

Year – 2 (July to June including exam)					
	Course code	Total Marks	Internal (Formative)	External (Summative)	Internal + External (Summative)
Course 3: Learning and Teaching	201	100	15	70	15
Course 6: Gender, School and Society	202	100	15	70	15
Course 10 : Creating an Inclusive School	203	100	15	70	15
Course 11 : Education for sustainable development	204	100	15	70	15
Course 12 : Optional Course		100	15	70	15
a) Education for Vocation/work experience	205				
b) Health and Physical Education	206				
c) Education for peace	207				
d) Guidance and Counselling	208				
e) Extension education	209				
Course EPC 3: Critical Understanding of ICT	210	50	35		15
Course EPC 4 Understanding the Self	211	50	35		15
School Internship II	212	400	150		250
Total		1000	295	350	355
Tutorials, Seminar, Activities, community work, Educational Tour, scout guide camp and workshop/ Seminar for ESD etc will be the integral part of the curriculum.					

Course 3: Learning and Teaching **Code: 201**

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Comprehend the process of teaching & learning.
2. Understand the relationship of cognitive, social and emotional development with learning process.
3. Reflect on the concept and process of effective teaching and construction of knowledge.
4. Explain the theories of learning and understand the learner.
5. Recognize teaching as a profession.

Unit I

- Learning its meaning, Factors influencing learning
- Transfer of learning, significance of curiosity, interest, active engagement and inquiry in learning
- Learners' need, Learning in and outside the school.
- Role of a teacher in a teaching-learning context

Unit II

- Theories of learning- Piaget & Vygotsky.
- Constructivist approach of leaning, Learning as construction of knowledge.

- Motivation- its meaning and role in the process of learning.
- Teacher's role in learning process

Unit III

- Teaching its meaning and its stages (memorial, understanding and reflective)
- Relationship between teaching and learning, teaching in a diverse classroom.
- Effective Teaching, maxims and phases of Teaching.
- Teaching strategies, art of questioning, learner centered Teaching.

Unit IV

- Educational technology: concept, its need, importance and types.
- Teaching technology and instructional technology.
- Teaching Skills: - Micro Teaching, Simulated Social Skill teaching (SSST).
- Concept of feed-back in teacher education, Flander's interaction analysis category system (FIACS)

Unit V

- Audio visual aids: meaning, importance and classification, Role of ICT for effective teaching.
- Innovations in teaching: Team Teaching, Programmed Instruction.
- Teaching as a profession, Need and opportunities for professional growth.
- Professionalism and professional ethics among teachers.

Practicum-

1. Visits to schools and analyse the various records of learning and teaching and prepare a report. Examples of children's work records that capture a variety of images of learning and teaching and present a report.
2. Preparation of ppt/teaching material on any topic for any class.
3. Write an essay on professional ethics.

References

1. Mathur, S.S. and Mathur, A., 2008. Development of learner and teaching learning process, Aggrawal Publications, Agra.
2. Siddiqui, M. H., 2009, Teachings of teaching (classroom teaching). APH publishing, New Delhi.
3. Rao. V.K, Reddy, R.S. 1992, learning and teaching commonwealth publishers, New Delhi.
4. Bhatnagar, A.B, Bhatnagar, M. and Bhatnagar A., 2008, Development of learner and teaching learning process, R. Lall Book, Depot, Meerut.
5. Bodrova, E. and Deborah 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.

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

Course 6: Gender, School and Society

Code: 202

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand the concept of Gender and gendered roles in society.
2. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
3. Respond Gender and sexuality, Sexual harassment and abuse and Safety at school & home.
4. Explain Gender identity roles, development of positive notions of body and self.
5. Describe the Role of media in gendered roles.
6. Reflect on the issues and strategies of Empowerment of Women

Unit I

- Concept of Gender and sex and Gender issues.
- Gendered roles in society - family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Gender biasness, gender stereotyping & empowerment
- Socialisation and gender.

Unit II

- Representation of gendered roles.
- Relationships and ideas in textbooks and in curricula.
- Curriculum framework since independence: An analysis for Gender issues.
- Overview of girl education in India with special reference to Uttarakhand.

Unit III

- Development of positive notions of body and self.
- Role of media in propagating popular beliefs.
- Reinforcing gender roles in the popular culture and at school

- Empowerment of Women: Strategies and Issues

Unit VI

- Equity and equality: meaning. Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion).
- Role of education, schools and peers in gender equalities.
- Role of curriculum and textbooks in gender equalities.
- Teacher as an agent of change in gender equalities.

