



**Semester III**  
**School Internship Part II**  
**Practical**

**Course-code:-EF/SI-2**

**Credit:16**  
**16 weeks**

**Course Objective:**

After completion of the course, pupil-teachers will be able

1. provides direct learning experience to pupil-teachers on various roles of a teacher including teaching the subject.
2. To obtain immediate knowledge of educational reality in terms of personal, material and functional elements.
3. To acquire real experience that compensates the theoretical learning.
4. To provide an encounter between pedagogical knowledge and short reality in order to develop the future teachers.
5. To provide knowledge of the motives and conditioning practice which sometimes require the teacher to adapt pedagogical norms.

Internship is an integral part of B.Ed. Programme. It provides direct learning experience to student-teachers on various roles of a teacher including teaching the subject. The important aspect of school-based teaching practice is that it provides trainee teachers with the opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids to try out in the real life situation.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching–learning.

Opportunities should be provided to them to teach in government school with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher.

The Institution is determined to create the teachers who are in demand who are compatible to adjust in the ever changing learning culture of the schools. They are provided with the exposure to different essential theoretical bases and also the learning situations to get acquainted with any kind of challenges they may face in their future career as teachers. Functions (as recommended in the syllabus)

- To obtain immediate knowledge of educational reality in terms of personal, material and functional elements.
- To acquire real experience that compensates the theoretical learning.
- To provide an encounter between pedagogical knowledge and short reality in order to develop the future teacher's sense of security which derives from contrasted, useful and applicable knowledge?

### **Internal (150 Marks)**

<b>S.N.</b>	<b>Components</b>	<b>Marks</b>
1	Micro Teaching / Simulated Teaching (20*2)	40
2	Practice Teaching ( performance during Internship) (on the basis of the feedback from schools and observation from teacher educator)	50
3	Two Criticism lesson Plan in both teaching subjects	20*2 =40
4	Peer Group observation/ Feedback	10*2=20
<b>Total</b>		<b>150</b>

## External (250 Marks)

S.N.	Components	Marks
1	50 Lesson Plan (25 Lessons in each pedagogy subjects)	25*2=50
2	Final lesson plans ( both pedagogy subjects)	25*2=50
3	Use of teaching learning material in the classroom including Discourse (Including teaching aid and reference material)	50
4	Presentation	50
5	Viva	25*2=50
<b>Total</b>		<b>250</b>

(The Board of examiners will evaluate all the above mentioned activities/ records.)

### Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To practice the classroom teaching on various level of School.
2. To understand the management of classroom and to create teaching environment.
3. To know the proper use of teaching aids and resources of School.
4. To acquire real experience through teaching on the basis of Daily Lesson Plans.
5. To know the students learning behavior according to their interest, IQ and ability.

### Referred Web resources:

- <https://www.coloradomesa.edu/teachereducation/documents/InternshipHandbook.pdf>
- <https://www.thi.de/en/studies/internships/pre-study-internship>
- <https://en.wikipedia.org/wiki/Internship>
- <https://uca.edu/exss/files/2019/09/Explanation-of-Internship.pdf>
- <https://iudehradun.edu.in/IUEVENTS/Pre-Teacher-Internship-Program-in-Schools.pdf>



**SEMESTER: III**  
**Drama & Art in Education**

**Practical**

**Paper Code: EPC2**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>4</b>

**Credit:2**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand the forms, elements and functions of Drama and Fine Art.
2. To develop their aesthetic sensibilities and using drama and art in creative expression.
3. To understand stagecraft, audience etiquettes, the concept and importance of various arts in human life.
4. To understand aims, objectives and principles of performing and visual arts.
5. To appreciate classical Indian folk as well as visual and performing arts.
6. To understand various methods and techniques of teaching creative arts.
7. To understand the importance of visits in arts exhibitions and cultural festivals.

**UNIT-I : Origin and Development of Art in India**

- a. Meaning of Drama, Concept and Scope of Drama.
- b. Meaning of Art: Concept and Scope of Art.
- c. Origin & development of Arts in India with special reference to the performing and Visual arts.
- d. Importance of various Drama and Arts in Life and Education.
- e. Aims and objective of teaching performing and visual arts, Principles of Art.

**UNIT-II : Methods and Approaches of Teaching Creative Arts**

- a. Understanding Indian folk and visual and performing arts.
- b. Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression.
- c. Importance of visits in art exhibitions and cultural festivals.
- d. Process of preparing canvas, Types of Colors and Paints.

**Activity :**

1. Participation and organization of drama
2. Participation in Declamation contest
3. Preparation and submission of Work of Art

## Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

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

1. To understand the Principles and importance of the concepts of Drama and fine Art.
2. To understand the place of Drama and Art in general education and to enable pupil- teachers to organize competitions and other related practical activities of Performing and Visual Arts.
3. To acquaint with the strategies of classroom teaching of art education and to communicate the important social issues through drama and art.
4. To understand the importance and educational values of Indian classical Drama, theater, Art-room, Art-Museums, Art-exhibitions and Art-Galleries.
5. To understand the role of Drama and Art in National Integration, Human Values and international understanding.
6. To prepare suitable teaching aids and use them during their teaching practice to make it interesting and effective.
7. To understand the role of fine arts in enhancing the creative potentials of an individual.
8. To understand the concept and basics of all the visual and performing arts and to know the beauty in different Art forms.
9. To enhance the skills to create artistic pieces through waste materials and for integrating different Art forms across school curriculum at secondary level.

