EDU 301: KNOWLEDGE AND CURRICULUM

Teaching Hours: 60   **Credits: 04**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Understand the nature, forms and sources of knowledge.
- Understand the changes in education in the context of society and modernization.
- Understand various school and classroom activities with reference to multiculturalism.
- Understand the concept, scope and bases of Curriculum.

Unit 1 Epistemological Bases of Knowledge   15hours

1.1 Nature of Knowledge: meaning, characteristics, forms of knowledge; Structure and Forms of Knowledge- Sources of Knowledge, Ways of acquiring Knowledge.

1.2 Facets of Knowledge: Local and Universal Knowledge, Concrete and abstract Knowledge, Theoretical and Practical Knowledge.

1.3 Nature of Propositional Knowledge: Rational, Belief, Truth- concept and differences.

1.4 Epistemological basis of education: Distinction between knowledge and information, teaching and training.

Unit 2:Social Bases of Education   15 hours

2.1 Social Context in Education: Society- meaning and characteristics, Culture- meaning, characteristics and relationship with education, Modernization- concept, education in the modern age, Industrialization- impact of industrialization on education.

2.2Nationalism, Secularism and Universalism in the context of Education: concept, characteristics and their relationship with Education.

2.3 Multiculturalism: meaning, need and importance, promoting Multiculturalism in school and classroom.

2.4 Democratic Education: meaning, features, need and importance, Promoting democratic education in schools.

Unit 3: Curriculum Development Process   **15 hours**

3.1 Curriculum: meaning, characteristics, scope, Bases of curriculum- Philosophical, Psychological, Sociological, Historical and Technological.

3.2 Stages of Curriculum Construction: planning, content and methods, implementation and evaluation.

3.3 Syllabus and Textbook: Syllabus- concept and characteristics; Textbook- meaning, characteristics of a good textbook and critical analyses of a textbook; significance of syllabus and text books in school education.

3.4 Types of Curriculum: Subject-centred, Learner-centred, Competency based and Constructivist Curriculum- meaning, characteristics and role of teachers.

Unit 4: Evaluating the Curriculum: **15 hours**

4.1 Curriculum Evaluation: meaning, scope and Indicators of an Effective Curriculum.

4.2 Agencies of Curriculum Construction and Evaluation–At the National Level- MHRD, NCERT, At the State Level-SCERT.

4.3 Co-Curricular Activities: meaning, importance, role in reconstruction of society.

4.4 Challenges of Education in 21st Century: Urbanization, Privatization and Globalization- their role in present context of Education.

Practicum/Fieldwork:

- Critical analysis of Secondary School Text Books of Karnataka State.
- An analysis of effects of Urbanization/ Privatization/Globalization on Education in India.
- Visiting any cultural centers and reporting how it contributes to the growth of society.
- A report on the role of Multicultural Practices in Schools in developing Harmony in Students.
- A critical analysis on the current education system in India.
- Any other assignments related to the subject.

Reference:

- Aggarwal, J. C. (2006). *Theory & Principles of Education*, Vikas Publishing House Pvt Ltd., New Delhi.

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- Kongawad, N. B. (2017). *Knowledge and Curriculum*, VidyanidhiPrakashana, Gadag.

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- Shivakumar, S.K.(2016). *Knowledge and Curriculum*, Vismaya Prakashana, Mysore.

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- Yadawada, S. B. (2009). *Education in Emerging India*, VidhyanidhiPrakashana, Gadag.

- Yashpal Committee, (1993): *Learning without Burden*, MHRD, and India.

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EDU 302: EDUCATIONAL MANAGEMENT AND ORGANISATION

Teaching Hours: 60   **Credits: 04**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Acquire the knowledge of educational organization, administration, and management, focusing on democratic principles in school settings.
- Develop strategies for creating healthy, safe, and sustainable school environments.
- Understand the importance of maintenance of school records.
- Analyze the impact of various physical factors on student learning and well-being.