Unit V

- Gender and sexuality: Sexual harassment and abuse.
- Safety at school, home and beyond.
- Identification of sexual abuse/violence and its verbalisation.
- Combating the dominant societal outlook of objectification of the female body.

Practicum-

1. Identification of specific areas related to gender inequality.
2. Conduct a survey on prevailing attitude of community and give suggestions.
3. Conduct a project on gender empowerment.

References

1. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
2. GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
3. GOI (1986). National policy of education. GOI.
4. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
5. Menon, N. (2012). Seeing like a feminist. India: Penguin.
6. Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New Delhi
7. A. Banon. Robert (2010). Social psychology, Pearson education, New Delhi.
8. Mathur S. (2008). Sociological foundation of education, Kavita Prakashan, Jaipur.
9. Sidhu Ramindra, (2009). Sociology of education, Shri Sai Printographers, New Delhi.
10. Nath Pramanik Rathindra, (2006). Gender equality and women's empowerment. Abhijeet Publication, Delhi
11. Malik, C.D, (2008). Social and political thought B.R. Ambedkar, Arise Publishers and Distribu, New Delhi.
12. Naik, S.C. (2005). Society and environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi

Course 10: Creating an Inclusive School

Code: 203

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand benefits of inclusion and meaning & significance of inclusive education.
2. Understand Disability and identify the barriers to learning.
3. Understand the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand cooperative learning strategies in the classroom.
5. Identify and utilize resources for promoting inclusive practice.

Unit I

- Concept of special education, integrated education and inclusive education.
- Inclusion – definition and its principles.
- Benefits of Inclusion.
- Need of Inclusive education, its Philosophy, cultures and practices.

Unit II

- Disability – definition, identification of the ‘barriers to learning and participation.
- Assessment of children to know their profile, responding to special needs by developing strategies for differentiating content.
- Curricular adaptations, lesson planning and TLM responding to special needs.
- Education for the Disabled at Secondary School (IEDSS, 2009).

Unit III

- Policies and legislations for Inclusive Education and Rehabilitation.
- The National Policy of Education, 1986,
- UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006.
- RTE Act 2009, Sarva Shiksha Abhiyan.

Unit IV

- Qualities of an Inclusive Teacher.
- Teachers’ role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education.(Inclusive Teachers preparation)
- Social learning, reflective teaching and multisensory teaching with reference to inclusion.

Unit V

- Infrastructural facilities for an Inclusive School.
- An ideal Inclusive School.
- Role of Inclusive schools in modern times.
- Inclusive classroom Management, Cooperative learning strategies in the classroom and peer tutoring.

Practicum –

1. Report on role of NGO.
2. School survey on inclusion.
3. Aware parents for identification of disability and prepare a report.

References

1. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. GOI (1986). National policy of education. GOI.
8. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
9. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
10. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

Course 11: Education for Sustainable development (ESD)

Code: 204

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Comprehend Sustainable development, its nature and importance.
2. Understand ESD and its significance for teacher education.
3. Explain Human resource development and Entrepreneurship Development.
4. Comprehend Life skills and Skill development
5. Describe Time management, Stress management and Conflict management
6. Understand contribution of Vivekanand and Gandhi for values.

Unit I

- Sustainable development: concept, need and Importance
- Scope and nature of sustainable development
- Human resource development– Meaning, its relationship with Socio-Economic Development and population.
- Economic growth and equitable uses of resources for sustainable livelihoods.

Unit II

- Education for Sustainable Development: Meaning, aspects and significance.
- History of ESD and Importance of ESD for teacher education.
- Role of teachers. Food security, Women empowerment. Role of women in conservation of Environment.
- Entrepreneurship Development.

Unit III

- Life skills: concept and significance.
- National Skill Qualification Framework.
- Important Life skills and Skill development.
- Role of education in promotion of life skills.

Unit IV

- Time management: meaning and importance
- Stress management : meaning and importance
- Conflict management: meaning and importance.
- Disasters & Disaster Management

Unit V

- Soft skills : meaning and its development
- Values: meaning, types, need and significance.
- Role of teacher for development of values.
- Thoughts of Vivekananda and Gandhi on development of values.

Practicum-

1. Conduct a survey and prepare a report on types of prevailing values among the students.
2. Prepare a report on types of stress among the students and their management style.
3. Write an article on food security.

