preventive and Promotive health care
3.3.   Integrated approach to Yoga
3.4.   Yoga Practices for Flexibility and Stamina
3.5.   Yoga Practices for Endurance and Lung Capacity

Practicum:

1. Prepare a report on the Case Studies of Health Education approaches – eg: Eklavya(Madhya Pradesh), FRCH (Maharashtra), School Health Education Project, etc.
2. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view.
3. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
4. Organisation of games and sports tournaments.

ESSENTIAL READINGS

1. *Aao Kadam Uthaein: Ek Sahayak Pustika,* USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)

2. Agarwal, P. (2009). Creating high levels of learning for all students together, *Children First*, New Delhi. (Hindi and English).

3. Ashtekar, S. (2001). *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.

4. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage, 155-201.

5. Baru, R.V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.

6. Ben-Shlomo, Y. and Kuh, D. (2002). A Life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives in *International Journal of Epidemiology,* No. 31, 285 and figure 1 on page 286 to be discussed.

7. *Chhodo Re Chhadi* (2007). Plan India, Delhi. (Resource book on Corporal Punishment) Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

8. CSDH (2008), *Closing the gap in a generation,* Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.

9. Dasgupta, R., et.al. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health,* Working Paper, USRN-JNU: New Delhi.

10. Deshpande, M. et al. (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, pp. 445- 449.

11. Deshpande, M., Baru, R.V. and Nundy, M. (2009). *Understanding Children' s Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU Midday Meals – A Primer (2005). *Right to Food Campaign*, Delhi.

12. Dreze, Jean. and Goyal, A. (2003). The Future of Mid-Day Meals, *Economic and Political Weekly, November 1*.

13. Frost, J. et. al. (2005). *Play and Child Development*, Prentice Hall.

14. Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008). Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V.

15. Infocus, Vol 2, No 3, August, 2009, *More guidelines to stop Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

16. Iyer, Kirti (2008). *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,

17. Jalan, D. (2000). The diverse learning needs of children.

18. Jones, L. (1994). *The Social Context of Health and Health Work*, McMillan Press. Chapter 1, pp. 1-6, 11-17, 18-20, 32-36.

19. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage.

20. Samson, M., Noronha, C., and De, A. (2005). Towards more benefit from Delhi's Mid- Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, Sage: New Delhi.

21. Sen, S. (2009). *One size does not fit all children*, Children First, New Delhi. (Hindi and English).

22. Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune: Cehat.

23. Werner, D. (1994). *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAI.

24. Zurbrigg, S. (1984). *Rakku's Story – Structures of Ill Health And Sources of Change*, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

Course Code	Course Title		Semester
DLED411EPP	**Value Education and Life Skills**		IV
Scheme of Instruction		**Scheme of Examination**	
Total Duration	:	64Hrs	Maximum Score	:	50
Periods / Week	:	2	Internal Evaluation	:	50
Credits	:	2	End Semester	:	0
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	0

Specific Objectives:

1. To enable student teachers to understand the need and importance of value-education and Lifeskills.
2. To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
3. To enable them to understand the process of Lifeskills development vis-a-vis as a means of their cognitive and social development
4. To orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.

Unit 1: Introduction to Value Education
  1.1. Concept, need and Importance of value Education.
  1.2. Fundamental Human Values- Truth, Peace, Non-Violence, Righteous Conduct.
  1.3. Concerned terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values. The different between values, morals and ethics.
  1.4. Democratic, Constitutional and Aesthetic values.
  1.5. Value crisis - Education for Peaceful and harmonious living. Exploring the universal values from personal perspective. Core Values that focuses on dignity and Worth of a person.

Unit 2: Life Skills.
  2.1. What are life skills?
  2.2. Need and importance of life skills in human life.
  2.3. Life skills Education in school. Core Life skills suggested by WHO- 1. Self-awareness 2. Empathy 3. Critical thinking 4. Creative thinking 5. Decision making 6. Problem Solving 7. Effective communication 8. Interpersonal relationship 9. Coping with stress 10. Coping with emotions.
  2.4. Strategies and approaches to impart core life skills at school
  2.5. Role of teacher and school in imparting Life skills education to students.

Unit 3: Value Education, Life Skills at school.
  3.1. The role of school in developing appropriate values in the children.
  3.2. How do teacher model their behavior for improving the value system among children.
  3.3. The nature of programmes and activities in the school to inculcate values.
  3.4. Assessment of Value Education & Life Skills.
  3.5. Academic Standards for Values Education and life skills for Classes I to VIII

Practicum:

1. Conduct a training programme to inculcate any one life skill for school children and present a report.

2. Write and Play a Skit or Drama which depicts today's Value system and address the issue of Value crisis in the society.