Unit1: Educational Organization, Administration and Management   15 hours

1.1 Educational Organization: meaning, nature, scope and objectives

1.2 Educational Administration: meaning, nature, scope and objectives

1.3 Educational Management: meaning, nature, scope and basic components

1.4 Distinction between Educational Administration, Educational management and Educational Organisation

Unit 2: School Management Practices   15 hours

2.1 Educational administrative Set up in Karnataka: Structure and Functions

2.2 Democratic principles of School Administration and Management

2.3 Supervision and Monitoring (Inspection): concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision.

2.4 School discipline: concept, importance, causes of indiscipline and measures to overcome indiscipline.

Unit 3 Institution Organization Climate   15 hours

3.1 Institutional Planning: concept, objectives, importance, preparation and problems.

3.2 School Records: meaning, types and importance. E- records: meaning and importance.

3.3 Management of Resources: Head of Institution, Teachers - Duties and Responsibilities,

3.4 Staff meeting – meaning, characteristics, need and procedure; Time-Table – meaning, principles, types, uses and challenges

Unit 4 School Environment and the Stakeholders Role   **15 hours**

4.1 School Plant: concept, components, factors influencing school plant design and construction, role of the school plant in the educational process;

4.2 Co-Curricular activities - meaning, importance, types, principles and procedure of organising co-curricular activities

4.3 Student Medical Examination: need, importance, medical follow up services;

4.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee: meaning, composition, merits and demerits.

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Practicum/ Field Work:

- Create a Chart of the Directorate of Education's Structure and Provide an Overview of School Functionaries.
- Critically analyze the Timetables of Two Schools Based on Timetable Framing Principles.
- Organizing Co-Curricular activities and writing a report.
- Attend an SDMC/PTA Meeting and Report on Planned Activities.
- Maintenance of School records in the school.
- Conduct a Survey on Mid-Day Meal Provision in Schools and Prepare a Report.
- Any other assignments related to the subject.

Reference:

- Ediger, M., & Rao, D. B. (2003). *Improving school administration*. Discovery Publishing House.
- Agarwal, J. C. (2005). *Development and planning of modern education*. Vikas Publishing House Pvt Ltd.
- Hazary, N. (2006). *Development administration*. A.P.H Publishing Corporation.
- Sharma, P. (2005). *Education administration*. A.P.H Publishing Corporation.

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- Trivedi, P. R., & Sudarshan, K. N. (2006). *Management education*. Discovery Publishing House.

EDU 303: CREATING AN INCLUSIVE SCHOOL

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Understand the concept of Inclusive Education and evaluate various initiatives of Inclusive Education.
- Identify children with diverse needs in regular schools.
- Locate the appropriate initiatives taken at the national level towards inclusion.
- Recognise and appreciate unique abilities of children with special needs.

Unit-I: Inclusive Education and Children with Special Needs   **15 hours**

1.1 Inclusive Education - concept, definitions, scope, need, importance and factors affecting inclusion. Impairment, Disability and Handicap – concept and differences.

1.2 Sensory Impairment - Hearing impairment and Visual impairment, concept, identification and characteristics.

1.3 Physical Disabilities - Orthopedic impairment, Cerebral Palsy, Multiple Disabilities and Congenital defects – concept and characteristics.

1.4 Intellectual Disabilities - Learning Disability, ADHD, Autism Spectrum Disorders and Cerebral Palsy - concept and characteristics.

Unit2: Policy Perspectives with Reference to Inclusion   **15 hours**

2.1 Historical Perspectives of Inclusive Education: Kothari Commission (1966), Integrated Education of Handicapped Children (IEDC 1974), Sarva Shiksha Abhiyan (SSA 2001), Right to Education Act (RTE 2009) and Rights of Persons with Disabilities Act (RPWD 2016).

2.2 National Provisions: National Policy on Education 1986 (POA, 1992), Rehabilitation Council of India Act, 1992, the Persons with Disabilities Act 1995 and Inclusive Education of the Disabled at Secondary Stage (IEDSS - 2009).

2.3 International Conventions: the Salamanca Statement and Framework for Action on Special Needs Education (1994) and UN Convention on the Rights of Persons with Disabilities (2006).

2.4 Types of Inclusion: Full Inclusion, Partial Inclusion and Mainstreaming – concept and characteristics.

Practicum/Fieldwork:

- Report on the visit to special schools.
- Observing inclusive practices and reporting.
- Identifying pupils with special needs in the primary school and preparing a profile of these pupils.
- Preparation of Lesson Plans for teaching students with different learning needs.
- Visit to Block Inclusive Education Resource Centres (BIERT) and preparing report.
- Identifying suitable research areas in inclusive education surveying related literature.
- Conduct surveys in the local area to ascertain inclusion of children with diverse needs.
- Conducting surveys on the type of support services needed for inclusion of children with specific challenges.
- Any other assignments related to the subject.