## Suggested Readings

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor
- Creative and Mental Growth. Margaret, Marie Deneck (1976)
- Indian Art. London: The Himalata Publication.
- Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read,
- Herbert. Education through Art [paperback].
- Shelar, Sanjay. Still Life. Jyotsna Prakashan.
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- prqosZnhLusgyrk ¼2017½ dykf'k{kk] vxzokyifCyds'kUI] vkxjk

**Referred Web resources:**

- [https://books.google.co.in/books/about/Researching\\_Drama\\_and\\_Arts\\_Education.html?id=aZgfmRJasicC&redir\\_esc=y](https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=aZgfmRJasicC&redir_esc=y)
- [https://books.google.co.in/books/about/Drama\\_and\\_Theatre\\_in\\_Education.html?id=4cpDVSFd1N4C&redir\\_esc=y](https://books.google.co.in/books/about/Drama_and_Theatre_in_Education.html?id=4cpDVSFd1N4C&redir_esc=y)
- [https://books.google.co.in/books/about/Researching\\_Drama\\_and\\_Arts\\_Education.html?id=fjxu8zh2m94C&redir\\_esc=y](https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=fjxu8zh2m94C&redir_esc=y)
- [https://books.google.co.in/books/about/The\\_Art\\_of\\_Drama\\_Teaching.html?id=HiRgvgAACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/The_Art_of_Drama_Teaching.html?id=HiRgvgAACAAJ&redir_esc=y)
- [https://books.google.co.in/books/about/Education\\_and\\_the\\_Art\\_of\\_Drama.html?id=sFKNNAAACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Education_and_the_Art_of_Drama.html?id=sFKNNAAACAAJ&redir_esc=y)



**SEMESTER-III**  
**UNDERSTANDING THE SELF**

L	T	P
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**Course-code:-EPC4**

**Credit: 2**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand self and self concept.
2. To understand self confidence and the different theories of self.
3. To understand the thinking and its method.
4. To define philosophy of yoga to apply in daily life.
5. To explain the psychological and physiological basis of yoga and its classification.
6. To understand the scientific basis and therapeutic values of yoga, Yogic Diet & its Impact on mental as well as Physical Health.

**Unit 1: The Self and Thinking**

- a. Meaning and definitions of self, factors affecting origin and development of the self.
- b. Theories of development of self, stability of self and individual behavior, factors affecting stability of self.
- c. Self concept, , Self esteem, factor affecting of life's direction- self thinking and self confidence., Self enhancement, Self Enhancement techniques
- d. Meaning and definition of thinking, characteristics of thinking, Types of thinking , Steps of thinking, Methods of development thinking,

**UNIT 2: Philosophy and Psychology of Yoga**

- a. Yoga: meaning, nature and importance.
- b. Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy.
- c. Ashtanga Yoga of Patanjali
- d. Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health

**Activity (Any one of the Following)**

Preparation of Scrap Book on any six major Yoga Asanas with their benefits

## Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To develop sensibilities, dispositions and skills to facilitate personal growth of their students in the classroom
2. To know the development of self concept and the professional identity and to develop sensitivity of social relationship.
3. To analyze the self and to become aware of the impact of political, historical, and social forces on their identity formation.
4. To learn and practice of Yogic Diet in everyday life schedule.

## References

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- Gore. M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama,Lonavla
- Joshi, Kireet, (1976), Education for Personality Development, New Delhi: NCERT, (NIE Lecture Series).
- Katoch S.K. (2013) ManveeyaMulya, Paryavarn Aur ManavadhikarShiksha”, Chandigarh: Mohindra Capital Publishers (P)Ltd.
- Ramesh Babu. K. (2011): Aasana Sutras (Techniques of Yoga Asanas based on TraditionalHathaYoga Literature),Viziyaganaram:HomeofYogaPublications.
- Raparathi Rama Rao, Yogacharya, (2006): Journey to the Real Self (a book onYoga Consciousness), Vijinigiri: Yoga ConsciousnessTrust.
- Report of the Religious and Moral Instruction (1959). Ministry of Education, Govt. of India, New Delhi.
- S. Radhakrishnan : Indian Philosophy, Vols. I and II, London : Allen &Unwin,.
- SatyanandaSaraswati, Swami (2002), Asana, Pranayama, Mudra, Bandha,Iyengar: Munger, Yoga PublicationsTrust.
- Surendranath Dasgupta- (1989): A Study of Pantanjali, Delhi: MotilalBanarisidass.
- Taimini, A.K. (1999): The Science of Yoga, (Com. On Yoga Sutras), Chennai:The Theosophical Publishing House.