3. The teacher educator may also plan and conduct activities suitable to the needs of the student teachers.

References:

1. Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.,.

2. Handbook of Psychological and social instruments, Concept Publishing Company, New Delhi, 2002.

3. Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub.

4. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.

5. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,.

6. Mascarenhas, M. & Justa, H.R.,(1989)., Value Education in Schools and Other Essays,Delhi Konark,.

7. R., King, (1969) Values & Involvement in Grammar School, London: Routledge,.

8. S. Abid Hussain; The Indian Culture

9. Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,.

10. Singh, Samporn(1979) Human Values, Jodhpur: Faith Pub.,.

11. Source book of Human Rights – NCERT

12. http://www.who.int/mental_health/media/en/30.pdf

13. http://www.joe.org/joe/2004june/rb6.php

14. www.lifeskillsed.com/.

Course Code	Course Title		Semester
DLED460 CCP	**School Internship and Practice Teaching(SIPT-II)** (Elective and Specialization Specific) (Classes VI to VIII)		IV
Scheme of Instruction		**Scheme of Examination**	
Total Duration	:	4 Weeks	Maximum Score	:	100
Periods / Week	:		Internal Evaluation	:	100
Credits	:	4	End Semester	:	
Instruction Mode	:	Teaching Practice and Internship at School	Exam Duration	:	

Structure of 16 weeks school Internship: As per the directions and guidelines of NCTE-2018 Regulations any student pursuing D.El.Ed should attend 16 weeks of school internship. School Internship and Practice Teaching (SIPT) shall be conducted in the following phases

1. SIPT –I for Class I-V- 12 Credits (in III Semester)
2. SIPT –II for Elective (Specialisation) for Classes VI-VIII-4 Credits (IV Sem)

Structure of activities to be conducted at School in SIPT-II:

4 week
- Period Plans=40 (1 Electivex10 Plans=10x4, Marks=40)
- Assessment Record=10(Elective)
- Final Lesson=15 (Elective)
- Reflective Journal=25
- Portfolio Preparation=10

Course Code	Course Title		Semester
DLED411NCT	**Proficiency in English Language-II**		IV

Scheme of Instruction			Scheme of Examination		
Total Duration	:	64Hrs	Maximum Score	:	50
Periods / Week	:	4	Internal Evaluation	:	50
Credits	:	2	End Semester	:	-
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	:	-

Syllabus for Two Semesters-(For Second and Fourth Semester)
Total Credits: 4(Second Semester2 and Fourth Semester 2)
Maximum Marks 100 : 50 in Second Semester and 50 in Fourth Semester
(External: 0+0 ; Internal: 50 +50)

Syllabus is already presented at Proficiency in English-I- Semester II

APPENDIX 1: GENERAL EXAMINATION RULES w.e.f. 2016 -17 (MANUU)

[Duly Approved: Item 26.2.11 of 26th Meeting of Academic Council]

The General Examinations Rules are applicable to all regular mode programs of the Maulana Azad National Urdu University (MANUU) and are effective from academic session 2016-17. Unless explicitly stated by the specific regulations of the University, these rules shall apply to all regular mode programs viz. bridge course, certificate, diploma, under graduate and post graduate programs of MANUU.

1. EXAMINATION

1.1. **Course Assessment:** It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course**.**

1.1.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.

1.2. **Continuous Internal Evaluation (CIE):** Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus, a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester

1.3. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

Theory			Practical		MOOCs		Co & Extra Curricular	
Class Test	15	7.5	Practical Test	10	Assignment	25	Activity Report	25
Assignments /Quiz/Seminar	10	5	Comp. Evaluation	15	Presentation /Seminar	20	Presentation /Seminar	20
Attendance	5	2.5	Attendance	5	Attendance	5	Attendance	5
Total (CIE)	30	15	Total (CIE)	30	Total (CIE)	50	Total (CIE)	50

1.3.1. The marks division for attendance as a component of CIE for all programs:

S. No.	**All Programs under CBCS except teacher education**			S. No.	**Teacher education programs under CBCS**		
	% Attendance	**MM=5** [CIE=30]	**MM=2.5** [CIE=15]		**% Attendance**	**MM=5** [CIE=30]	**MM=2.5** [CIE=15]
1	≥ 95	5	2.5	1	≥ 95	5	2.5
2	≥ 90 to 94.99	4	2	2	≥ 90 to 94.99	4	2
3	≥ 85 to 89.99	3	1.5	3	≥ 85 to 89.99	3	1.5
4	≥ 80 to 84.99	2	1	4	≥ 80 to 84.99	2	1
5	≥ 75 to 79.99	1	0.5	5	≥ 75 to 79.99	0	0
6	Less than 75	0	0	6	Less than 75	0	0

1.3.2. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature, the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.

