

### 301 - PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Unit-1: Issues of Teaching of English at the Elementary Stage</b></p> <ul style="list-style-type: none"> <li>• Issues of learning English in a multi-lingual/ multi-cultural society; Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition</li> <li>• Teaching English as a second language: developmental, socio-economic and psychological factors;</li> <li>• The nature of language learning versus acquisition; the pedagogy of comprehensible input</li> </ul>
2	Oct -2021	2	<p><b>Unit-2: Teaching Learning Material and Textbooks</b></p> <ul style="list-style-type: none"> <li>• Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V.</li> <li>• Role of big books and theme pictures in teaching English.</li> <li>• Philosophy and guiding principles for the development of English textbooks- NCF, SCF, RTE, Position of Paper on Teaching of English.</li> <li>• Selection of themes and unit structure.</li> <li>• Academic Standards and learning indicators.</li> </ul>
3	Nov -2021	3	<p><b>Unit-3: Approaches to the Teaching of English</b></p> <ul style="list-style-type: none"> <li>• Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: translation method, directive method, communicative approach, suggestopedia.</li> <li>• The pedagogy of comprehensible input. Approaches to teaching of English to young learners. Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky.</li> <li>• The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching</li> <li>• Large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration, home environment/ community/peer group)</li> </ul>
4	Dec -2021	3&4	<ul style="list-style-type: none"> <li>• State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy.</li> <li>• <b>Activities:</b> Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications.</li> </ul>

			<p><b>Unit – 4: Classroom Transaction Process</b></p> <ul style="list-style-type: none"> <li>• The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching.</li> <li>• Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses</li> <li>• Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners</li> <li>• Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners</li> </ul>
5	Jan -2022	4	<ul style="list-style-type: none"> <li>• Editing the written discourses</li> <li>• Publishing children's products</li> <li>• Dealing with textual exercises (vocabulary, grammar, study skills, project work)</li> <li>• Strategies for addressing low proficient learners Multi grade and multi level teaching strategies.</li> </ul>
6	Feb -2022		<ul style="list-style-type: none"> <li>• <b>Activities:</b> Storytelling, team teaching, framing of questions, picture based interaction</li> </ul>

**302 -PEDAGOGY OF ENVIRONMENTAL STUDIES AT  
PRIMARY LEVEL-I**

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Unit-1: Understanding EVS/ Concept of EVS</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Meaning, Scope and Importance of EVS. its EvolutionasaCurricular AreaatPrimaryLevel.</li> <li>• Different Perspectives on EVS: NCF-2005, SCF- 2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape ofsyllabus.</li> <li>• EVS as an integrated area of study: Drawing and EnvironmentalEducation.</li> </ul>
2	Oct -2021	1&2	<ul style="list-style-type: none"> <li>• Objectives/ principles of teaching EVS – NCF- 2005.</li> <li>• NPE-1986 – 10 core elements(Social).</li> </ul> <p><b>Unit-2: Understanding Children's Ideas</b></p> <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)</li> <li>• How this knowledge is acquired? (How Children Learn?)</li> </ul>
3	Nov -2021	2&3	<ul style="list-style-type: none"> <li>• Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)</li> <li>• Innate abilities</li> </ul> <p><b>Unit-3: Teaching of EVS/ Classroom Transaction</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

