

SEMESTER-I

Course-I (1.1.1) CHILDHOOD AND GROWING UP

- **1st Half: Development and its Characteristics**
 - o **Unit I: Growth and developmental pattern of learners:** Concept of growth and development; General characteristics; Stages and sequence; Social factors affecting growth and development (poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing).
 - o **Unit II: Stages of development:** Infancy, childhood, adolescence, adulthood; Adolescence (Physical, Emotional, Cognitive development); Needs, problems, guidance, and counseling of adolescents.
 - o **Unit III: Different types of Development:** Cognitive development (Piaget's theory); Psycho-sexual development (Freud's Theory); Psycho-social development (Erikson's theory); Moral and pro-social development (Kohlberg's theory); Self-concept and personal identity; Communication and speech development (paralinguistic and linguistic stages).
 - o **Unit IV: Individual differences:** Role of heredity, environment (physical and socio-cultural); Nutrition; Child-rearing practices and family.
 - o **Unit V: Development of personality:** Concept, types, and traits; Trait theories (Eysenck, Cattell's 16 factor, Five factor); Measurement (Self-report and projective techniques).
- **2nd Half: Aspects of Development**
 - o **Unit I:** Instincts and Emotions, Emotional Intelligence, Attitude and Attachment.
 - o **Unit II: Motivation:** Extrinsic and Intrinsic Motivation; Theories (Maslow, Weiner, McClelland); Factors affecting motivation (Self Efficacy, Locus of Control, Anxiety, Curiosity).
 - o **Unit III: Attention and Interest:** Concept, determinants, span, fluctuation, distraction; Relation of interest with attention.
 - o **Unit IV: Intelligence:** Concept and nature, distribution; Factor theories (Guilford, Thurston, Gardner's Multiple Intelligence); Measurement (Verbal/non-verbal); Intelligence quotient and education.
 - o **Unit V: Creativity:** Concept, components, identification, and nurturance.

Course-II (1.1.2) CONTEMPORARY INDIA AND EDUCATION

- **1st Half: Education in Post-Independent India**
 - o **Unit I: Educational provision in the Constitution of India:** Fundamental Rights, Directive Principles, Fundamental Duties, Centre-State Relationship, Language Issues.
 - o **Unit II: Recommendations of various commissions:** Indian University Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Policy of Education (1986, 1992).
 - o **Unit III: Equalization and universalization of Elementary and Secondary education:** Concept, problems, probable solutions; Views of Swami Vivekananda.

- o **Unit IV: Inequality, Discrimination and Marginalization in education:** Concept, causes, solutions.
- o **Unit V: National Values:** Concept, characteristics, relevance in education, relation with international understanding; Views of Swami Vivekananda on Mass, Women, Technical/Vocational Education, Culture.
- **2nd Half: Policy Framework for Education in India**
 - o **Unit I: Contemporary issues:** Unemployment, population explosion, poverty, student unrest, RTE (2009), NCF (2005), RMSA, NCF-TE (2009).
 - o **Unit II: Policies on education:** SSA, NKC (2009).
 - o **Unit III: Role of Monitoring Agencies:** UGC, NAAC, NCTE, SCERT, NCERT, IASE, CTE, NUEPA, DIET.
 - o **Unit IV: Community participation and development:** Women, Dalit, Tribal, Adult/Continuing, Distance & Open Education; Government initiatives.
 - o **Unit V: Educational Planning and Management:** Educational & Institutional Planning, Leadership, Administrative structure of Secondary Education, Quality Management, Supervision.

Course-IV (1.1.4) LANGUAGE ACROSS THE CURRICULUM

- **Unit I: Theoretical Background of Language Usage:** Concept, functions, role across curriculum, historical background, theories (Bloomfield, Chomsky, Saussure), Multilingualism.
- **Unit II: Understanding Language Background:** Home vs. school language, power dynamics, dialects.
- **Unit III: Different Strategies for Language Development:** Classroom discourse, oral and written strategies, discussion as a learning tool.
- **Unit IV: Language Interaction in the classroom:** Questioning techniques, teacher's role in multicultural classrooms.
- **Unit V: Nature of Reading Comprehension in Content Areas:** Proficiency in Social Sciences, Sciences, Math; Schema Theory; Text types (Expository, Narrative, Transactional, Reflective).

Course-V (1.1.5) UNDERSTANDING DISCIPLINE AND SUBJECTS

- **Unit I: Discipline and Subject:** Education as an inter-disciplinary field, emergence/merger of disciplines, interdependence among school subjects.
- **Unit II: Science as a Subject and Discipline:** Nature, history, place in curriculum, day-to-day life, relation with other subjects.
- **Unit III: Language as a Subject and Discipline:** Centrality in education, intellectual development, curriculum debates, policy issues, medium of communication, phases of development.
- **Unit IV: Mathematics as a Subject and Discipline:** Nature, history, curriculum placement, daily life, relationship with other subjects.
- **Unit V: Social Science as a Subject and Discipline:** Nature, philosophy, interdisciplinary perspective, relevance in curriculum.

