(Faculty of Education)

_2_ Year Full Time Education Program

(B.Ed.)

With effect from Year 2023

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Head of the Department   Dean

Dean – Academics

1. NATURE AND EXTENT OF THE PROGRAM

Bachelor of Education (B.Ed.) Course offered by SGT University, Gurugram is a regular program of 2 academic year duration, comprising of 4 Semester. The course components are Perspectives in Education, Curriculum and Pedagogic studies (It includes pedagogy of different disciplines like Science, Social Science, Language and Mathematics), School Internship Program, Enhancing Professional Capacities, Multidisciplinary Education, Ability Enhancement Compulsory Course and Value Added/Skill Enhancement Course.

On completion of the course, student teacher trainee becomes expert in their own subject areas with proficient pedagogical skills, the course inculcates the skill of teaching, widens the understanding of teaching learning process. The program provide a variety of career options to the students such as students can work as a trained graduate teacher in-

All Govt. and Private schools
KVS & NVS schools
Become E-Tutor
Entrepreneur

2. PROGRAM EDUCATION OBJECTIVES (PEOs)

PEO No.	Educational Objective
After successful completion of two-year B.Ed. course students will be able to:-	
PEO1	Develop their teaching competency and use of learner-centered teaching methods effectively, their understanding of disciplinary knowledge in school curriculum, select and use of appropriate assessment strategies for facilitating learning
PEO2	Develop their pedagogical knowledge and teaching skills to apply in teaching learning process and to deal with classroom problems.
PEO3	Organize some activities to develop students critical thinking and encourage students for actively involvement in group activities

PEO4	Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society
PEO5	Understand different values, morality, social service and accept responsibility for society.
PEO6	Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
PEO6	Analyze the Curriculum, construction of blueprint, selecting appropriate teaching strategies according to needs of students
PEO7	Understand and deals with various level learners, their needs, and interest and peculiar problems and motivate them for learning.
PEO8	Plan and organize classrooms through learners centered techniques of instruction for inclusive education & effective whole classroom instruction.
PEO9	Enhance their communication skill and practicing communication skills through various linguistic activities and applying it for better classroom communication
PEO10	Effective use and utilize the Information Communication Technology resources, on-line as well as offline for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious. Develop and select tests, evaluate, and keep records of student 's progress – cognitive as well as non-cognitive.
PEO11	Develop problem solving ability through action research.

3. GRADUATE ATTRIBUTES

Sl. No.	Attributes	Description
1	Professional /Disciplinary Knowledge	Students can work as a TGT teacher at various level such as DSSSB, KVS, NVS and all private and public schools
2	Practical skills	Students through the internship program get the practical exposure in implementing the pedagogical techniques like inspiring student, creating innovative lesson plans, act as a facilitator, be perseverant, working on reflective practice to make the class more interesting and motivating for the student.
3	Communication Skill	Students learn the communication skills required in classroom transaction through practical exposure while in the internship program.
4	Cooperation/Teamwork	Students through their pre-internship program, develop micro teaching skills, which inculcates in them cooperation and teamwork skills.
5	Professional ethics	Student teacher trainees are trained to maintain professional ethics through the post internship program like reflective thinking and learning best practices.
6	Research / Innovation-related Skills	Student teacher trainees are given practical exposure to actual school setting, simulated school setting to work on problem areas and come up with innovative solutions, this type of activity promotes action research skills.
7	Critical thinking and problem solving	The internship program component enables the student to work on their higher order thinking skills.
8	Reflective thinking	The microteaching practice helps the student to learn about the self-teaching practice, from thereon they learn to reflect on their own ideas and practices.
9	Information/digital literacy	The learning experience of the total program and specifically during the post internship program, students need to browse digital content to review books, use

		information and communication technology to present their ideas to others.
10	Multi-cultural competence	The program through its curriculum makes the student competent to understand the educational diversity across the multicultural perspective.
11	Leadership readiness/qualities	Student teacher trainees on completion of the course curriculum becomes an efficient nurturing leader of the future.
12	Lifelong Learning	The teaching profession becomes enriched and up to date only with lifelong learning through participating in continuous professional development programs. Students graduating from SGT University gets involved in the teaching profession and are in constant touch with the faculty of education for their own constant professional development.