4	Dec -2021	3	<ul style="list-style-type: none"> <li>• Map-Picture Differentiation, MapReading</li> <li>• Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentationsetc.</li> <li>• Activity approach (What is activity? Profile of activity,PrimaryEducationProjectprinciples).</li> <li>• Using Children’s Ideas as a Tool forLearning.</li> <li>• Role of Teacher in ClassroomTransaction.</li> <li>• Integration of Subjects (Language and Mathematics)</li> <li>• Use of ICT in the Classroom.</li> </ul>
5	Jan-2022	4	<p><b>Unit-4: Planning for Teaching EVS</b></p> <ul style="list-style-type: none"> <li>• Whyplanning?</li> <li>• Some examples of a good EVSclass</li> <li>• Addressing children’s alternative conceptions: Some experiences.</li> <li>• Concept map and thematic Webcharts</li> <li>• Evolving a Unit Plan Framework andUse</li> <li>• ResourcePoolofMaterials</li> <li>• LocallyavailableMaterials</li> </ul>
6	Feb-2022	4	<ul style="list-style-type: none"> <li>• Audio-visuals and ElectronicMaterials</li> <li>• Lab/ ScienceKit</li> <li>• Library</li> <li>• Peer Group Learning (using children’sideas)</li> </ul>

**303A - PEDAGOGY OF ELEMENTARY LEVEL SUBJECT  
(OPTIONAL) Paper**

**[A] Pedagogy of English Language Education (Classes VI to VIII)**

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Unit-1: English Language Classroom</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Aims and objectives of English language teaching.</li> <li>• State policies on language and education.</li> <li>• Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching.</li> <li>• Multilingualism as a resource in teaching of English.</li> </ul>
2	Oct -2021	1	<ul style="list-style-type: none"> <li>• Organizing English language classroom.</li> <li>• Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator.</li> <li>• Errors in language learning: The role of teacher in addressing the errors.</li> <li>• Paradigm of shift in English language teaching.</li> </ul>
3	Nov -2021	2	<p><b>Unit-2: Developing English Language Skills – I</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Listening and speaking</li> <li>• What does listening mean</li> <li>• Fluency and accuracy in speaking.</li> <li>• What does speaking mean</li> <li>• Interaction and its role in developing of listening and speaking: Authentic material for listening</li> <li>• Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc.</li> <li>• Indicators for assessing the oral discourses.</li> <li>• Teaching vocabulary and grammar at Elementary Level.</li> </ul>

4	Dec -2021	3	<p><b>Unit-3: Developing Language Skills –II</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <p><b>Literacy and Reading</b></p> <ul style="list-style-type: none"> <li>- Reading an expository texts; strategies, comprehension; activating schema; building schema; reading to learn; acquisition of registers</li> <li>• Ways of reading; pre-reading and post reading activities. Individual reading and collaborative reading.</li> <li>- Beyond the textbook: Diverse forms of texts as materials for language</li> <li>- Relationship of language and society: Identity, power and discrimination</li> <li>- Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics</li> <li>- Helping children to become good readers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• What is writing and relationship between Reading and Writing</li> <li>• Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit, notice poster etc.</li> <li>○ Writing as a tool of consolidating knowledge, responding to aesthetically relating to narrative texts.</li> <li>○ Individual writing and collaborative writing.</li> <li>○ Editing of children writings based on the indicators.</li> <li>○ Teacher is a facilitator in developing reading and writing among the children.</li> <li>○ Assessment of writing.</li> <li>○ Linkages between reading and writing.</li> </ul>
5	Jan-2022	6	<p><b>Unit-6: Classroom Planning and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching.</li> <li>• Assessment and evaluation – Definition, need and importance. Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools. Summative Assessments, Weightage tables, feedback and reporting procedures.</li> <li>○ Recording the children performance and CCE Register.</li> <li>• Beyond the textbook: Diverse forms of texts as materials for language.</li> </ul>
6	Feb-2022	6	<ul style="list-style-type: none"> <li>• Relationship of language and society: Identity, power and discrimination</li> <li>• Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics</li> </ul> <p>Helping children to become good readers</p>

