

**INTEGRAL UNIVERSITY, LUCKNOW**  
**Faculty of Education**  
**Study and Evaluation Scheme**  
**B.Ed. Semester-IV**

Sl. No.	Subject Code	Category	Name of the Subject	Periods			Credit	Evaluation Scheme				Subject Total
				L	T	P		Continuous Assessment (CA)			End Semester Exam	
								CT	TA	Total	ESE	
1	ED502	DC	Problems of Modern Indian Education	3	1	---	4	20	10	30	70	100
2	ED503	DC	Great Educators	3	1	---	4	20	10	30	70	100
3	ED504	DC	Text-book and Curriculum Development	3	1	---	4	20	10	30	70	100
4	ED505	DC	Theory of Psychology Practical and Statistics	3	1	---	4	20	10	30	70	100
5		DE	Departmental Elective-3	3	1	---	4	20	10	30	70	100
6	ED598	DC	Psychology & Statistics Practicals	---	---	4	2	---	30	30	70	100
7	ED599	DC	Practicum	---	---	8	4	50	50	100	---	100
Total				15	05	12	26					700

**L-** Lecture

**T-** Tutorial

**P-** Practical

**C-** Credit

**CT-** Class Test

**TA-** Teacher Assessment

**CT=** Mid Sem.1+ Mid Sem.2

**TA=** Assignment+ Surprise Test/Quiz

**DC=** Departmental Core

**DE=** Departmental Elective

**Subject Total** = Sessional Total (CA) + End Semester Examination (ESE)

**INTEGRAL UNIVERSITY, LUCKNOW**  
**Faculty of Education**  
**Study and Evaluation Scheme**  
**B.Ed. Semester-IV**

**Departmental Elective-3**

1	Value Education and Human Rights	ED 506
2	Educational Guidance and Counselling	ED 507
3	Peace Education	ED 508
4	Education of Groups of Children with Special Needs	ED 509

**PROBLEMS OF MODERN INDIAN EDUCATION**  
**PAPER CODE (ED502)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

**The course will enable the student teachers:**

- To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- To acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- To develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- To appraise about the policy initiatives taken in education reform during post independent India.
- To develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- To develop understanding of the issues, and challenges faced by Indian contemporary Society

**UNIT-I: Development of Modern Indian Education:**

- Education in Post-Independence Period:
- Mudaliar Commission(1952),
- Education Commission (1964-66),
- NPE 1968, NPE 1986 and its modified version 1992,
- Learning Without Burden-1993
- NCF 2005
- Knowledge Commission (2006)
- Justice Verma Commission-2012

**UNIT- II: Issues and policies for Secondary Education:**

- Dropout, Retention,
- RTE-2009,
- Constitutional provisions of education for SC, ST, OBC, and girl child,
- Idea of Common School System,
- National System of Education,
- Language Policy

**UNIT- III: Contemporary Indian Education: Concerns**

- A critical review of the present school system: A stratified government school system,
- Education Guarantee Scheme,
- Alternative Schools,
- Kendriya, Navodaya and Pratibha Vikas Vidyalayas,
- KGBV

#### **UNIT- IV: Contemporary Indian Education: Issues**

- Problems in Modern Indian Education
- Problems of nationalization,
- Equality of educational opportunities
- Diversification of curriculum

#### **UNIT- V: Initiatives of The Government of India:**

- Sarva Shiksha Abhiyan(SSA),
- Rashtriya Madhyamik Shiksha Abhiyan(RMSA),
- Mid-dayMeal
- Schemes for girls, SC, ST and MarginalisedGroup,
- ICT In School Education:- National Repository of Open Educational Resources(NROER),
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching(PMMMNTT)

#### **Suggested Readings:**

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, NewDelhi.
2. Govt. of India (1986). National Policy on Education, Min. of HRD, NewDelhi.
3. Govt. of India (1992). Programme of Action (NPE). Min ofHRD.
4. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford UniversityPress.
5. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. KrishnamurtiFoundation.
6. Kumar, K. (2013). *Politics of education in colonial India*. India:Routledge.
7. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, NewDelhi.
8. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, NewDelhi.
9. Mohanty, J., (1986). School Education in Emerging Society, SterlingPublishers.
10. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot,Baroda.