## Refereed web resources

1. <https://www.learningclassesonline.com/2019/08/understanding-self-in-hindi-pdf.html>
2. <https://www.groupoftutors.in/understanding-the-self-file-b-ed/>
3. <https://www.pupilstutor.com/2021/05/understanding-self-pdf-in-hindi.html>
4. [https://www.academia.edu/38882715/Understanding the Self BEd Practical File in English Medium Free download Online PDF](https://www.academia.edu/38882715/Understanding_the_Self_BEd_Practical_File_in_English_Medium_Free_download_Online_PDF)
5. <https://ncert.nic.in/textbook/pdf/kehe102.pdf>
6. [https://books.google.co.in/books/about/Understanding the Self.html?id=xS3tuQEACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Understanding_the_Self.html?id=xS3tuQEACAAJ&redir_esc=y)
7. [https://books.google.co.in/books/about/Understanding the Self.html?id=5aTyuQEACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Understanding_the_Self.html?id=5aTyuQEACAAJ&redir_esc=y)
8. [https://books.google.co.in/books/about/Understanding Yourself and Others.html?id=YpgOoFTxGlgC&redir\\_esc=y](https://books.google.co.in/books/about/Understanding_Yourself_and_Others.html?id=YpgOoFTxGlgC&redir_esc=y)



**SEMESTER: III**  
**Yoga Education\***  
**PRATICAL**

L	T	P
-	-	8

**Paper Code: NC-YE**

**Credit: 0**

**Objectives:-** After Completion of Course the student teacher will be able to:

1. To understand the importance of yoga education for physical and mental health.
2. To understand the objective of pranayam and Meditation in yoga and develop the skill of pranayam and meditation.
3. To understand the process of stress management through yoga education.
4. To acquire the knowledge of techniques of performing yogasana and develop the skill for the same.
5. To develop the skills of doing Yoga for health and all round development.

**UNIT-I Concept of Yoga**

Origin of Yoga & its brief development., Meaning of Yoga & its importance, Yoga as a Science of Art (Yoga Philosophy), Meaning of meditation and its types and principles.

**UNIT- II Classification of Yoga**

Types of Yoga, Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga. Asthang Yoga.

**Unit-III Yoga and health**

Introduction, Learning objectives, Need of Yoga for positive health, Role of mind in positive health as per ancient yogic literature, Concept of health, healing and disease: yogic perspectives, Potential cause of ill health, Yogic principles of healthy living ,Integrated approach of Yoga for management of health, Stress management through Yoga and yogic dietary considerations, Summary Unit-end questions/exercises

**Unit-IV Different types of Aasanas (Practical Work)**

Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana, Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasan

**Unit-V Different types of pranayam and meditation (Practical Work) - Kapalbhati, BhastrikaPranayam, Surya bhedanPranayam, ChandrabhedanPranayam, Anulomvilompranayam .**

### **Reference**

- 1 व्यास सुनील कुमार, योगा शिक्षा, दिल्ली खेल साहित्य केन्द्र
- 2 भोपाल उषा, योगा शिक्षा ज्ञान कोष, दिल्ली स्पोर्ट पब्लिकेशन
- 3 स्वास्थ्य योग एवं शारीरिक शिक्षा (2017) अग्रवाल पब्लिकेशन, आगरा
- 4 राजेश कर्मयोगी, योग शिक्षा, मंयक प्रकाशन सुन्दरपुर
5. NCTE , Yoga Education.

### **Course Outcomes:**

On the completion of Programme, the Pupil-Teachers will be able

1. To understand the concept of mental health, aims & objectives of Yoga education and its various dimensions.
2. To acquire the skills for assessment of physical and mental fitness.
3. To introduce the philosophical bases of Yoga Education.
4. To understand the process of stress management and conflict resolution through Yoga education.
5. To acquire the knowledge and techniques of performing Yogasana, meditation and pranayam.
6. To practice good posture, balance diet and Yogasana in daily life routine.

### **Referred web resources**

1. <http://doe.du.ac.in/academics/bed/syllabus/Yoga%20Education%20-%20B.Ed%20-%20English.pdf>
2. <http://www.tnteu.ac.in/pdf/yoga.pdf>
3. <https://theyogainstitute.org/aims-and-objectives-of-yoga-education/#:~:text=Yoga%20education%20can%20supplement%20school%20and%20university%20education.&text=Yoga%20education%20helps%20in%20self,student%20to%20have%20good%20health.>
4. <https://www.mea.gov.in/in-focus-article.htm?25096/Yoga+Its+Origin+History+and+Development>
5. [http://www.raijmr.com/ijrsm/ wp-content/uploads/2020/01/IJRSML\\_2019\\_vol07\\_issue\\_1\\_Eng\\_18.pdf](http://www.raijmr.com/ijrsm/ wp-content/uploads/2020/01/IJRSML_2019_vol07_issue_1_Eng_18.pdf)