Reference:

- Aggarwal, J. C. (2005). Landmarks in the History of Modern Indian Education, (Fifth Edition), Vikas Publishing House Pvt Ltd, New Delhi.
- Arunachalam, N., & Gopa, R. (2010). Special Education, APH Publishing Corporation, New Delhi.
- Babu, K. S., Prasad, V., & Rao, D. B. (2004). Reading Disabilities, Sonali Publications, New Delhi.
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- Kumari, M. Alice, Raj; Sundari, D. Rita Suguna., & Rao, D. B. (2004). Deaf Education, Sonali Publications, New Delhi.

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- Madhubala, J., & Rao, D. B. (2006). Adjustment Problems of Hearing Impaired, Discovery Publishing House, New Delhi.

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- Reddy, G. Lokanadha; Ramar, R; & Kusuma, A. (2005). Special Education Series, Hearing Impairment – an Education Consideration, Discovery Publishing House, New Delhi.

- Reddy, G. Lokanadha; Ramar, R; & Kusuma, A. (2006). Education of Children with Special Needs, Discovery Publishing House, New Delhi.

- Rekha. (2018). Inclusive Education, APH Publishing Corporation, New Delhi.

- Safaya., Srivastava., & Singh. (2011). Development of Education in emerging India & its Current Problems, Dhanpat Rai Publishing Company (P) Ltd, New Delhi.

- Sharma, R. A. (2012). Fundamentals of Special Education, Vinay Rakheja, Meerut.

EDU 304: GENDER, SCHOOL AND SOCIETY

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Understand the concept of gender and the related terms.
- Analyze the status of women in India from historical time to the present time.
- Understand the importance and need for women empowerment.
- Analyze the gender issues and concerns in the education system.

Unit 1: Gender, School and Society.   15 hours

1.1 Concepts and Terms of Gender: sex, gender, sexuality, patriarchy, masculinity and feminism- meaning and characteristics.

1.2 Gender Roles as stressed since ancient period: gender roles and relationship matrix; gender-based division and valuation of work and exploring attitudes towards gender.

1.3 Gender Bias: gender stereotyping; equity and equality in relation with caste, class, religion and culture – meaning and characteristics.

1.4 Agencies of Gender Construction: family, neighbourhood, school, religion and media.

Unit2: Gender Issues and Reforms.   15 hours

2.1 Status of women: historical perspectives, social reform movements and marginalization of women in India; important constitutional and legal provisions for women in India.

2.2 Issues Related to Women/Girl Child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood

2.3 Social Reforms for Women Empowerment: Raja Ram Mohan Roy, Ishwar Chandra Vidya Sagar, Dhondo Keshav Karve and Savitribai Phule – their role and contributions.

2.4 Legal Provisions and Policies: Constitutional privileges, welfare schemes for girl child education, Domestic Violence Act (2005), POCSO Act (2012) and Beti Bachao Beti Padhao (2015).

Practicum/Fieldwork:

- Group assignment on examining policies and schemes on girl child education and women empowerment.

- Preparation of projects on women achievers in various fields.

- Collection of folklores reflecting socialization process and its influence on identity formation.

- Collecting thoughts of eminent men and women of India on girl education and empowerment

- Collage preparation on any gender related issues, women education and empowerment.

- Studying sexual harassment cases and preparing reports.

- Text book analysis for identifying gender issues and gender biases reflected in it.

- Presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking.

- Any other assignments related to the subject.

Reference:

- K, Jaya., Manjunath, D. R., & G. K, Chandramoulesh. (2016). Gender, School and Society, SirivaraPrakashana, Bangalore.

- Kongwad, N. B. (2007). Education in India – Philosophical & sociological Foundations of Education, VidyanidhiPrakashana, Gadag.

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EDU 311A: VALUE EDUCATION

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Create awareness about the significance of values in human life.
- Develop awareness about the different agencies working in the sphere of value education.
- Develop skills and techniques needed to teach value education.
- Develop the skill of assessing values using various techniques.

Unit-1 –Introduction of Values and Significance of Value Education   15 hours

1.1 Values: concept, nature and significance; Classification of values: intrinsic and instrumental, personal, social, family, cultural, spiritual democratic, institutional and religious values.

1.2 Value Education: meaning, importance and objectives, role of teachers in value education.

1.3 Sources of Value Education: Autobiography and Biography of great people, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper clippings, Episodes from real life, Documents Literature, Socio-cultural practices, Constitution and Religion

1.4 Role of Social Agencies in Value Education: Family, Religion, Educational Institutions, Communities, Mass Media, Information and Communication and Technology.