**GREAT EDUCATORS  
PAPER CODE (ED503)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

- Understand the role of great educators in education
- Know about the life of great educators
- Identify the contribution of the educational thinkers
- Critically examine the importance of educators
- Evaluate the specific efforts of great educators

**UNIT- I Reflections on Education**

- Role of educator in education
- Modern developments in education
- Impact of new developments in education
- Perspectives of education in present scenario

**UNIT- II Ancient Great Educators**

Socrates, Aristotle, Plato, - With special reference to-

- Their life sketch and philosophy
- Aims of education. Curriculum, methodology, student, teacher discipline in education
- Literature and contribution in education

**UNIT- III- Medieval Great Educators:**

Rousseau, Herbert Spencer, With special reference to-

- Their life sketch and philosophy
- Aims of education. Curriculum, methodology, student, teacher, discipline in education
- Literature and contribution in education

**UNIT- IV- Modern Great Educators:**

Madam Maria Montessori, Rabindranath Tagore, John Dewey with special reference to-

- Their life sketch and philosophy
- Aims. Curriculum, methodology student, teacher and discipline in education
- Literature and contribution in education

**UNIT-V Modern Indian Educators**

Mahatma Gandhi, APJ Abdul Kalam S. Radhakrishnan with special reference to-

- Their life sketch and philosophy
- Aims. Curriculum, methodology student, teacher and discipline in education
- Literature and contribution in education

**Books Recommended:**

1. Dhiman O.P., Principles and Techniques of Education, Ludhiana ; Sharda Brothers .,
2. Paliwal M.R Social Change and Education, New Delhi; Uppal Publishing House Mukhopadhyay M.,
3. R.P. Bhatnagar, International Publishing House, Meerut, 2003
4. R.P.Pathak, , Philosophical and Sociological principles of Education Dorling Kinderseley (India) Pvt. Ltd., 2012.

5. R.N. Sarma, Philosophy and Sociology of Education surjeet Publications, Delhi-07, 1992
6. Bhatia & Bhatia, The Philosophical & Sociological foundations of Education, Doaba House, Delhi-110006, 1995
7. Murthy, S.K., Philosophical and Sociological foundations of Education, Shri Vinod Pustak Mandir, Agra-2
8. Choube S.P & Choube A (2007) ,Foundations of Education, Vikas Publishing House Pvt. Ltd.
9. Oad L.K(1988),Shisha ke Nutan Aayam , Jaipur, Rajasthan , Hindi Granth Academy
10. Anand. C.L.A.I(1983),The Teacher and Education in Emerging Indian Society, New Delhi, NCERT
11. Mohanty J.(1994), Indian Education in the Emerging Society, Sterling Publisher, Pvt. Ltd.

**TEXT-BOOK AND CURRICULUM DEVELOPMENT**  
**PAPER CODE (ED504)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

**After completing this course, the students will be able to:**

- understand the concepts and principles of curriculum and its foundations
- understand the nature and relationship of the components of curriculum
- understand how society and culture influence the planning and development of curriculum
- understand the significance of difference approaches to curriculum planning.

**UNIT – I Nature of Curriculum:**

- Meaning and concept, Domains of curriculum, objective, concept, learning experiences and evaluation.
- Types of curriculum: Subject centered, learner centered, core curriculum, and integrated curriculum, History of curriculum development.

**UNIT- II-Nature of Text-Book**

- Meaning, nature, need and importance of text-book.
- Merits and Demerits of Text-Book.

**UNIT- III-Bases and Determinants of Curriculum:**

- Philosophical Considerations
- Psychological Considerations
- Sociological Considerations
- Discipline oriented Considerations

**UNIT -IV- Curriculum Evaluation:**

- Meaning, nature, concept of Curriculum Evaluation.
- Need and importance of Curriculum Evaluation.
- Approaches to Curriculum Evaluation – Formative and Summative.
- Methods of Curriculum Evaluation.

**UNIT -V-Curriculum Development in India:**

Curriculum at Primary Secondary and University level in the light of

- Mudaliyar Commission Report
- Kothari Commission Report
- NPE, 1986
- Role of NCERT and SCERT in Curriculum Development.

**Recommended Books:**

1. Alberty and Alberty, Reorganizing the Secondary School Curriculum
2. Hyman Ronald T, Approaches to Curriculum
3. Taunce HC and Bossing NL, Development the Core Curriculum, second ed. Prentice Hall of India
4. Stratemyer Developing Curriculum for Modem living
5. American Associations of School Administrators, American School Curriculum
6. Mohd Shrif Khan, School Evaluation APH Publishing Corp., Ansari Road, Dariya Ganj, New Delhi

**THEORY OF PSYCHOLOGY PRACTICAL AND STATISTICS PAPER CODE:  
ED 505**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTPC**  
**3 1 0 4**  
**Max. Marks: 100**  
**E S E: 70**  
**CA: 30**

**OBJECTIVES**

- Understand about Tests and Experiment
- Understand about Statistics and its basic concepts
- Understand about Presentation of Data – Tabular, Graphical representation of data
- Understand Descriptive statistics – Measure of Central Tendency, Variability and Correlation

**UNIT- 1 Introduction to Psychology Testing**

- Introduction of Test – Characteristics of Good Psychological Test, Types of Psychological Test, Uses of Psychological Tests
- Experiment – Variable & its types
- Difference between Experiment and Test.