### 303[C] Pedagogy of Maths Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Introduction to Upper Primary School Mathematics</b></p> <ul style="list-style-type: none"> <li>• Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria.</li> <li>• Transition from early school Mathematics to upper primary school Mathematics.</li> <li>• How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general)</li> <li>• Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning, algebraic &amp; geometric thinking.</li> </ul>
2	Oct -2021	1&2	<ul style="list-style-type: none"> <li>• Validation Processes - informal &amp; intuitive; visual proofs and formal proof.</li> <li>• Constructivism and Mathematics learning.</li> <li>• History of Mathematics (Aryabhatta, Bhaskara, Brahmagupta, Euclid, Fermat).</li> </ul> <p><b>Unit-2: School Mathematics Topics and Processes</b></p> <ul style="list-style-type: none"> <li>• Number Sense &amp; 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; factors, multiples, LCM and GCD square roots and cube roots</li> </ul>
3	Nov -2021	2	<ul style="list-style-type: none"> <li>• Measurement &amp; Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of <math>\pi</math>; 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.</li> <li>• Nation of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern.</li> <li>• When and why we use variables, functional relations, mathematical investigations, puzzles that rely on algebraical thinking.</li> </ul>

4	Dec -2021	3	<p><b>Unit-3: Teaching of Mathematics for Classes 6 to 8</b></p> <ul style="list-style-type: none"> <li>• Visit of a good Maths classroom (vision of the classroom), role of the teacher</li> <li>• The role of an upper primary school mathematics teacher</li> <li>• Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic</li> <li>• Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting</li> <li>• Organising and facilitating Upper Primary School mathematics classrooms that support mathematisation processes.</li> <li>• Mathematics phobia and addressing it; Issues, problems in learning Mathematics and action research.</li> </ul>
5	Jan-2022	3	<ul style="list-style-type: none"> <li>• Statistics, Data Analysis and Probability - collecting and organising data; interpretation of ungrouped data; understand the concepts of mean, median, and mode of data sets and how to calculate the range; graphs;</li> </ul>
6	Feb-2022	3	<ul style="list-style-type: none"> <li>• 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;</li> </ul>

### Suggested Practicum

- Analyse the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes help the children to develop mathematical thinking.
- Develop a Maths question paper for anyone of the class at Elementary Level.
- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to 'Do this', 'Try these', 'Think-Discuss' and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.
- Analyse the Mathematics textbooks of Upper Primary classes with identifying some concepts and procedures with problems. Develop some more activities



### 303[D] Pedagogy of Science Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Unit-1: Nature and Scope of Science and Children's Ideas in Science</b></p> <ul style="list-style-type: none"> <li>• Nature of Science, characteristics of Science, structure of Science, development of Science (historical background)</li> <li>• Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?</li> <li>• Science as information or inquiry.</li> <li>• What do scientists look like?</li> <li>• Scientific method.</li> <li>• Values associated with science.</li> <li>• Children's ideas related to science concepts</li> <li>• Probing, documenting and analyzing children's ideas related to science concepts.</li> <li>• Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)</li> </ul>
2	Oct-2021	2	<p><b>Unit-2: Revisiting School Science</b></p> <ul style="list-style-type: none"> <li>• Investigating different themes and interdisciplinary concepts using children's questions.</li> <li>• How do clouds form?</li> <li>• How do plants and animals utilize their food?</li> <li>• How does an electric bell work?</li> <li>• Where all does the rain water go?</li> <li>• Why does a candle become short on burning?</li> <li>• How do babies develop inside mothers?</li> <li>• Planning for teaching – Living and nonliving</li> </ul>
3	Nov-2021	2	<ul style="list-style-type: none"> <li>• Planning for teaching – Heat and temperature</li> <li>• Planning for teaching – Acid and bases etc.</li> <li>• 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.</li> </ul>

4	Dec-2021	3	<p><b>Unit-3: Understanding Science Textbooks and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Perspective and guiding principles of Science textbooks.</li> <li>• Themes, structure of the unit, nature of the exercises and its implications.</li> <li>• Academic Standards and indicators at Elementary Level.</li> <li>• How to use the textbooks and connecting to children's everyday life experiences?</li> </ul>
5	Jan-2022	5	<p><b>Science for All</b></p> <ul style="list-style-type: none"> <li>• Issues of gender, language, culture and equity in science classes</li> <li>• Critiquing textbooks and resources</li> <li>• Introduction to science and society interface</li> <li>• Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.</li> <li>• What has led to farmer suicides?</li> <li>• Indigenous knowledge practices- metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF).</li> <li>• Loss of habitat and endangered species (local specific).</li> <li>• Indigenous people and issues of survival.</li> </ul>
6	Feb-2022	5	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Concept of Popular Science, agencies of Popular Science, Popular Science and scientific temper.</li> </ul>