Course-EPC-1 (1.1EPC1) READING AND REFLECTING ON TEXTS

- **Unit I: Introduction to Reading:** Meaning, process, importance across curriculum, characteristics.
- **Unit II: Reading Skills:** Levels (literal, interpretative, critical, creative); Types (intensive, extensive, oral, silent); Techniques (skimming, scanning); Methodology.
- **Unit III: Reading the Text:** Types of texts (narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes).
- **Unit IV: Developing Reading Skills:** Critical reading, reflective skills, metacognition.
- **Unit V: Reading Comprehension:** Vocabulary development, reading problems.

SEMESTER-II

Course-III (1.2.3) LEARNING AND TEACHING

- **1st Half: Learning**
 - **Unit I: Understanding Learning:** Nature, types (factual, associations, conceptual, procedural, principles/rules); Remembering & Forgetting (encoding, storage, retrieval, information processing); Strategies for memorization.
 - **Unit II: Factors Influencing Learning:** Motivation types; Teacher's role (cooperative learning, peer tutoring, collaborative learning).
 - **Unit III: Learning Paradigms:** Behavioristic (Thorndike, Pavlov, Skinner); Cognitive (Gestalt, Bruner's discovery learning, Piaget's constructivism); Social Cognitive (Bandura); Social Constructivist (Vygotsky); Humanistic (Carl Rogers).
 - **Unit IV: Transfer of Learning:** Concept, types, theories, methods of enhancement.
 - **Unit V: Organization of Learning Experiences:** School role (guidance, mental health, co-curriculars); Strategies for diverse learners (brainstorming, grouping, remedial teaching, enrichment).
- **2nd Half: Teaching**
 - **Unit I: Understanding Teaching:** Definition, maxims, relationship with instruction/training, teacher's role.
 - **Unit II: Models of Teaching:** Concept Attainment Model (CAM), Advance Organizer Model (AOM), Inquiry Training Model (ITM).
 - **Unit III: Task of Teaching:** Variables, pre-active/interactive/post-active phases, essentials of effective teaching.
 - **Unit IV: Levels & Approaches:** Memory, understanding, reflective levels; Constructivist, cooperative, debate, quiz, CAI, Programmed Instruction.
 - **Unit V: Skills of Teaching:** Micro-teaching procedures, teaching skills (introducing, questioning, aids, reinforcement, illustration), FIACS.

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

(Applicable to Languages, Social Sciences, Sciences, Mathematics)

- **Unit I: Foundations:** Historical background, aims & objectives, curriculum status, values.
- **Unit II: Strategies & Methods:** Teaching theories, instructional objectives, specific methodologies (e.g., Heuristic, Project, Lecture, Interactive, Laboratory, CAI).
- **Unit III: Resources & Laboratories:** Learning resources, textbook qualities, teaching aids, laboratory planning.
- **Unit IV: Learning Design:** Concept, importance, types, steps, qualities.
- **Unit V: Assessment & Evaluation:** Tools, test construction, CCE, formative/summative evaluation.

Course-VIII-(A) (1.2.8A) KNOWLEDGE AND CURRICULUM - Part-I

- **Unit I: Epistemological bases:** Knowledge vs. skill, teaching vs. training, reason vs. belief.
- **Unit II: Philosophical Foundation:** Tenets of Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Radhakrishnan, Asutosh Mukherjee.
- **Unit III: Sociological bases:** Constitutional goals, social issues (globalization, secularism, gender inequality, poverty).
- **Unit IV: Concepts & Scope:** Four pillars of education, aims (personal, social, national), agencies (formal, non-formal, informal).
- **Unit V: Concept of Curriculum:** Meaning, types, nature, principles of framing, role of state.

• Course-IX (1.2.9) ASSESSMENT FOR LEARNING

- **1st Half: Assessment of Learning Process**
 - o **Unit I:** Test, Measurement, Assessment, Evaluation concepts.
 - o **Unit II:** Formative/Summative, NRT/CRT, Validity, Reliability, Norms.
 - o **Unit III:** Psychological Tests (Intelligence, Aptitude, Attitude, Personality), Achievement tests.
 - o **Unit IV:** Scoring, grading, statistical analysis (Mean, Median, Mode, SD, Graphs).
 - o **Unit V:** Problem Learners (Identification, Case Study, Remedial Measures).
- **2nd Half: Assessment of Learning System**
 - o **Unit I–V:** Infrastructure, Human Resources, Management & Records, Special Services (Mid-Day Meal, Scholarships), School-Community Relationships.