Unit2-Approaches and Assessment of Value Education   15 hours

2.1 Direct Approaches: Meaning and Strategies-Sharing reflections on songs, scripture, passages, parables, stories, Case Study, Role play, Photo language. Brain Storming-meaning, importance, uses, steps, merits and limitations.

2.2 Indirect Approaches: Meaning and Strategies- Identification of Plug points in school subjects for value education (Integration in the teaching of school subjects).

2.3 Incidental Approaches: Meaning and Ways-Identification and use of incidental situation to high light values- deliberate and unplanned.

2.4 Tools and techniques of value assessment: Self-appraisal, checklist, rating scale, Observation, interaction, situational test and examination.

Practicum/Field Work:

- Select a story / an episode / an incident from an epic and analyse the values integrated.
- List out the values integrated in any school subject with minimum five illustrations.
- Prepare an episode using integrated approach to teach values by selecting a topic from school subject.
- Enact a role play or a skit on any value.
- Prepare an album/wall paper/chart to teach values.
- Prepare a tool for value assessment (check list / rating scale)
- Visit to a school and interact with the teachers about value inculcation strategies and submit a report.
- Collect five folk songs and five patriotic songs and analyse the values integrated in it.
- Any other assignments related to the subject.

Reference:

- Education for values in schools- A Framework. NCERT, NEWDELHI.
- Haseen Taj, Current challenges in Education, Hyderabad, Neelkamal Publications, 2008.
- Kamala Bhatia &Baldev Bhatia, The Philosophical & Sociological Foundations of Education, Delhi, Doaba House.
- Kiruba Charles & V. Arul Selvi. Value Education. New Delhi, Neelkamal Publications Pvt Ltd.
- NCERT, Education in Values, A source Book, Editors: C.Seshadri, M.A.Khader, GL Adhya, New Delhi.
- Rama Rao K, Moral Education A practical approach, RIMSE, Mysore.
- Shanthinath Gupta, The Indian Concept of Values.
- Usha Rao, Education for Values, New Delhi. Himalaya Publishing House.
- Vanaja.M&DVijayaBharathi. Value Oriented Education, New Delhi, Neelkamal Publications Pvt Ltd. 11. Vatsyayan, Made Easy Ethics, Meerut, KedarnathRamnath.
- Yogesh Kumar Singh &RuchikaNath. KulBhushanMangia,Value Education, New Delhi. APH Publishing Corporation.

EDU 311B: GUIDANCE AND COUNSELLING

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Explain the concepts, aims, and principles of guidance and counselling, and differentiate between types of guidance and counselling methods.

- Apply appropriate tools and techniques, including testing and non-testing methods, to assess and support students.

- Recognize the need and relevance of guidance and counselling in schools.

- Understand the process of guidance and counselling.

Unit 1: Introduction to Guidance and Counselling   15 hours

1.1 Guidance and Counselling: concept, aims, objectives, functions and principles.

1.2 Types of Guidance; Educational, vocational, and Personal Guidance) need andprocedure

1.3 Guidance Services; purposes and principles of organization of different Guidance Services   Organization of Guidance services at Secondary Level.

1.4 Counselling Services: Features, steps and need at school level; Methods of Counselling: Directive, Non-Directive, Eclectic: meaning, steps and   differences.

Unit -2 **Tools and Techniques in Guidance and Counselling15 hours**

2.1 Testing and Non-Testing Techniques; meaning, need, importance.

2.2 Non-testing Techniques: Observation, Anecdotal records, Case Study, Cumulative Records, Interviews, socio-metric techniques.

2.3 Standardized testing Techniques: Intelligence Test, Aptitude Test, Interest Inventory Test and Personality Test – meaning, characteristics and uses.

2 4 Selection of Tests for Placement in Educational and ProfessionalInstitutions, role of the teacher in Assessment and Testing.

Practicum/Fieldwork:

- Conduct a case study and write a report.

- Find out the problems faced by secondary school students by interacting with secondar school teachers and submit a report on it.
- Visit to a professional counselling centre and write a report.
- Visit any educational institution and write a report on its counselling Centre's nature, organization and services being provided to its stake holders.
- Administer any one of the following psychological tests on Secondary school children. Intelligence test, Aptitude test, Personality test.
- Preparation of scrap book for a career counselling.
- Any other assignments related to the subject.