### 303-[E] Pedagogy of Social Science Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p><b>Unit-1: Introduction to Social Sciences</b></p> <ul style="list-style-type: none"> <li>• Purpose and significance of social science at school curriculum at Elementary Level (NCF-2005, RTE-2009, NEP-2019)</li> <li>• Significance of national core elements (NPE, 1986) and Social Science curriculum.</li> <li>• Concept, nature and scope of social science different perspectives on nature and scope, social science and its place in school curriculum</li> <li>• Misconceptions about social sciences, true concepts of social science and values associated with Social Science.</li> <li>• Significance of History, Geography, Political Science and Economics.</li> </ul>
2	Oct -2021	1&2	<ul style="list-style-type: none"> <li>• Interconnection and relationship between History and Geography)</li> <li>• Approaches to organize Social Sciences- Integrated issue based, discipline centered and interdisciplinary</li> <li>• Constructivism and teaching Social Science</li> </ul> <p><b>Unit-2: Key themes in Social Science</b></p> <ul style="list-style-type: none"> <li>• Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science)</li> </ul>
3	Nov -2021	2	<ul style="list-style-type: none"> <li>• Region, people and resources, relationship between region and resources, interaction between people and resources (Geography)</li> <li>• Market, exchange and labor (Economics)</li> <li>• Contemporary issues and challenges of world as well as Indian society in making global family and world peace.</li> <li>• Key themes and State syllabus of Social Science textbooks and its implications.</li> </ul>
5	Dec -2021	3	<p><b>Unit-3: Understanding Textbooks and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Philosophy and guiding principles of development of Social Science textbooks.</li> <li>• Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method,</li> </ul>

			<p>problem solving, debate and discussions, inquiry based approach, activity based approach etc.).</p> <ul style="list-style-type: none"> <li>• Themes, structure of the unit, nature of the exercises and its implications.</li> <li>• Aims of and objectives of teaching Social Science.</li> </ul>
6	Jan-2022	3	<ul style="list-style-type: none"> <li>• Academic Standards and indicators for learning.</li> <li>• Learning resources for effective transaction.</li> </ul>
	Feb -2022		Revision

**304 - EDUCATION IN CONTEMPORARY INDIAN SOCIETY-I  
(General Paper)**

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p><b>Unit-1: Colonial and nationalist ideas on education</b></p> <ul style="list-style-type: none"> <li>Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the schoolsystem.</li> <li>Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.</li> </ul>
2	Oct-2021	1&2	<ul style="list-style-type: none"> <li>Social Movements in pre-independent India- Voices of the marginalized and their struggles for equal participation in education</li> </ul> <p><b>Unit- 2 Indian Constitution and Provisions for Education</b></p> <ul style="list-style-type: none"> <li>Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education</li> </ul>
3	Nov-2021	2	<ul style="list-style-type: none"> <li>Panchayat Raj Institutions and Education - 73<sup>rd</sup> &amp; 74<sup>th</sup> Constitutional Amendments and its implications.</li> <li>Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)</li> </ul>
4	Dec-2021	2	<ul style="list-style-type: none"> <li>Equality and Justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights); Reservation as an egalitarian policy: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system</li> </ul>
5	Jan-2022	2	<ul style="list-style-type: none"> <li>Human and Child Rights</li> </ul>
	Feb-2022		Revision