**UNIT- II Introduction to Statistics**

- Definition and scope of Statistics, Limitations of Statistics, Use of Statistics in Education
- Data: quantitative and qualitative, Attributes, Variables
- Scales of Measurement - Nominal, Ordinal, Interval and Ratio.

**UNIT- III Presentation of Data**

- Presentation of Data – Meaning and Concept, Tabular and Graphical Presentation
- Computation, Uses, Merits and Demerits – Bar diagram, Histogram, Pie chart, Frequency Polygon and Ogives

**UNIT- IV Measures of Central Tendency and Variability**

- **Central Tendency and its measures** : Mean, Median, Mode, Quartile and Percentiles - Computation, Uses, Merits and Demerits
- **Measures of Dispersion:** Range, Standard Deviation, Coefficient of variation - Computation, Uses, Merits and Demerits

**UNIT – V Correlation**

- Concept, Types, Coefficient of correlation; assumptions, computation, uses and interpretation of rank order and product- moment correlation

**SUGGESTED READING**

1. S.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
2. S.K. Mangal, Advanced Educational Psychology. PHI Publication
3. Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
4. Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
5. Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils
6. Guilford, J. P. & B. Fruchter. Fundamental Statistics in Education and Psychology, Tokyo: McGraw Hill
7. Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton Mifflin Co



**VALUE EDUCATION AND HUMAN RIGHTS**  
**PAPER CODE (ED506)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTPC**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

**On completion of the course the student teacher will be able:-**

- To enable the students to understand the need and importance of value education and education for Human Rights.
- To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education.
- To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.
- To enable the students to understand the process of moral development vis-à-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

**UNIT- I Meaning and Concept of Value Education**

- Value Education: Concept, nature and significance.
- Classification of values: Personal and social, Intrinsic and instrumental
- Contemporary values- scientific Temper, intellectual Honesty, social service and Protection of Environment.
- Value Education Constitutional or National Values

**Unit-II Dimensions of Values and Human Rights**

- Indian Culture and Human Values.
- Rights of Teacher in Indian Culture
- Role of teacher in value Education, Need and importance of Value Education in the existing social scenario
- Need and importance of Education for Human Rights in the existing social scenario.

**UNIT-III Meaning and Concept of Human Rights:**

- Human Rights: Concept, nature and significance.
- Contemporary Human Rights - scientific Temper, intellectual Honesty, social service and Protection of Environment.
- Human Rights Constitutional or National Values
- Human Rights Role of teacher in value education.

**UNIT –IV Value Education and learning Theories:**

- Moral Development of the Child
- Concept of Development and concept of Moral Development.
- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.

## **UNIT- V Method of Imparting Value Education:**

- Traditional methods: Storytelling, Ramleela, Tamasha, street play and folk songs.
- Practical methods: Survey, role play, value clarification, intellectual discussions.
- Role of school teacher: Every teacher as teacher as teacher of values, school curriculum as value laden.

### **Reference:**

1. Bagchi, jyotiPrakash and Teckchandani, Vinod, (2008). Value Education, Jaipur, University Book.
2. Dhokaia, R.P. 2001. External human values and World Religions, NCERT, New Delhi
3. Gawande. EN- (2002) "Value Oriented Education"- Vision for better living, Sarup& Sons
4. Gupta, K.M. 1989. Moral Development of school children gurgaon: Academic Press.
5. Grose. D.N.- " A text book of value Education" New Delhi (2005).
6. Ruhela S.P.- " Human value in Education" New Delhi.
7. Shrimali K.L(1974)- A search for Value in Education, New Delhi
8. Singh Y.K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.