1.3.3. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance.

1.4. In case, a student fail to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State / International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.

1.5. **Semester End Examination (SEE):** It shall be conducted at the Department/School level and cover the entire Course Syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th

Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.

1.5.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.

1.5.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.

1.5.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.

1.5.4. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

Qualifying Marks for Semester End Examinations		Qualifying Marks for Continuous Internal Evaluation	
Each Semester	Minimum Marks	Each Semester	Minimum Marks
Each Theory Subject	40%	Each Theory Subject	40%
Each Practical Subject	50%	Each Practical Subject	50%

1.5.5. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers) in the concerned odd/even semester.

2. ATTENDANCE

2.1. In order to appear in SSE, the student must have passed in all CIE /practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%. The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs, the minimum consolidated attendance requirement is that of 80%.

2.1.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.1.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any

co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.1.3.   A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.1.4.   Semester I students securing less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. RULES FOR PROMOTION

3.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.

3.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters in case of CBCS based programs or where in CBCS is applicable or must have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0 or clears the required number of courses/papers.

No.	Promotion	Condition to be Fulfilled for Promotion
1.	Between odd and even Semesters of a Year	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee. In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester.
2.	Between the Years	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee. b) Should have the CGPA of 5.0 at the end of the even semesters in case of CBCS programs.

		c) Should have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs.

3.3. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.

3.4. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he secure a minimum of 40% attendance.

3.5. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.

3.6. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.

3.7. A student who fails in CIE/internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.

3.8. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.

3.9. **Program Span (PS):** The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.

3.10. Each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses/passing marks in the such courses.

4. IMPROVEMENT EXAM

4.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.

4.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.

4.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of 'A+' Grade as per his/her performance and with respect to his/her earlier Grade/Division. An 'Outstanding' Grade /Distinction cannot be awarded to individuals in an improvement exam.

4.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.

4.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

5. TRANSITORY RULES

5.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.

5.2. By any reason if a student admitted into the course under old scheme of instructions/ regulations is promoted /readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.

6. GRADE/DIVISION ASSIGNMENT TABLE

Letter Grade	Merit Remark	Grade Point	Range of Marks (%)	SGPA (CBCS Programs)	Division (Non CBCS Programs)
O	Outstanding	10	90.00 – 100.00	9.00 – 10.00	First Division with Distinction
A+	Excellent	9	75.00 – 89.99	7.50 – 8.99	
A	Very Good	8	60.00 – 74.99	6.00 – 7.49	First Division
B+	Good	7	55.00 – 59.99	5.50 – 5.99	Second Division
B	Above Average	6	50.00 – 54.99	5.00 – 5.49	
C	Average	5	45.00 – 49.99	4.50 – 4.99	Pass

P	Pass	4	40.00 – 44.99	4.00 -4.49	
F	Fail	0	Below 40	< 4.00	Fail
Ab	Absent	0	-	0	
Conversion formula: Percentage of Marks = (CGPA) X 10					

7. ACADEMIC COORDINATOR

7.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.

7.2.   Academic Coordinators shall ensure to be readily available for the counseling of students.

7.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.

7.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.

7.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.

7.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.

7.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.

7.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.

7.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.

7.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.

8. STUDENT REGISTRATION

8.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.

8.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.

8.3. A student who has been detained due to shortage of attendance shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students. Registration to be done within two weeks of the commencement of classes or as notified.

8.4. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.

8.5. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.

8.6. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.

Examination Regulations under Choice Based Credit System

(Effective from Academic Year 2016 – 17)

[Duly Approved: Item 26.2.10 of 26th Meeting of Academic Council]

<center>

ON REGULATIONS UNDER CBCS

(Effective from Academic Year 2016 – 17)

</center>

The Choice Based Credit System (CBCS) aims to facilitate student mobility, provide wider choice in

subjects and promote quality education through innovation and improvements in curriculum, teaching-learning process, and also in examination and evaluation systems. The performance of each student enrolled in a program shall be assessed in each course at the end of each semester and awarded a cumulative grade at the end of the program. The Maulana Azad National Urdu University (MANUU) has adopted CBCS for regular mode undergraduate and post graduate programs.

    These regulations are for regular mode under graduate and post graduate programs of MANUU and are effective from academic session 2016-17. The CBCS structure, credit system and regulations adopted in MANUU are based on *UGC Guidelines on Adoption of Choice Based Credit System; UGC Template of Syllabi for UG Courses under CBCS* as also the nomenclatures, terminologies and guidelines of statutory bodies like All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE) for the courses governed by the respective statutory bodies.