Course 12A: Optional Courses (Vocational/Work Education)

Code: 205

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Explain the objectives and meaning of vocational education.
2. Differentiate basic education, craft education and work experience.
3. Discuss various policies in relation to vocational education.
4. Describe national skills qualification framework and industry school linkage
5. Comprehend entrepreneurship and its importance.
6. Discuss new trends and development in vocational education

Unit I

- Vocational education – Meaning, objectives and importance.
- Concept of basic education, craft education and work experience.
- Socially useful productive work (SUPW) and work education,
- Concepts: Education and technical education, Human resources development, skilled manpower, productivity.

Unit II

- Developmental history of Vocational education,
- Recommendations of commissions and committees in pre and post independent India for vocational education.
- Policy framework under national policy on education.
- National Knowledge Commission (2005-07) and different five years plans

Unit III

- Entrepreneurship –Concept, characteristics, importance and competencies.
- Streams of Vocational education.
- Progress and present status of Vocational education.
- New trends and development in vocational education.

Unit IV

- Vocationalization of Education in school.
- National Skills Qualification Framework (NSQF),
- Strategies for effective implementation of vocational education.
- Skill development.

Unit V

- Vocational education: Management structure, major issues, problems and challenges.
- Vocational pedagogy.
- Industry school linkage its necessity and significance.
- On the job training.

Practicum-

1. Conduct survey on preferences of students towards various vocations and prepare a report.
2. Reflect and report on NSQF.
3. Enlist the prevailing vocations at secondary level and reflect according to your preference.

References

1. Banerjee N P (1995) Work Experience in General Education, Ambala, Associated Publishers
2. Education commission (1964-66), Report of Government of India
3. Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p 11-16
4. Mahmood S (1996) Work Experience, Its Role in Educational Process in Co Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
5. Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
6. Report National Policy on Education 1986 , Govt of India Government of India,
7. M.K. Gandhi (1927) The story of my experiments with truth, Navjivan Trust
8. Tarun Rashtriya, Vocational Education(2005), APH Publishing Corporation, New Delhi,

Online Resources:

<http://www.kkhsou.in/main/education/wardha.html>

Concept of Teacher Education,

http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20%20IV.pdf

NCF 2005 (focus group paper on work education) NCERT publications

<http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>

<http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>

http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&education.pdf

Course 12B: Optional Courses (Health and Physical Education)

Code: 206

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Reflect on Healthy Mind, Relation of Healthy Mind and Healthy Body.
2. Understand health & physical education and its objectives.
3. Identify opportunities in physical education.
4. Comprehend laws and rules of games.
5. Types and Importance of Yoga.
6. Explain safety measures, first aid, nutrients, balance diet and responsibilities of a teacher.

Unit I

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.

Unit II

- Hygiene Education: Definition, aims and objectives.
- Role of teacher in the development of health and good hygienic habits.
- Physical fitness: Meaning & importance, Health and Wellness.
- Sex Education and concerns for HIV/AIDS.

Unit III

- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Safety measures, basic first aid.
- Sports etiquettes, respect for laws and rules of games.

Unit IV

- Introduction, Meaning and mis-concepts about Yoga
- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school. Fun with sports.

Unit V

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Tournaments -Types, inter-house competitions, drawing of fixture and sports meet.
- Athletic meet Meaning, need and importance. Process to organize athletic meet at school level

Practicum-

1. Preparation of sports file, dietary chart, first aid box.
2. Organise a sports meet and prepare a report.
3. Prepare a report on the wellness of students/ teachers.

References

1. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
2. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.

3. Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
4. Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
5. Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
6. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
7. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
8. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
9. Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
10. Sharma, J .R. Principles of Physical Education.
11. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
12. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
13. Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.
14. Thomas, J.P. Organisation of Physical Education Madras Y.M.C.A.
15. Y.M.C.A. Chennai,: Rules of Games and Sports.
16. gffjd"ku "kekZ % fo|ky;h "kkjhfd f"k{kk ,oa [ksy % lapkyu] iz"kklu ,oa i;Zos{k.k] if.Mr izdk"ku] 1333 oSjokM+k] ubZ IM+d fnYyh&6
17. th-ih- "kSjh] LokLF; f"k{kk] fouksn iqLrd efUnj] vkxjka

Course 12C: Optional Courses (Peace Education)

Code: 207

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand peace, its Approaches and Objectives.
2. Explain the Importance of attitudes, beliefs, values and various philosophies of peace.
3. Understand conflicts, Stress management and Empowerment of self.
4. Describe practices and role of teacher for Peace building.
5. Various philosophies of peace.
6. Status of peace education and Integration of Peace Education.

Unit I

- Understanding peace, Meaning and Nature of Peace Education.
- Awareness and challenges in Peace Education.
- Approaches to peace education.
- Aims and Objectives of Peace Education

Unit II

- Understanding conflicts - Nature of conflict, intrapersonal, interpersonal.
- Organisational, interstate and global conflicts.
- Role of social conditions, processes and resources.
- Stress management and empowerment of self.