Reference:

- Arulmani, G & Arulmani, S.Nag: Career Counselling: A Hand book, New Delhi, Tata Mc Graw Hill Publishing Company Limited, 2004.
- Asha, Bhatnagar, Guidance and counselling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House, 1999.
- Gibson, R.L & Mitchell, M.H, Introduction to Counselling and Guidance, New Delhi, 2003
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- Jonse, R.N: Introduction to Counselling skills: Text and Activities, New Delhi, Sage Publications, 2000.
- Narayana Rao A.K., Guidance and Counselling. APH Publishing Corporation, New Delhi, 2002.
- Ramesh Chaturvedi, Guidance and Counselling Techniques – Crescent Publishing Corporation, New Delhi, 2007.
- Sitaram Sharma, Guidance and Counselling. An Introduction, Shri Sai Printing graphers, New Delhi. 2005.

EDU 311C: ENVIRONMENT EDUCATION

Teaching Hours: 30   **Credits:** 02

Course Learning Outcomes:

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

- Understand the importance of environmental education.
- Understand the status of environmental education in the school curriculum.
- List the causes for environmental degradation, environmental hazards, and pollution.
- Understand the need for remedial ways to protect the environment in daily life.

Unit 1: Environmental Education and Environmental Hazards (15 hours)

1.1 Environmental Education: meaning, importance, characteristics, objectives, scope, and guiding principles of environmental education.

1.2 Factors of degradation of environment: Meaning, factors of degradation of environment, socio-economic impacts of degradation of environment, and prevention of degradation of environment.

1.3 Environmental Hazards and Environmental Pollution: Environmental Hazards - Meaning, types, causes, effects of Environmental Hazards, Prevention of Environmental Hazards; Environmental pollution - meaning, types, causes, effects, and prevention of Environmental Pollution.

1.4 Environmental Management and Protection of Environment: meaning, needs, objectives, and characteristics; Protection of Environment - meaning, measures for Protection of Environment.

Unit 2: Environmental Issues and Policies in India   15 hours

2.1 Environmental Issues: Major Environmental Problems - Greenhouse effect, Acid Rain, Global warming, Environmental pollution, rise in sea level, coastal erosion, uneven distribution of industries, Waste management, and recycling waste; Deforestation - meaning, causes, and consequences of deforestation.

2.2 Environmental conservation: Meaning, need, objectives, principles, need for conservationof natural resources, biodiversity, wildlife; various Wildlife Conservation projects.

2.3 Environmental Movements in India: meaning, reasons for emergence, forest-based, river-based, and other environmental issues.

2.4 Environmental acts and laws in India: Various environment protection acts and laws in India related to water, air, wildlife, forest, and pollution control.

Practicum/Fieldwork:

- Field visit and report related to the environment.
- Study of local waste management system.
- Survey of measures taken by local people to save energy.
- Study on afforestation program in a town.
- Visit to Pollution Control Board and reporting
- Any other assignments related to the subject.

Reference:

- A. Panneerselvam and Mohana Ramakrishnan. (2005). *Environmental Science Education,*Sterling Publishers Pvt. Ltd.,New Delhi.
- Ganta Venkata Siva Laxmi, G.L. Subbiah and Digumarti Bhaskara Rao. (2006). *Methods of Teaching of Environmental Science,*Discovery Publishing House, New Delhi.
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- S. S. Dara. (2005). *A Text Book of Environmental Chemistry and Pollution Control*, S. Chand and Company Ltd, New Delhi.

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- V. Krishnamacharya. (2005). *Environmental Education*, Neelkamal Publications Pvt. Ltd., Hyderabad.

- Y. K. Singh. (2005). *Teaching of environmental Science*, APH Publishing Corporation, New Delhi.

EDU 321: UNDERSTANDING THE SELF

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On the completion of the course the student teachers will be able to:

- Analyze cognitive resources of the self to develop self-critical awareness, independent thinking, and problem-solving skills

- Evaluate and manage affective resources by recognizing and understanding emotions and their impact on personal and professional development

- Identify and appreciate human commonality, developing empathic understanding of physical differences due to various factors

- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher

Unit I: Self as a Human Resource   **15 hours**

1.1 Cognitive Resources of the Self: Developing self-critical awareness about one's abilities; Enhancing opportunities for independent thinking; Cultivating critical thinking and creative thinking; Building decision-making and problem-solving skills.