1. DEFINITION OF KEY CONCEPTS

1.1. **Academic Year:** The duration of two consecutive (one odd and one even) semesters constitute one academic year.

1.2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core courses, discipline specific electives, generic elective, ability enhancement compulsory courses, skill enhancement courses, mandatory non-CGPA courses etc). The 25th Meeting of Academic Council dated 10th November 2016 has approved the unique CBCS course codes and CBCS template structure for regular mode under graduate (UG) and post graduate (PG) programs of MANUU viz.

    Item 25.2.06: Provision of Unique and Uniform Roll No.'s, Program Codes and Course Codes from academic year 2016-17 offered by Departments/Schools

    Item 25.4.09: CBCS Template for UG Programs

    Item 25.4.10: CBCS Template for PG Programs

1.3. **Program:** An educational program leading to award of a degree, diploma or certificate.

1.4. **Course:** Usually referred to, as 'paper' is a component of a program. All courses need not carry the same weight. However, the courses of same nature would have uniform credit pattern for wider choice and mobility of students in opting the courses. Each course should define learning objectives and learning outcomes. A course may be designed to comprise lectures, tutorials,

    laboratory work, field work, outreach activities, project work, vocational training, viva, seminars, term papers, assignments, presentations, self-study etc. or a combination of some of these.

1.5. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for award of degree or diploma or certificate is prescribed in terms of number of credits to be completed by each student.

1.6. **L-T-P:** The prescribed hours/week during a semester for Lecture-Tutorial-Practical (L-T-P) to a particular course.

Theory classes shall have a compulsory component of lectures and tutorials. The faculty members are to use a variety of pedagogical tools ranging from conventional lecture mode to more participatory and demonstration techniques.

Practical work refers to lab work, project work, field/industry visit, teaching practice, internship, field practicum (concurrent field work, individual conference, group conference, seminar presentation and skill lab), media lab, block placement and like discipline specific components.

1.7. **Credit(C):** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. For example a course with assigned weekly L-T-P: 3-0-2 or 3-1-0 shall be equivalent to 4 credits.

A 6 credits theory course requires a minimum duration of 90 hours of teaching in a semester (1credit/hour*6hours/week*15 weeks).

A 4 credits theory course requires a minimum duration of 60 hours of teaching in a semester (1credit/hour*4hours/week*15 weeks).

A 2 credits theory course requires a minimum duration of 30 hours of teaching in a semester (1credit/1hour*2hours/week*15 weeks).

A 2 credits practical course requires a minimum duration of 60 hours of practical work in a semester (1credit/2hours*2hours/week*15 weeks).

1.8. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. The Letter Grades, Grade Points and scale of UGC are adopted in MANUU. Grading is done using Letter Grades as qualitative measure of achievement in each Course like: O (Outstanding), A+ (Excellent), A (Very Good), B+ (Good), B (Above Average), C (Average), P (Pass), F (Fail) and Ab (Absent), based on the percentage (%) of marks scored in (CIE+SEE) of the Course and conversion to Grade.

1.9. **Grade Point (GP):** It is a numerical weight allotted to each letter grade on a 10-point UGC scale viz.

O=10, A+=09, A=08, B+=07, B=06, C=05, P=04, F=00 & Ab=00.

1.10. **Credit Point (CP):** The numerical value obtained by multiplying the grade point (GP) by the no. of credit(C) of the respective course i.e. CP= GP X C.

1.11. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

1.12. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points (CPs) secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

1.13. **Semester:** Each semester shall consist of 15-18 weeks of academic work equivalent to 90/100 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

1.14. **Transcript:** Based on the grades earned, a transcript shall be issued to all the registered students after every semester. The transcript shall display the course details (code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester at the end of each academic year. The students shall be issued transcript for each semester and a

consolidated transcript indicating the performance in all the semesters at the completion of the program.

1.15. **Relative Grading:** The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile.

1.16. **Absolute Grading:** Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. MANUU adopts absolute grading method.

1.17. **Continuous Internal Evaluation (CIE)** and **Semester End Examinations (SEE)** are two key assessment methods. For all theory courses/papers, the ratio of CIE & SEE is 30:70. Thus a course of 100 Marks shall have 30CIE + 70SEE and of 50 Marks shall have 15CIE + 35SEE.

1.18. **Program Span (PS):** The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts for examinations for passing the course failing which the student has to quit the program.

2. EXAMINATION

2.1. The examinations conducted at various stages in the form of continuous internal evaluation (CIE) and semester end examinations (SEE) in a semester shall facilitate in assessing the performance of students in terms of knowledge, skills and aptitude. The CIE is an internal assessment mechanism and shall ensure continuous learning, assessment and timely feedback to students by the course teacher, and if needed by academic advisor and Head of the Department. SEE shall be scheduled after the last working day of the semester as per the academic calendar.