## 305 - INTEGRATING GENDER AND INCLUSIVE PERSPECTIVES IN EDUCATION

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p><b>Unit – 1: Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with specialneeds)</li> <li>• Discrimination practices in schools and its implications</li> <li>• Meaning of InclusiveEducation</li> </ul>
2	Oct-2021	1&2	<ul style="list-style-type: none"> <li>• Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns</li> <li>• Understanding and exploring the nature of assessment for inclusiveeducation</li> </ul> <p><b>Unit – 2: Children with Special Needs</b></p> <ul style="list-style-type: none"> <li>• Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment andinteraction.</li> <li>• Range of learningdifficulties</li> </ul>
3	Nov-2021	2&3	<ul style="list-style-type: none"> <li>• Disability identification, assessment and interaction</li> <li>• Approaches and skills for teaching children with learning difficulties</li> </ul> <p><b>Unit-3: Inclusion and Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Academic inclusion andsupport</li> <li>• Inclusiveclassrooms</li> <li>• Mono-grade, multi-grade situation andinclusion</li> <li>• Multilevel strategies</li> <li>• Multi-lingualism and inclusion</li> </ul>
4	Dec -2021	4	<p><b>Unit-4: Gender, School and Society</b></p> <ul style="list-style-type: none"> <li>• Social construction of masculinity and femininity</li> <li>• Patriarchies in interaction with other social structures and identities</li> <li>• Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interactions</li> <li>• Working towards gender equality in the classroom</li> </ul>
5	Jan -2022	5	<p><b>Unit-5: Integration of gender and inclusion perspectives</b></p> <ul style="list-style-type: none"> <li>• Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes.</li> <li>• Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.</li> </ul>
6	Feb -2022	5	Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schoolingpractices.

## 306 - SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

Sl. No.	Month	Unit	Content
1	Sep -2021	1&2	<p><b>Unit-1: School and School Culture</b></p> <ul style="list-style-type: none"> <li>• The concept and purpose of school (It's an organization/ institution; it has resources/ processes/outcomes).</li> <li>• School and community</li> <li>• School culture and organization</li> <li>• School ambience and environment and infrastructure</li> </ul> <p><b>Unit-2: School Level Programmes and Activities</b></p> <ul style="list-style-type: none"> <li>• School timetable/ schedule</li> <li>• School assembly</li> <li>• School library</li> <li>• School Development Plan-Planning, implementation and assessment</li> <li>• School community relationship</li> <li>• School games, sports, tournaments</li> <li>• School level cultural activities</li> <li>• School level records</li> <li>• Resources - Human, physical, financial</li> </ul>
2	Oct -2021	3&4	<p><b>Unit-3: School Effectiveness and School standards</b></p> <ul style="list-style-type: none"> <li>• School effectiveness and its improvement</li> <li>• School improvement – Strategies, initiatives</li> <li>• School performance evaluation: Process and performance indicators</li> <li>• Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects)</li> </ul>
3	Nov -2021	4&5	<p><b>Unit-4: School Management and Leadership</b></p> <ul style="list-style-type: none"> <li>• Concepts of school administration, management and leadership</li> </ul> <p>Types of managements and leadership</p> <ul style="list-style-type: none"> <li>• HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship.</li> </ul> <p><b>Unit-5: Academic Leadership of Headmaster</b></p> <ul style="list-style-type: none"> <li>• Allotment of subjects: Curricular and co-curricular</li> <li>• Ensuing teacher preparation (lesson plan/ TLM etc.)</li> </ul> <p>Ensuing effective classroom Teaching Learning Process</p>