Course-EPC-2 (1.2EPC2) DRAMA AND ARTS IN EDUCATION

- **Unit I:** Drama fundamentals, role play, street plays.
- **Unit II:** Music (Sur, Taal, Laya, Vocal, Karaoke).
- **Unit III:** Dance forms and educational integration.
- **Unit IV:** Drawing, painting, poster making.
- **Unit V:** Creative Arts (Origami, Puppetry, Rangoli, Computer graphics).

SEMESTER-III
Course-VII (B) (1.3.7B) Pedagogy of a School Subject Part-II

- **Unit I: Pedagogical Analysis:** Unit breaking, previous knowledge, behavioral objectives, strategies, test blueprints.
- **Unit II: Teaching Skills:** Micro-teaching, simulated teaching, integrated classroom teaching.
- **Unit III: Teacher & Support Systems:** Teacher qualifications, subject laboratories/clubs, creative writing/practical activities.
- **Unit IV: Subject Activities:** Fairs, exhibitions, excursions, magazines, clubs, debate, ICT.
- **Unit V: Assessment & Resource Review:** Textbook review, evaluation tools, achievement test construction.

SCHOOL INTERNSHIP

- Preparation and delivery of at least 60 approved Learning Designs.
- Execution of community-based activities (rallies, cleanliness, cultural programs, NSS/Scouts).

SEMESTER-IV
Course-VI (1.4.6) GENDER, SCHOOL AND SOCIETY

- **Unit I: Gender Concepts:** Gender vs. sex, patriarchy, bias, transgender/third gender, equity.
- **Unit II: Paradigm Shifts:** Historical reformations (Rammohan Roy, Vidyasagar, Vivekananda, Tagore, Begum Rokeya), policy initiatives.
- **Unit III: Gender, Power & Education:** Socialization practices in family/school, female empowerment.
- **Unit IV: Gender Issues in Curriculum:** NCF 2005 analysis, hidden curriculum, textbook representation.
- **Unit V: Gender & Abuse:** Body image, sexual harassment, violence redressing agencies.

Course-VIII (B) (1.4.8B) KNOWLEDGE AND CURRICULUM - Part-II

- **Unit I: Curriculum Development:** Determinants, theories, stage-specific curriculum, NCF reforms.
- **Unit II: Curriculum & Syllabi:** Translating syllabus to textbooks, social representation.
- **Unit III: Design & Evaluation:** Content selection principles, NCFTE 2009, formative/summative evaluation.
- **Unit IV: Power & Ideology:** Meritocracy vs. elitism, societal structures.
- **Unit V: Process & Practice:** Value inculcation, timetable construction, hidden curriculum.

Course-X (1.4.10) CREATING AN INCLUSIVE SCHOOL

- **Unit I: Introduction:** Special, integrated, and inclusive education concepts.
- **Unit II: Legal & Policy Framework:** International declarations (Salamanca, UNCRPD), national laws (RTE 2009, NPE, RCI).
- **Unit III: Diversity & Needs:** Visual/Hearing Impairments, Learning Disabilities, IEP preparation, assessment tools.
- **Unit IV: Inclusion in Operation:** Classroom management, TLM adaptations, assistive technology, peer tutoring.
- **Unit V: Teacher Preparation:** Competencies, overcoming classroom barriers, NCFTE directives.

Course-XI (1.4.11) OPTIONAL COURSES *(Select one)*

- **Health and Physical Education:** Health concepts, common diseases, tech-related risks, first aid principles.
- **Peace & Value Education:** Peace concepts, conflict resolution, value systems, moral dilemmas.
- **Guidance and Counselling:** Career guidance, mental health, adjustment mechanisms, testing tools.
- **Work & Vocational Education:** Work experience, laboratory management, practical skills.
- **Yoga Education:** Yogic philosophy, asanas, health management.
- **Environmental & Population Education:** Population policies, sustainable development, environmental issues.

Course-EPC-3 (1.4 EPC3) CRITICAL UNDERSTANDING OF ICT

- **Unit I: Digital Technology:** Digital divide, NMEICT, e-learning initiatives.
- **Unit II: MS Office:** Word, Excel, PowerPoint, Access, Publishing.
- **Unit III: Internet Resources:** Search engines, e-learning platforms, MOOCs, safe surfing.
- **Unit IV: Techno-Pedagogic Skills:** Media fidelity, message compatibility, speed and control.

Course-EPC-4 (1.4 EPC4) YOGA EDUCATION: SELF UNDERSTANDING AND DEVELOPMENT

- **Unit I–III:** Yogic practices, Astanga yoga, health integrated approaches.
- **Unit IV: Self-concept:** Definition, factors, development, positive/negative impact.
- **Unit V: Self-esteem:** Types, importance, strategies for positive behavior.