2.2. The University conducts regular odd/even semester examinations for the students undergoing regular course of study and who fulfill the eligibility conditions for appearing in examinations.

2.3. The assessment of the theoretical component towards the end of the semester shall be undertaken by examiners from the University or outside the University, who shall be appointed by the competent authority.

2.4. The question papers shall be set by the duly approved internal and external examiners. In case of at least 50% of core courses offered in different programs across the disciplines, the assessment of theoretical component, both question paper setting and evaluation towards end of the semester, should be undertaken by external examiners from outside the University or as approved by the Competent Authority.

2.5. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the University for conducting practical examination.

The Para 2.3 to Para 2.5 shall be executed through a duly approved process (confidential).

2.6. **Course Assessment:** It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course**.**

2.6.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.

2.6.2. Some courses of specific nature shall be based only on CIE.

2.6.3. In UG programs ideally the core/discipline specific/generic courses are 6 credit courses each of 100 marks and ability/skill/non CGPA courses are 2 credit courses each of 50 marks.

2.6.4. In PG programs ideally the 2 credit courses (ability/skill/non CGPA courses) are of 50 marks; 4 credit courses (core/discipline specific/generic) are of 100 marks and 6 credit courses (Project/Dissertation) shall have 150 marks or like.

2.6.5. The Dissertation Evaluation also follows Grade System of Evaluation based on the marks awarded at different stages of formative assessment and evaluation procedures (internal/external or both) as approved / stipulated by the specific departments for the individual / group performance during the course of final year study as a part of partial fulfillment for award of specific degree.

2.7. **Continuous Internal Evaluation (CIE):** To be normally conducted by the course teacher and include midterm/weekly/ fortnightly class tests, assignments, problem solving, group discussion, quiz, mini-project and seminar throughout the Semester, with weightage for the different components being fixed for UG/PG programs and nature of the course.

At the end of CIE the course teacher also needs to discuss CIE performance with students. The course teacher shall submit the CIE Award Lists of all students for the concerned courses to HoD/Principal. All course teachers must submit the Award List latest by the last day of teaching instructions. HoD/Principal shall present the Consolidated Award Lists of all courses to the Departmental Moderation Committee as prescribed by Exam Branch. The moderated Award Lists of all courses shall be displayed on the Notice Boards of the concerned department before the commencement of semester end examinations. The HoD shall ensure that the duly moderated and signed consolidated award lists of CIE should reach exam branch before the commencement of semester end examinations. Both the hard and soft copies are required as per the format prescribed by exam branch.

Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester.

2.8. The Head/ Principal of the Department / College shall maintain in their office a complete record of the scores obtained by the students in the CIE and shall submit the hard and soft copies of the data in prescribed format to exam branch before the commencement of semester end examinations.

2.9. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

Theory			Practical		MOOCs		Co & Extra Curricular	
Class Test	15	7.5	Practical Test	10	Assignment	25	Activity Report	25
Assignments /Quiz/Seminar	10	5	Comp. Evaluation	15	Presentation /Seminar	20	Presentation /Seminar	20

Attendance	5	2.5	Attendance	5	Attendance	5	Attendance	5
Total (CIE)	30	15	Total (CIE)	30	Total (CIE)	50	Total (CIE)	50

2.9.1. The marks division for attendance as a component of CIE for all programs:

S. No.	**All Programs under CBCS except teacher education**			S. No.	**Teacher education programs under CBCS**		
	% Attendance	**MM=5 [CIE=30]**	**MM=2.5 [CIE=15]**		**% Attendance**	**MM=5 [CIE=30]**	**MM=2.5 [CIE=15]**
1	≥ 95	5	2.5	1	≥ 95	5	2.5
2	≥ 90 to 94.99	4	2	2	≥ 90 to 94.99	4	2
3	≥ 85 to 89.99	3	1.5	3	≥ 85 to 89.99	3	1.5
4	≥ 80 to 84.99	2	1	4	≥ 80 to 84.99	2	1
5	≥ 75 to 79.99	1	0.5	5	≥ 75 to 79.99	0	0
6	Less than 75	0	0	6	Less than 75	0	0

2.9.2. This is an indicative illustration and has to be adjusted in term internal marks of concerned course. For example the course with CIE of 30 marks (SEE-70) and course with CIE of 15 marks (SEE-35).

2.9.3. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.

2.9.4. The Award Lists of CIE and Practical exams must be submitted to exam branch before the commencement of semester end exams.

2.10. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance. However the MOOC's and Co & Extra Curricular Activities in any of the semesters are evaluated only on the basis of CIE and the students shall have to score minimum number of Credits and Grade though it is not a part of CGPA computation.