4	Dec -2021	5&6	<ul style="list-style-type: none"> <li>Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress.</li> <li>Baseline testing and conduct of remedial teaching as a whole school process.</li> <li>Demonstration of children performance to the parents during SMC meeting (RTE-2009)</li> <li>Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets.</li> </ul> <p><b>Unit-6: Teacher – Professional Development</b></p> <ul style="list-style-type: none"> <li>Teacher as an organic intellectual, social transformer and social change</li> <li>Teacher as a co-learner (learning on a continuous process)</li> <li>Roles and responsibilities of teacher and accountability</li> </ul>
5	Jan -2022	6	<ul style="list-style-type: none"> <li>Teacher professional ethics</li> <li>Teacher and community development</li> <li>Concept of a teacher development, teacher education and teacher training.</li> <li>Current status and practices of teacher development</li> <li>Government/management initiative programmes</li> <li>Self directed and managed professional development</li> <li>Impact of teacher development on students, organization and community.</li> <li>Pre-service teacher education: Concept, nature, objectives, scope.</li> <li>In-service teacher programme: Purpose and practice of various commissions and recommendations</li> </ul>
6	Feb -2022	6	<ul style="list-style-type: none"> <li>Continuous professional development - Programmes - Initiatives and Strategies: Read and reflections, reflective practices, journal writing, action research, research skills, habit formation, attending seminars and programmes, guidance and counseling, career development courses and trainings, membership in professional forums and libraries, using internet and connected learning, resource collection, association with professional institutions i.e. School Complex, MRC, DIET, SCERT, NCERT etc., participation in educational debates and movements.</li> <li>Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites.</li> </ul>

**Suggested Practicum:**

- The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.
- Prepare a School Development Plan (SDP) and present.
- Develop a questionnaire for an HM and write a report on whether he may be a leader or manager.
- Meet 2 or 3 Headmasters of UP/ High School and list out the problems of their



**307- WORK & EDUCATION**  
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<b>Unit-1: Work &amp; Education: Meaning &amp; Importance</b> <ul style="list-style-type: none"> <li>• Orientation on the subject.</li> <li>• Meaning of Work &amp; Education; purpose Work &amp; Education.</li> <li>• The idea of Mahatma Gandhi.</li> <li>• Child work Vs Child labour.</li> <li>• Sense of isolation in work and education and its implications.</li> <li>• Need of integration in work and education.</li> </ul>
2	Oct-2021	2	<b>Unit-2: Work &amp; Education: Different Aspects of Integration in Work and Education</b> <ul style="list-style-type: none"> <li>• Self reliance (economic).</li> <li>• Sense of Responsibility.</li> <li>• Respect for work.</li> <li>• Correlation.</li> </ul>
3	Nov-2021	3	<b>Unit-3: School Curriculum and Work</b> <ul style="list-style-type: none"> <li>• Work as a part of school curriculum.</li> <li>• The role in the work of school curriculum.</li> <li>• Syllabus and Academic Standards.</li> <li>• Assessment of Work &amp; Education.</li> </ul>
4	Dec-2021	4	<b>Unit-4: Work &amp; Education - Some Experiments and Activities</b> <ul style="list-style-type: none"> <li>• Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation;</li> <li>• Preparation of models and goods; population activities etc.</li> <li>• Conduct of whole activities: Nature and purpose – List of activities.</li> </ul>
5	Jan-2022		<b>Unit-5: Changing Scenario of Work &amp; Education</b> Relation between work and education. Problem and limitations in implementation of work and education

**308 -VALUE EDUCATION & LIFE SKILLS**  
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p><b>Unit-1: The Meaning and Importance of Values and Ethics</b></p> <ul style="list-style-type: none"> <li>• The difference between morals and ethics.</li> <li>• Why do we need ethics?</li> <li>• Ethical development.</li> <li>• Operation of ethics.</li> <li>• Theories of moral development.</li> <li>• Importance of value education.</li> </ul>
2	Oct-2021	2	<p><b>Unit-2: Which Values and Why</b></p> <ul style="list-style-type: none"> <li>• Core values- that focuses on dignity and worth of a person.</li> <li>• Exploring the universal values and from a personal perspective.</li> <li>• Democratic and other Constitutional values.</li> <li>• Harmonious way of living, with one another and nature.</li> <li>• Learning to live together.</li> </ul>
3.	Nov-2021		<ul style="list-style-type: none"> <li>• Aesthetic values.</li> <li>• Critical and creative thinking values.</li> <li>• Education for peace.</li> <li>• Life skills education.</li> </ul>
		3	<p><b>Indian Constitution – Human Rights and Education, Child Rights</b></p> <ul style="list-style-type: none"> <li>• What do we mean by human rights?</li> <li>• Human rights in India.</li> <li>• Rights guaranteed by the Constitution of India.</li> <li>• Role of the school in observation and promoting human rights and child rights.</li> </ul>
4	Dec-2021	4,5	<p><b>Unit-4: Life Skills</b></p> <ul style="list-style-type: none"> <li>• What are life skills?</li> <li>• Need and importance of life skills in human life.</li> <li>• Life skills education in schools</li> </ul> <p><b>Unit-5: Value Education and School</b></p> <ul style="list-style-type: none"> <li>• The role of school in developing appropriate values in the children.</li> </ul>