# **EDUCATIONAL GUIDANCE AND COUNSELLING**

## **PAPER CODE (ED507)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

### **Objectives:**

#### **To enable the student teacher: -**

- To understand the concept, need and importance of guidance & Counselling.
- To get acquainted with the principles, issues, problems and procedure of guidance & Counselling.
- To enable the students to understand the concept of Testing in Guidance and counseling.
- Awareness of Career Information and Training

### **UNIT – I Guidance in School**

- Meaning, Nature and Need of Guidance.
- Aims and Principles of Guidance, Role of school in Guidance
- Procedure of Guidance -steps.
- Areas - Personal, Educational and vocational Guidance, Group Dynamics and Group Guidance.

### **UNIT –II Counseling in School**

- Meaning, Nature and Need of counseling: Difference between Guidance and Counselling.
- Aims and Principles of counselling.
- Counseling Process.
- Approaches: Directive, Non –directive and Eclectic counselling.
- Role of counselor in school, Qualities and Qualification of a good counselor.

### **Unit-III Tool and Implication of Guidance & Counselling**

- Blanks, Cumulative record cards, Anecdotal records, Rating Scale, Questionnaire
- Inventories: Interest and Personality.
- Career awareness skills, Teachers' role in career planning.
- Ethical and legal Guidance.

### **UNIT- IV Issues and Techniques in Guidance and Counselling**

- Problems and concerns, Counselling for parents.
- Importance of follow-up in counseling, Observation, Interview and sociometry.
- Techniques of counselling: Lectures, Discussion and Dramatics.

### **UNIT- V Career Information and Training**

- Information about education and training opportunities at Primary and Secondary levels of school.
- New trends in Guidance and counselling

### **References:**

1. Aggarwal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition New Delhi.
2. Bhatnagar RP: Guidance & Counselling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counselling, New Delhi.
4. Kochhar SK (1981) Guidance in Indian education, New Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
6. Nanda SK, Chadha PC: Educational & Vocational Guidance

**PEACE EDUCATION  
PAPER CODE (ED508)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

**On completion of the course the pupil teacher will be able to-**

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarise themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life

**UNIT I: Introduction of Peace:**

- Aims, objective and importance of peace education
- Barriers- psychological, cultural, political
- Factor responsible for disturbing peace: Unemployment, Terrorism, Exploitation, Suppression of individuality, Complexes.
- Education and environmental education perspectives

**UNIT II: Empowerment for peace and development perspectives: Adolescence**

- Justice – Social economics, culture and religions
- Equality – Egalitarianism, learning to live together
- Critical thinking : Reasoning and applying wisdom Cooperation
- Cognitive, moral, social reasoning and wisdom.
- Bad habits: drug, abuses, theft, indiscipline.

**UNIT III: Pedagogy of Peace**

- Conflict resolution, Brain storming, Problem solving model, Activity performance
- Emotional Integration : Rapprochement, Storytelling, Narration of scenario with zest

**UNIT IV: Strategies for Peace**

- Understand background: Survey, Action Researches
- Violence in school, home and society
- Negotiation persuasion, rapprochement, co-existence.

**UNIT V: Orienting Education for Peace Building**

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values and skills.

**REFERENCES:-**

- Chitakra M.G. (2003) : Education and Human Values, New Delhi : APH Publishing.
- Dhan, H, (2000). Teaching Human Right. A hand book for teacher Educator, Asian Institute of human Right Education, Bhopal.
- Venkataish. N (1998) : Value Education, New Delhi: APH
- Bandiste, D.D. (1999). Humanist Values: A source book. Delhi:B.R. Publication.

**EDUCATION OF GROUPS OF CHILDREN WITH SPECIAL NEEDS**  
**PAPER CODE (ED509)**

**Contact Hours: 4 Contact Hours/ week**  
**Examination Duration: 3 Hours**

**LTP C**  
**3 1 0 4**  
**M.M: 100**  
**E S E: 70**  
**CA: 30**

**Objectives:**

**On completion of the course, the Student teacher will be able to**

- Identify the children of special needs.
- Understand the nature of special needs, their psycho educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

**Unit- I Special Needs and Education:**

- Concept and types of special needs
- Education of children with special needs and its implication for universalization of elementary education, understanding and respecting diversity

**UNIT II Policies and Trends of Education for Special Needs Children**

- Policies, schemes and legislations about the education of children with special educational needs.
- Trends of education for children with special needs in India

**UNIT- III Nature, Types and Characteristics of children with special needs:**

Psycho –social and educational characteristics. Functional limitations with reference to-

- Locomotor Impairment
- Hearing Impairment, Visual Impairment
- Learning Disability, Gifted and Disadvantaged children
- Mental retardation and slow learners

**UNIT-IV Identification and Assessment of children with Special Educational Needs:**

- Concept and techniques of Assessment
- Identification and functional assessment of children with special needs
- Implication of Assessment for Instructional Planning and Curriculum.