2.11. In case, a student fail to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State /

International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.

2.12. **Semester End Examination (SEE):** It shall be conducted at the Department/School level and cover the entire Course Syllabi. For this purpose, Syllabi should correspond to credit hour requirements. The questions to be comprehensive emphasizing analysis, synthesis, problem solving and numerical analysis in accordance with the prescribed syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.

2.12.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.

2.12.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.

2.12.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.

2.12.4. All the General Rules for Examination of MANUU shall be adhered to.

2.12.5. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

Qualifying Marks for Semester End Examinations		Qualifying Marks for Continuous Internal Evaluation	
Each Semester	Minimum Marks	Each Semester	Minimum Marks
Each Theory Subject	40%	Each Theory Subject	40%
Each Practical Subject	50%	Each Practical Subject	50%

2.12.6. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers) in the concerned odd/even semester.

2.13. There shall be Mandatory Non-CGPA Courses in which credits are to be acquired as part of degree requirements and shall be awarded grades but shall not be part of either SGPA or CGPA.

2.14. The proposed system discards the conventional emphasis on a single final examination and numerical marks as the absolute indication of the quality of student's performance.

2.15. **Attendance:** In order to appear in SSE, the student must have passed in all CIE /practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%. The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs the minimum consolidated attendance requirement is that of 80%.

2.15.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.15.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.15.3. A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.15.4. Semester I students securing less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. EVALUATION

3.1. The UGC 10-point grading system is adopted for all UG and PG programs under CBCS in MANUU. The University adopts the absolute method of grading whereby marks are converted to grades based on pre-determined class intervals. The Table Below provides the details of Letter Grade, Grade Point, Pre-determined class intervals (Range of Marks %); SGPA range and the conventional equivalent in terms of divisions. All calculations of SGPA and CGPA shall be rounded off to two decimal places. In conventional equivalent, the First Division with Distinction is applicable only in case of single attempt else it shall be treated as Fist Division.

3.2. **Grade Assignment Table:** Table illustrating the details and pattern of grading and calculation of SGPA/CGPA. This Table shall be printed at the back of Consolidated Transcript.

Letter Grade	Merit Remark	Grade Point	Range of Marks (%)	SGPA	Conventional Equivalent
O	Outstanding	10	90.00 – 100.00	9.00 – 10.00	First Division with Distinction
A+	Excellent	9	75.00 – 89.99	7.50 – 8.99	

A	Very Good	8	60.00 – 74.99	6.00 – 7.49	First Division
B+	Good	7	55.00 – 59.99	5.50 – 5.99	Second Division
B	Above Average	6	50.00 – 54.99	5.00 – 5.49	
C	Average	5	45.00 – 49.99	4.50 – 4.99	Pass
P	Pass	4	40.00 – 44.99	4.00 -4.49	
F	Fail	0	Below 40	< 4.00	Fail
Ab	Absent	0	-	0	

Conversion formula: Percentage of Marks = (CGPA) X 10

3.3. **Transcript:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate shall display the course details (code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester. The students shall be issued transcript for each semester and a consolidated transcript indicating the performance in all the semesters

The consolidated report does not reflect the actual percentage of marks scored by the student in a specific examination due to unequal credit values of the papers or the Grade / Grade Points which are assigned for a range marks secured in each paper / course based on ten point scale. However, to get percentage of marks, multiply the CGPA with 10.

Percentage of Marks = (CGPA) X 10

3.4. The unique methods of evaluation have been evolved to take account of participation of student in co and extra-curricular activities based on certain traits which do not surface in classroom education like interdisciplinary approach, professional judgment, rational thinking, decision making, initiative, leadership, sense of responsibility etc.

3.5. The performance and participation of the students in University's prestigious events/functions and outreach programs outside Department/Institution shall be awarded marks as devised in the respective programs of relevance treating them under Non-CGPA credits. The award of grades based on the performance of the student winners of various events like Open, State and National level Competitions and students who represent the University in the inter-university, zonal, State or National Teams shall also be considered under Co and Extra-curricular activities under Non-CGPA credit courses.