			<ul style="list-style-type: none"> <li>• How do teacher model their behaviour for improving the value system among children.</li> <li>• The nature of programmes and activities in the school to inculcate values.</li> </ul>
5	Jan-2022	6&7	<p><b>Unit-6: Value Education, Life Skills</b></p> <ul style="list-style-type: none"> <li>• Syllabus for Value Education &amp; Life Skills.</li> <li>• Strategies and approach.</li> <li>• Suggested programmes.</li> <li>• Role of schools and teacher.</li> </ul> <p>Assessment of Value Education &amp; Life Skills</p> <p><b>Unit-7: Syllabus of Life Skills and Value Education for Classes I to VIII.</b></p> <ul style="list-style-type: none"> <li>• Academic Standards, Syllabus, Assessment</li> </ul>

**YOGA, PHYSICAL & HEALTH EDUCATION - II**  
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p><b>Unit-1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health</b></p> <ul style="list-style-type: none"> <li>• Critical Reflection on the concept of Health Education/Behaviour change models/school health Communication approach</li> <li>• Case Studies of Health Education approaches – eg: Eklayya, Madhya Pradesh, PRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.</li> <li>• School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklayya, SHEP, PRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)</li> </ul>
2	Oct-2021	2	<p><b>Unit-2: Knowledge and Development of Health Concepts among Children</b></p> <ul style="list-style-type: none"> <li>• Food and nutrition.</li> <li>• Communicable diseases.</li> <li>• Understanding one's body, alternative systems of health and healing, safety, precautions of injuries.</li> <li>• First aid (workshop mode).</li> <li>• Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness, reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.             <ul style="list-style-type: none"> <li>o Principles and benefits of Yoga</li> <li>o Practical work – Visit of Primary Health Centers and report on 1) Height and Weight chart</li> <li>2) Calorie value chart 3) energy expenditure chart during activity 4) Immunization chart</li> <li>5) Pregnant women and child feeding chart</li> </ul> </li> <li>• 6) AIDS Programme 7) Other Programmes in the PHC, TB, Leprosy, Dengue</li> <li>• Athletics</li> </ul>

			<ul style="list-style-type: none"> <li>Organizing of tournaments, marking of courts and officiating i) Kabaddi, ii) Kho Kho</li> <li>iii) Volleyball iv) Bal badminton, v) Tennekoit etc.</li> </ul>
3	Nov-2021	3&4	<p><b>Unit-3: Focus on Yoga- learning its principles and basic asanas.</b></p> <ul style="list-style-type: none"> <li>Demonstrate <b>Pranayama</b> before your peer group and write a report on those.</li> <li>Survey and find out people who got cured through <b>yoga practice</b> and write a report on it.</li> <li>Learn any one type of <b>meditation</b> and write a report on your experiences.</li> </ul> <p><b>Understanding Emotional Health Needs, Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>Understanding Emotional Health- self reflective journey</li> </ul>
			<ul style="list-style-type: none"> <li>Emotional Health- Physical Health- Cognition linkages</li> <li>School Practices and what these do to a child's emotional well-being</li> <li>Diversity in the classroom- different learners, different needs and the concept of inclusion.</li> <li>Learning Disabilities and engagement in the classroom</li> </ul>
4	Dec 2021	5	<p><b>Unit-5: Physical Education as integral to health and education</b></p> <ul style="list-style-type: none"> <li>Need for Physical Education; Linkage to health and education; Concept of a sound mind in a sound body.</li> <li>Physical Education and 'Play'</li> <li>Supervising and guiding children</li> <li>Development of team spirit, coordination, cooperation</li> <li>Diversity in capabilities and interests</li> <li>National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, Kho Kho, Volleyball, Bal badminton, Tennekoit etc.</li> </ul>
5	Jan-2022	5	<ul style="list-style-type: none"> <li>Preparation on National Festivals.</li> <li>Practical work on exercise movements and drill.</li> </ul>