**UNIT V Planning and Implementations in Special Education:**

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction

**References:**

1. Hegarty S and Mithu Alur (2002) education and children with Special needs. Sage Publication India Pvt. Ltd, New Delhi
2. Nind M, Qik J, Sheehy R and Simmons K (2005), Curriculum and Pedagogy in Inclusive Education values and Practice, London, Routledge Folmer
3. Blackhurst, A.E., An Introduction to Special Little Brown & Co., & Befdin W.H Education Toronto (1981)
4. Punani, B & Handbook Visual Ashish Publishing Rawal, N 1993 Handicap House, New Delhi
5. Cecil R. Reynolds Encyclopedia of Special John Wiley & Sons & Elain Fletcher- Education 2nd Edition New York Janzen Vol. 1 2 & 3
6. Disabilities & Impairment Akshant Publication An Interdisciplinary Research Journal New Delhi.

**PSYCHOLOGY AND STATISTICS PRACTICAL**  
**PAPER CODE: ED598**

**L T P C**  
**0 0 4 2**  
**M.M. : 100**  
**ESE: 70**  
**CA: 30**

**Contact Hours: 4 Contact Hours/ week**

**I Psychology Practical**

**(A) Tests**

1. Intelligence Test – Standard Progressive Matrices (J.C. Ravens)
2. Personality – High School Personality Questionnaire (R.B. Cattell)
3. Creativity – Passi Test of Creativity (Performance Material) (B.K. Passi)
4. Interest – Differential Personality Inventory (Arun Kumar Singh, Ashish Kumar Singh)

**(B) Experiments**

1. Learning : Paired Associate Learning (D.S. Janbandhu) PAL-J
2. Transfer of Training : Mirror Drawing, electrical
3. Mental Work and Fatigue : Ergograph for measuring physical fatigue (Hand Grip Model)
4. Attention : Division of Attention – Experimental Material (Dr. Shailaja Bhagwat)

**II Statistics Practical**

1. Graphical representation of data.
2. Problems based on Mean, Median and Mode.
3. Problems based on Standard Deviation
4. Problems based on coefficient of variation.
5. Problems based on Karl Pearson correlation coefficient.

**SUGGESTED READING**

8. S.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
9. S.K. Mangal, Advanced Educational Psychology. PHI Publication
10. Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
11. Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
12. Fisher, R.A. Statistical Methods for Research Workers, New York: hafner Publishing Co.
13. Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils

**PRACTICUM**  
**PAPER CODE: ED 599**

**LTP C**  
**0 0 8 4**  
**CT: 50**  
**TA: 50**  
**MM: 100**

**Duration: 4 Weeks**

**Objectives:**

- To develop creativity through Community Service
- To develop various approaches for review of text-book
- To enhance self confidence, self esteem and improve overall personality
- To sensitize themselves about proper behavior, socially and professionally in formal and informal situations
- To develop skills and techniques for effective communication and public speaking
- To develop the innovative approach in TLM
- To develop interest in the Leisure time activities

**Community Service:-**

- Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas
- Survey of nearby locality to find out the causes of low literacy
- Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste.
- Impact of electronic media on children
- Group activities involving community participation

**Review of one text book in each teaching subject:-**

**Classes on Personality Development:-**

- To develop the community service skills
- Personal grooming as an ideal Teacher
- The do's and don'ts in dressing
- Positive attitude and zest for the future

**Organize and participate in:-**

- Teaching Learning Materials
- Quiz
- PTA Meeting

**Craft and Creative Art:- (Choose any two activities)**

- Pot Decoration
- Wall hanging
- Candle Making
- Embroidery
- Making of Poster

**Assessment by Activities Incharge (s) based on overall performance**

- The weightage to different components of Practicum shall be assigned as under:

Sl. No.	Component	Maximum Marks
1.	<b>Community Service:-</b> <ul style="list-style-type: none"><li>• Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas</li><li>• Survey of nearby locality to find out the causes of low literacy</li><li>• Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste.</li><li>• Impact of electronic media on children</li><li>• Group activities involving community participation</li></ul>	20
2.	Review of one Text-book in each teaching subject	20 (10 in each subject)
3.	Classes on Personality Development	20
4.	<b>Organize and participate in:</b> <ul style="list-style-type: none"><li>• Teaching Learning Materials</li><li>• Quiz</li><li>• PTA Meeting</li></ul>	10+5+5=20
6.	Art & Craft activity	20