3.6. The evaluation of Co and Extra-curricular activities normally adhere to the non-standardized assessment tools, which may be depicted as follows:

3.6.1. **Co-curricular Activities:** The Co-curricular Activities include debates / seminars / symposia / conferences / workshops / industrial visits / field work / extension lectures organized by the Department / School / Institution.

a) The award of credits for Seminars / Symposia / Conferences / Workshops enables active participation of students to enrich the knowledge in specified areas of subject.

b) The Assignment evaluation is normally based on student-centered learning exercises among the enlisted / identified topics given during a course at pre-determined intervals and according to defined criteria in fulfillment of assessment requirements.

c) Assessing the experiential learning acquired through extension activities

	Evaluation Pattern for Co-curricular Activities			
S. No.	Seminars/Symposia/ Conference/Workshops	Assignment	Industrial / Field Visits / Tours	Max. Marks
1.	Background Note	Time Schedule	Tour Diary	10
2	Presentation Oral/Poster	Methodical Approach	Behavior & Attendance	10
3.	Written Report	Written Report	Written Report	20
4.	Sharing Experience	Presentation	Sharing of Experience	10
	TOTAL			50

3.6.2. **Extra-curricular Activities:** The students shall earn marks for all relevant activities, which include Sports and Games, NCC, NSS etc. Every student is expected to participate in the program for a minimum of 120 hours in a semester to become eligible for the credit. Every time the student participates / completes a task, the same is entered in the attendance register meant for the purpose and to be certified by the concerned Head and the Academic Coordinator, at the end of the semester, the student shall be awarded marks for participation as devised for the respective program. The Winners of University/State/National Events shall be awarded additional credit weightage with relevant grades for Gold Medal (Outstanding – 'O'), Silver Medal (Excellent - 'A+') and Bronze Medal (Very Good - 'A') under Non-CGPA credit courses.

<div align="center">**Evaluation Pattern for Participation**</div>

S. No.	Particulars	Max. Marks
1.	Attendance & Routine Activities	10
2.	Participation in Tournaments/Camps	10
3.	Brief Report	20
4.	Sharing of Views at Department	10
	Total	50

4. RULES FOR PROMOTION

4.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.

4.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0.

No.	Promotion	Condition to be Fulfilled for Promotion
1.	Between odd and even Semesters of a Year	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee. In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester.

2.	Between the Years	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee. b) Should have the CGPA of 5.0 at the end of the even semesters.

4.3. No student shall be declared as completing the program of study without securing the minimum number of credits in the Mandatory Non CGPA courses.

4.4. A student shall have to re-appear in the semester end examinations of the courses having Fail grade or Absent (as per Grade Assignment Table), as and when the same course is offered during Regular Course of Study in the concerned odd/even semester. Such students shall retain their CIE marks.

4.5. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.

4.6. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he secures a minimum of 40% attendance.

4.7. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.

4.8. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.

4.9. A student who fails in CIE/internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.

4.10. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.

5. AWARD OF GRADE

5.1. The UGC recommended system for awarding the grades and CGPA under Choice Based Credit System (CBCS) has been adopted.

5.2. All assessments of a course shall be done on operative marks basis and conversion of these marks to letter grades based on absolute grading system. However, for the purpose of reporting the performance of a student, these letter grades each carrying certain points shall be awarded as

per the range of total marks obtained by the student as grade point as per Grade Assignment Table (See 3.2).

5.3. Credit Points are derived for all papers / courses based on the product of credits allocated and grade points secured for each paper / course after evaluation.

5.4. At the end of a semester, based on the evaluation report, a student shall be awarded a letter grade in each course.

5.5. Passing of a course/paper shall be decided on the combined result of a Course/Paper i.e. on the combined result of CIE and SEE which means securing 40% each in CIE & SEE in case of theory and 50% each in CIE & SEE in case of practical.

5.6. Performance Measure Standards: Both SGPA & CGPA serving as useful performance measures in the Semester System.

5.6.1. The student shall be declared successful at the Semester-end only when getting SGPA >=4.00.

5.6.2. At the end of each year the student shall be declared successful only when getting CGPA >=5.00.

5.6.3. At the end of program, student shall be declared successful only when getting CGPA >=5.00 and having F/Ab Grade in none of the required courses in any of the semester and fulfills the mandatory requirement of Non CGPA courses.

5.7. Program Span (PS): The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.

5.8. Credits Required for Degree Award: Number of Credits to be earned by a student for the concerned degree program. The widely accepted value is 20/Semester and hence required credits range from 120 credits for UG; 80 credits for PG course and 100 credits for professional technical courses of two years duration.

Also, each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses.

The details of various programs of MANUU are in the CBCS Templates for UG and PG Programs.

6. GUIDELINES FOR THE AWARD OF GRADES

6.1. Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes a bounded duty of a University to ensure that it is carried out in fair manner.

6.2. "A teacher is the best judge in awarding the grades". However, he/she has to be impartial, logical and maintain complete transparency while awarding grades.

6.3. The following are the general guidelines for the award of grades:

6.3.1 All evaluations of different components of a course announced in the course plan shall be done in marks for each student.

6.3.2 The marks of various components shall be added to get total marks secured for theory courses and laboratory courses.