1.2 Affective Resources: Understanding and managing feelings of love, joy, and appreciation; Recognizing emotions such as fear, anger, jealousy, affection, and happiness as both assets and limiting factors.

1.3 Sensitizing to Human Commonality: Identifying the structural and functional commonality of the human body, excluding reproductive organs and related features.

1.4 Empathic Understanding: Appreciating the impact of geographical, climatic, and genetic conditions on physical differences among humans.

Unit 2: Development of Professional Self, Ethics, and Role of Teacher   **15 hours**

2.1 Understanding Professional Identity: Identity- Understanding and sharing one's identity; Factors influencing professional identity--cultural, historical, and political influences

2.2 Personal Aspirations and Challenges: Aspirations and Dreams- Exploring, reflecting, and sharing one's aspirations, dreams, concerns, and struggles in becoming a teacher; Personal Struggles- Reflecting on personal challenges faced in the journey toward becoming a teacher.

2.3 Reflections on Peers: Reflecting on the experiences, efforts, aspirations, and dreams of peers in the teaching profession; Shared Struggles and successes among peers.

2.4 Professional Ethics and Role: Values and Ethics- Building an understanding of values and professional ethics as a teacher to live in harmony with oneself and surroundings; teacher's role as a facilitator and partner in the well-being of learners.

Practicum:

- Developing self-awareness as a teacher (individual/group activity) –A Report of the input experience.
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis).
- Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity).
- Write a reflection about your journey as a student-teacher.
- Any other assignments related to the subject.

References:

- Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf.
- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi.
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- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi.

EDU 322: TEACHER AS A LEADER

Teaching Hours: 15   **Credits: 01**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Understand essential traits of an effective leader.
- Analyse teacher's role in school and classroom organizations and administrative structures.
- Develop awareness about issues, legislation and policies related to teacher profession.
- Develop professional skills and attitudes of teacher leadership.

Unit 1 Leadership   15 hours

1.1 Leadership: meaning, types of leadership, essential traits of an effective leader.

1.2 Teacher Professionalism: Values and Beliefs; Codes of Ethics, Decision-Making in Schools-Advantages of effective Teacher Leader in a School.

1.3 Challenges in schools: Bullying, Ragging, Social Networking, Issues in schools and working with parents.

1.4 The Law and Teachers: RTE (2009), POCSO (2012), RTE (2010), Prevention of Ragging Act 1997, Right to information Act 2005, Copyright Act 1957, Code of Professional Ethics for teachers (NCTE).

Practicum/ Fieldwork (Any Two):

- Assignment on Teacher Leadership.
- Assignment on Challenges to Teacher profession.
- Survey and Report on Teacher awareness on legal issues related to teachers.
- Report on life and views of Eminent Teachers Leaders/Educationists.
- Any other assignment related to the subject.

Reference:

- J. P. Verma & Manju Verma (2007). R. Lall Book Depot, Meerut.
- Marlow Ediger &Digumarti Bhaskara Rao (2006). School Organisation, discovery publishing House, New Delhi.
- Verma, R. (2005). Educational Administration, Anmol Publications Pvt Ltd, New Delhi.

EDU 341: FUNDAMENTAL OF EDUCATIONAL RESEARCH

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On completion of the course the student teachers will be able to:

- Introduce the basic concepts and principles of educational research.
- Develop skills in identifying and formulating research problems.
- Familiarize students with the methods and techniques of data collection.
- Enhance the ability to critically review literature and construct a research proposal.

Unit 1:Basicsof Educational Research   15 hours

1.1 Educational Research: Definition, nature, and scope of educational research. Importance of research in education. Types of educational research: qualitative and quantitative.

1.2 Research Problems and Hypotheses-Identifying and formulating research problems. Characteristics of a good research problem. Types and characteristics of hypotheses.

1.3 Literature Review-Purpose and importance of literature review. Sources of literature: primary and secondary. Steps in conducting a literature review.

1.4 Ethics in Educational Research-Ethical considerations in research. Informed consent and confidentiality. Ethical issues in data collection and reporting.

Unit 2: Research Design and Data Collection   15 hours

2.1 Research Design-meaning and purpose of research design. Types of research design: exploratory, descriptive, experimental. characteristics of a good research design.

2.2 Sampling Techniques-meaning and importance of sampling in research. Types of sampling methods: probability and non-probability sampling. Determining sample size and sampling errors.