### 4.3 SEMESTER -III

#### 4.3.1 COURSESTRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	74
2	Demonstration Lesson and Micro Teaching	02
3	Teaching Practice and Internship	08
4	Mid-term (Summative) Examination/s (daily two papers)	05
5	Workshops / seminars / Extension Lectures	04
6	Assessment (Final Practical & Theory Examinations)	06
<b>TOTAL</b>		<b>99</b>
<b>Discretion Holidays</b>		<b>1</b>
<b>TOTAL</b>		<b>100</b>

#### 4.3.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the semester
<b>Methodology Papers</b>				
301	Pedagogy of English at Primary Level - I	4	4	57
302	Pedagogy of EVS at Primary Level - I	4	4	57
303	Pedagogy of Elementary Level Optional Subject - I	3	4	50
<b>General Papers</b>				
304	Education in Contemporary India -I	3	3	50
305	Integrating Gender and Inclusive Perspectives in Education	5	5	70
306	School Culture, Leadership and Teacher Development	5	5	70
<b>Value Added and Co-curricular Subjects</b>				
307	Work & Education	2	2	26
308	Value Education & Life Skills	2	2	26
309	Yoga, Physical & Health Education-II	2	2	26
<b>Co – Curricular Activities</b>				
	Library	1	-	13
	Swatch DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminors / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
<b>TOTAL</b>		<b>36</b>	<b>31</b>	<b>510</b>

#### 4.3.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester –III is 20<sup>th</sup> September 2021 and the last instructional day is 11<sup>th</sup> February 2021.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	20 <sup>th</sup> September 2021 is the first Instructional Day	Sunday	9	▪ Theoryclasses
2	October, 2021	Sundays	15	▪ Theoryclasses

		Second Saturday Dasara Holidays		<ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Project work</li> </ul>
3	November, 2021	Sundays Second Saturday Deeepavali	24	<ul style="list-style-type: none"> <li>▪ Theoryclasses</li> <li>▪ Presentation of Assignments</li> </ul>
4	December, 2021	Sundays Second Saturday christmas	24	<ul style="list-style-type: none"> <li>▪ Theoryclasses</li> <li>▪ Projectwork</li> <li>▪ Curricular and Co Curricularactivities.</li> <li>▪ <b>Competition on Projectwork (Mandatory)</b></li> <li>▪ <b>Teaching Practice (08 Days)Other Curricular Areias (W.E,V.E &amp; Yoga)</b></li> </ul>
5	January, 2022	Pongal Holidays Sundays Second Saturday	18	<ul style="list-style-type: none"> <li>▪ Theoryclasses</li> <li>▪ Presentation of Projectwork.</li> <li>▪ Project work</li> <li>▪ Summative</li> </ul>
6	February, 2022 (11 <sup>th</sup> Feb.2022 is the last working day)	Sunday	10	<ul style="list-style-type: none"> <li>▪ <b>QuizCompetitionatDistrict/State Level</b></li> <li>▪ TheoryExaminations</li> </ul>
<b>Total Working Days</b>			100	<b>Days</b>