6.3.3. For any course, the statistical method (Table) shall be used for the award of grades with or without marginal adjustment for natural cut off.

6.3.4. The teacher shall ensure the coverage of all the contents of a course taught during the semester. The semester end examinations question papers shall be within the prescribed syllabus. At the end of the semester, a teacher shall submit a complete course file having following documents.

a.   Course Plan;

b.   Attendance Record ;

c.   Tutorial Sheets/Assignment sheets;

d.   Question Papers of Periodical Tests;

e.   Quiz details; and

f.   Complete Details of Marks

6.4. In case, a student repeats a particular course on account of failure in a particular subject / course along with his/her juniors, he/she shall be awarded only up to a maximum of 'A' Grade as per his/her performance and with respect to his/her earlier class. Such students shall not be considered for the award of rank/gold medal etc.

6.5. A student earning Grade F/Ab shall be considered failed and be required to reappear in the exam.

7. COMPUTATION OF SGPA AND CGPA

7.1.   Adherence to the UGC recommendation for calculation of SGPA and CGPA

7.2. Grade Letter and Grade Points for each paper are allocated after evaluating 100% of all course components (All Papers of Theory and Practical including Co and Extra-curricular activities).

7.3. The SGPA is the ratio of sum of the product (credit point) of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undertaken by a student.

7.3.1. The SGPA is computed using the following formula i.e.

$$\text{SGPA } (S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$$

Where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

7.3.2. The CGPA is also calculated in the same manner taking into account all the courses undertaken by a student over all the semesters of a program i.e.

$$\text{CGPA} = \Sigma(C_i \times S_i) / \Sigma \ C_i$$

Where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

7.3.3. The SGPA and CGPA shall be rounded off to 2 decimal places and reported in the transcripts.

7.3.4. Illustration of SGPA and CGPA. The CGPA grade shall be awarded only after successfully passing all the courses required for the award of degree.

Illustration of SGPA

Course Code	Credit	Grade	Grade Point	Credit X GP	Credit Point
MAHS101CCT	2	A	8	2X8	16
MAHS102CCT	2	B+	7	2X7	14
MAHS103CCT	4	B	6	4X6	24
MAHS101CCT	4	O	10	4X10	40
PGSW301GET	4	C	5	4X5	20
PGEN101AET	2	A+	9	2X9	18
PGCS201SET	2	A	8	2X8	16
	20				148

SGPA = 148/20 = 7.40   **Grade = A**

Illustration of CGPA

	Semesters						Grade Point Average
	I	II	III	IV	V	VI	
Credits	20	20	20	20	20	20	
SGPA	7.41	7.80	7.58	8.82	9.00	8.32	
CGPA =	20X7.40 + 20X7.80 + 20X7.58 + 20X8.82 + 20X9.00 + 20X8.32						8.15
	120						
GRADE = A+							

7.4. In case, a student fails/absents in any course or secures grade F or Ab, she/he shall be assigned zero in grade point and accordingly her/his credit points shall be calculated. In the calculation of SGPA total credits of the concerned semester shall remain same. However, SGPA/CGPA Grade shall be marked Nil.

Illustration of SGPA

Course Code	Credit	Grade	Grade Point	Credit X GP	Credit Point
MAHS101CCT	2	A	8	2X8	16
MAHS102CCT	2	B$^+$	7	2X7	14
MAHS103CCT	4	B	6	4X6	24
MAHS101CCT	4	O	10	4X10	40
PGSW301GET	4	C	5	4X5	20
PGEN101AET	2	A$^+$	9	2X9	18
PGCS201SET	2	F	0	2X0	0
	20				132
SGPA = 132/20 = 6.60				Grade = Nil	

8. TRANSCRIPT

8.1. Based on the above recommendations on Letter Grades, Grade Points and SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

8.2. The Grade Assignment Table as reflected in item 3.2 may be placed behind the Consolidated Transcript in order to facilitate conversion to calculate the percentage of marks secured by the student in the program of study.

9. IMPROVEMENT EXAM

9.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.

9.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.

9.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the

corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of 'A+' Grade as per his/her performance and with respect to his/her earlier Grade/Division. An 'Outstanding' Grade cannot be awarded to individuals in an improvement exam.

9.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.

9.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

10. TRANSITORY RULES

10.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.

10.2. By any reason if a student admitted into the course under old scheme of instructions/ regulations is promoted /readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.

11. ACADEMIC COORDINATOR

11.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.

11.2. Academic Coordinators shall ensure to be readily available for the counseling of students.

11.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.

11.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.

11.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.

11.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.

11.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.

11.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.

11.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.

11.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.

12. STUDENT REGISTRATION

12.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.

12.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.

12.3. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.

12.4. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.

12.5. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.