Unit III

- Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Giju Bhai.
- Role of NGOs in promoting peace education.
- Roles and responsibilities of a teacher in peace building
- Becoming peace teacher, sensitivity to socioeconomic conditions.

Unit IV

- Peace building and education, practices in and outside the classroom.
- Practical steps to build Culture of Peace in schools
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability
- Educating for a Culture of Peace

Unit V

- Status of peace education in the curriculum and its relevance in present global scenario.
- Integrating Peace Education in Curriculum: Subject context, subject perspectives and Teaching Methods, Co- curricular activities.
- Integrating Peace Education in Staff development, class- room management, School Management
- Peace Education: Role of community, school and family in the development of values for Peaceful Co existence

Practicum-

1. Visiting websites on peace education to become familiar with National and International initiatives.
2. Visits to organisations related to peace and intercultural harmony and prepare a report.
3. Developing an action plan for peace in school and local community.

References

1. Adans, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
2. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi : Shipra Publication.
3. Chapal, K.K. (1999). Non Violence to Earth and Self in Asian Tradition. New York: William Morrow Publication.
4. Chadha, S.C. (2008) Education value & value education . Meerut: R. Lall Books Depot.

5. Chand, J. (2007) . Value education. Delhi : Anshah Publishing House.
6. Civilization. London: SAGE Publications, 1996.
7. Diwaar, R.R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi peace foundation.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
9. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
10. Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
11. Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
12. Morrison, M.L. (2003) Peace Education. Australia: McFarland.
13. Passi, B.K., & Singh, P. (1999). Value education. Agra: Psychological Corporation.
14. Harry, S.B. (1995). Building a Philosophy of Education. New Delhi: Prentice Hall of India.
15. Maurya, S.D. and Shalini (2011). Environmental Studies. Allahabad: Prayag Publication
16. NCERT (2005). National Curriculum Framework for School Education, New Delhi: NCERT.
17. UNESCO (2001). Learning the Way of Peace: A Teachers Guide to Peace Education 1-239, New Delhi: UNESCO.

Course 12D: Optional Courses (Guidance and Counselling)

Code: 208

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand the concepts of guidance and counselling.
2. Comprehend the educational, vocational and personal guidance.
3. Explain the process and strategies of guidance and counselling services.
4. Reflect on the qualities of a good Counsellor, Professional Ethics and Code of Conduct.
5. Describe career development, influencing factors, career information services.
6. Understand the basic statistics in guidance and counselling.

Unit I

- Guidance in education - Principles and assumptions.
- Objectives, need, types, functions in present set up.
- Guidance for human development and adjustment.
- Process for guidance and guidance cell.

Unit II

- Guidance of children with special needs
- Guidance of the gifted and creative students
- Role of teacher in Guidance
- Difference between guidance and counselling

Unit III

- Principles and approaches of counselling, Individual and Group Counselling.
- Process of counselling (Initial disclosure, In-depth Exploration & Commitment to Action) identification of problems.
- Qualities of a good / effective Counsellor
- Role of teacher as a Counsellor, Professional Ethics and Code of Conduct

Unit IV

- Educational counselling – meaning, importance and strategies.
- Special concerns in counselling.
- Psycho-educational assessment and appraisal in guidance and counselling.
- Organizing guidance programs and services in secondary schools.

Unit V

- Career Development, factors influencing career development.
- Career information in guidance and counselling,
- Career information services.
- Basic statistics in guidance and counselling

Practicum

1. Preparation and display of guidance materials.
2. Report on guidance and counselling services in schools.
3. Design a checklist/Questionnaire to collect information on students' educational, psychological or social problem.
4. Prepare a brochure with guidelines in any area of interest. Enlist the various areas of career and describe the related information.

Reference

1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
2. Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
3. Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
4. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
5. Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd.
6. Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
7. Kochhar S.K. (1999) Guidance and counselling in colleges and universities Sharma, RN & Sharma, Rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004.
8. Singh, Y.K. 2007. Guidance and Career Counselling. APH Publishing New Delhi.
9. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007

10. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
11. HkVukxj] lqjs'k ,oa oekZ] jkeiky- 2012 o`frd lwpuk ,oa o`frd funsZ'ku] vxzoky izdk'ku
12. mik;/k;] jkeoYyHk ,oa t;loky] lhrkjk2014] f'k{kk esa funsZ'ku ,oa ijke'kZ dh Hkwfedk vxzoky izdk'ku

Course 12E: Optional Courses (Extension Education)

Code: 209

Total Marks: 100

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand the Meaning and need of adult education.
2. Reflect on Meaning and Importance of Extension education.
3. Explain Andragogy & Life Long Education.
4. Comprehend the concept of Swachh Bharat.
5. Develop sound extension programmes and discuss teacher as extension worker.
6. Understand women development and empowerment
7. Comprehend quality of life and its indicators.