2.3 Data Collection Methods-Types of data: primary and secondary. Methods of data collection: surveys, interviews, observations. Tools for data collection: questionnaires, checklists.

2.4 Qualitative Data Analysis**-**Introduction to qualitative data analysis. Techniques for analyzing qualitative data: coding, thematic analysis. Presenting qualitative data.

Practicum/Fieldwork:

- Reading and Reviewing Literature: Read at least two samples from each of the following categories and submit reviews of the texts read (each review may be limited to 100 words): novels, short stories, poems, plays, essays, and children's literature.

- Group Discussion and Summarization: Display/provide copies of a short academic discourse. Let students read the text in small groups, discuss, and prepare a write-up summarizing their discussions.

- Critical Reading of Policy Documents: Read various chapters of policy documents such as NCF 2005, NEP 2020, or RTE 2009 critically.

- Digital Text Reading: Write a short review of a digital text read and submit the soft copy to the teacher educator.

- Exploring Related Literature: Explore literature on a given issue related to their specialization subject. List at least 10 books and 20 websites related to the assigned topic.

- Research Project Submission: Each student will identify a research problem, conduct a literature review, design a research proposal, and collect and analyze data. The final research project report should be submitted at the end of the course. This project will synthesize all the skills and knowledge acquired during the course.

- Any other assignment related to the subject.

Reference:

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). Sage Publications.

- Gay, L. R., Mills, G. E., &Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.

- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. Jossey-Bass.

- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.

- Robinson, K. H., & Dobbins, A. (2013). *Understanding and using research in education: A practical guide* (2nd ed.). Routledge.
- Borg, W. R., & Gall, M. D. (2007). *Educational research: An introduction* (7th ed.). Pearson.

EDU 351: FINANCIAL LITERACY

Teaching Hours: 30   **Credits: 02**

Course Learning Outcomes:

On the completion of the course the student teachers will be able to:

- Develop proficiency for personal and family financial planning.
- Apply the concept of investment planning.
- Analyze banking and insurance products.
- Promote financial security against Ponzi schemes and online fraud.

Unit 1: Introduction to Financial Literacy   15 hours

1.1 Financial Literacy: meaning, scope and importance of financial literacy.

1.2 Financial Planning: meaning, objectives and steps involved in the process of financial planning.

1.3 Digitization of financial transactions: Debit Cards and Credit Cards., Net banking and UPI, digital wallets,

1.4 Security and precautions against Ponzi schemes and online fraud.

Unit 2: Budgeting, saving and money management   15 hours

2.1 Budgeting: meaning, tracking income and expenses, adjusting the budget for financial goals.

2.2 Saving: meaning, importance and types of saving accounts.

2.3   Money management: Insurance Planning (health, home and life).

2.4 Retirement Planning: Importance of retirement planning, Social Security and pensions, Strategies for retirement savings.

Practicum/ Fieldwork:

- Conduct a financial literacy survey among 25 respondents to measure the level of financial literacy and reporting.
- Preparation of a report on various types of investments and risk management.

- Analytical report on different types of banks of India and the services offered.
- Report on various benefits of digital banking and awareness among the consumers.
- Any other assignments related to the subject.

Reference:

- John Wiley & Sons, (2024)., Financial Literacy for all., Willy.Com Rediff books.
- Benjamin Graham; (1949) "The Intelligent Investor" "A Random Walk Down Wall Street" by Burton Malkiel;

EDU 383: PRACTICE IN TEACHING

Teaching Hours: 100   **Credits: 04**

This course provides hands-on experiences for student-teachers to become professionals through rigorous practice in teaching. Students will gain experiences both on campus and in cooperative schools under professional supervision. The course includes activities such as, planning the lessons, preparing teaching-learning materials, teaching practice at schools, observation of peer lessons and evaluation under the supervision of mentors.

Course Learning Outcomes:

On completion of this course student-teachers will be able to: -

- Gain proficiency in planning the lessons.
- Conduct effective lessons using creative teaching aids.
- Construct evaluation tools to assess the effectiveness of lessons.
- Develop classroom management skills.

Criteria for assessing Practice in Teaching

Internal Assessment	Marks
Lesson Plan – Method I & Method II	20
Teaching Learning Materials– Method I & Method II	10
Teaching Performance – Method I & Method II	40
Peer Group Observation – Method I & Method II	10
Unit Plan and Unit Test – Method I & Method II	20
Total Marks	**100**