Unit I

- Meaning, and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- National Literacy Mission - Aims, objectives and strategies.

Unit II

- Meaning, Scope, Importance and characteristics of extension education.
- Andragogy & Life Long Education- Concept and Significance.
- Communication in extension education.
- Swachh Bharat and Sakshar Bharat concepts.

Unit III

- Principles & process in developing sound extension programmes-various steps in extension programme planning.
- Extension teaching methods: Individual, group and mass extension methods.
- Factors influencing the effectiveness of the extension methods.
- Role of teacher as extension educator/worker.

Unit IV

- Environment education: Meaning, Importance, objectives and characteristics of Environment Education,
- Characteristics of general principle of teaching environment education.
- Environmental Conservation- Meaning and its need.
- Equitable uses of resources for sustainable livelihoods.

Unit V

- Population Education: meaning, scope and importance.
- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities, Role of the Teacher in Population Education Programs.

Practicum-

1. Conducting any one of the following surveys in the local area and prepare a report:
 - a. Progress in the field of literacy
 - b. AIDS awareness,
2. Prepare a report on waste management.
3. Organize a rally on relevant issues and prepare report.

Course EPC 3: Critical Understanding of ICT

Code: 210

Total Marks: 50

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. To provide much hands-on- experience in familiarity with computers.
2. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activities

- Organizing activities to explore ICTs in teaching-learning, administrative and academic support systems and broader implications for society. Off-line and on-line learning, E-learning -use and importance of chat, E-mail, E-library, discussion forum, e- journals, e-reading and blogs.
- ICT in education: Meaning, scope, advantages and limitations. Using search engines. Role of information technology in 'construction of knowledge'. Use of ICTs to simplify record keeping, information management in education administration.
- Web sites; Meaning of technology mediated learning. Concept and scope of E-content authoring. Role of Edusat – Gyan Darsan. Teleconferencing- audio, video and computer mediated- Skype. Role of the teacher in technology mediated learning.
- New concepts of technology in educational process.

Practicum-

1. Preparation and presentation of ppt.
2. Prepare and Submit an E-assignment.
3. Create a group in a social network of the class.
4. Create a web page of personal profile.
5. Download Educational resources and prepare a report.

Course EPC 4: Understanding the Self

Code: 211

Total Marks: 50

Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. To develop Effective communication skills with ability to listen and observe
3. To understand Philosophy of yoga and its role in well-being
4. To understand identity formation and Social categories.
5. To evolve as a progressive and flexible teacher.

Activities

- Conduction of a workshop by more than one resource person to develop understanding of student teachers about themselves. The development of the self as a person and as a teacher, through conscious ongoing reflection. The development of the inner self and the professional identity of a teacher and social relational sensitivity and effective communication skills, including the ability to listen and observe. To develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.
- Yoga will also be introduced as an important component to enhance abilities of body and mind and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.
- Recollect and share your childhood experiences with the peer group.
- The following methodologies for the transaction of the course could be used in interactive sessions:
 - I. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

- II. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- III. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves in relation to their students and classroom situations.
- IV. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express him/herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included in the sessions or not.

Practicum-

1. Developing reflective journals/workshop report/prepare a Yoga file.
2. Compose a short story and reflect yourself through a puppet.

School Internship II (18 weeks)

Code: 212

Total Marks: 400

Sl. No	Activities	Marks Internal	Marks External
1.	Regular classroom teaching, 70 plans (35 in each subject)	20	-
2.	One criticism lesson (both subjects)	10 (5+5)	-
3.	Final lesson (both subjects) Including material aids in each subject	50 (Including 10 for material aids)	100(Including 20 for material aids)
4.	Action research project plan (one)	5 (Identification of problem)	20
5.	Preparation of question paper (5 in each subjects signed by school teacher)	10	25
6.	Organization of activities (5 activities) report signed by school teacher including Scout Guide programme for students.	20	25
7.	Administration of one test and preparation of report	10	30
8.	Teachers' portfolio (report on school plant, attendance sheets, time table, morning assembly, mid day meal)	15	30
9.	Community work	10	20
	Total	150	250