4. QUALIFICATION DESCRIPTORS:

The students who complete two years of full-time study of Bachelor of Education program will be awarded a bachelor's degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of the program may include the following:

Demonstrate

(i) A fundamental/systematic or coherent understanding of an academic

field of study, its different learning areas and applications, and its linkages with related
disciplinary areas/subjects.
 (ii) Professional knowledge that creates teaching competencies
in government and public sectors as well as in the field of 'research and
development',
(iii) Teaching skills and current developments in the field of education.

knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or
qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as
appropriate to the subject(s) for formulating evidence-based solutions and arguments; =

Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main
concepts, constructs and techniques of the subject(s);

Apply one's disciplinary knowledge and transferable skills to new contexts, rather than replicate curriculum content knowledge, to
identify and analyze problems and issues and solve complex problems with well-defined solutions.

Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

5. PROGRAM OUTCOME

PO No.	Attribute	Competency
After completing the program students will be able to-		
PO1	Professional knowledge	Develop understanding about conceptualization knowledge, purpose, influencing factors and problems of secondary education in contemporary issues.
PO2	Technical skills	Develop their teaching skills, pedagogical knowledge, use and utilization of teachings aids and ICT techniques in classroom teaching. Develop and select tests, evaluate, and keep records of student 's progress – cognitive as well as non-cognitive.

PO3	Teamwork	Apply their knowledge in group teaching (Micro-Teaching), critical thinking and develop their problem-solving attitude
PO4	Ethical value & professionalism	Deals with various levels of learners, understand their needs, and interest and peculiar problems and motivate them for learning.
PO5	Communication	Participate communication skills through various linguistic activities and applying it for better classroom communication.
PO6	Evidence based practice/learning	Develop problem solving ability through action research.
PO7	Life-long learning	Deals with various issues in the context of diverse socio cultural & Multilingual Indian Society.
PO8	Entrepreneurship, leadership, and mentorship	Plan and organize classrooms through learners centered techniques of instruction for inclusive education & effective whole classroom instruction.

6. COURSE STRUCTURE

SEMESTER – I

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10020101	Childhood and Growing Up	4	0	0	--	4	40	60	100
10020102	Contemporary India and Education	4	0	0	--	4	40	60	100
10020103	Language across curriculum	2	0	0	--	2	20	30	50
	Health, Yoga and Physical Education	0	--	4	--	2	30	20	50
10020104	Drama & Art in Education	0	0	2	--	1	30	20	50
10020105	Understanding ICT and Its Application	0	0	2	--	1	30	20	50
	School Exposure	Two Weeks			--	2	30	20	50
MGE	Multidisciplinary Generic Elective (MGE)-1	4	0	0	--	4	100		100
VAC	Value Added Course (VAC)-1	2	0	0	--	2	50		50
AECC	AECC	2	0	0	--	2	50		50
Total		18	0	8		24	420	230	650

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

PE - Perspectives in Education CPS - Curriculum and Pedagogic Studies EPC - Enhancing Professional Capacities

SEMESTER – II

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10020201	Learning and Teaching	4	0	0	--	4	40	60	100
10020202	Assessment of Learning	4	0	0	--	4	40	60	100
10020203/10020204/ 10020212/10020206 10020207	Pedagogy of School Subject-1 – Part I: Language (Hindi/Sanskrit/English); Mathematics; Biological Science	4	0	0	--	4	40	60	100
10020205/10020208/ 10020209/10020210	Pedagogy of School Subject-2 – Part I : Economics, Physical Science, Commerce, Social Science;	4	0	0	--	4	40	60	100
	Reading and Reflecting on Texts	0	0	2	--	1	30	20	50
	School Engagement Program		Two Week			2	30	20	50
MGE	Multidisciplinary Generic Elective (MGE)-1	4	0	0	--	4	100		100
VAC	Value Added Course (VAC)-1	2	0	0	--	2	50		50
AECC	AECC	2	0	0	--	2	50		50
	Total	26	--	2	--	27	420	280	700

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

PE - Perspectives in Education CPS - Curriculum and Pedagogic Studies EPC - Enhancing Professional Capacities

SEMESTER – III

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10020301	Pre-Internship- Pedagogy of School Subject-1	2 weeks				2	30	20	50
10020302	Pre-Internship- Pedagogy of School Subject-2	2 weeks				2	30	20	50
10020303	Internship- Pedagogy of School Subject-1	8 weeks				8	120	80	200
10020304	Internship- Pedagogy of School Subject-2	8 weeks				8	120	80	200
Total		20 weeks				20	300	200	500

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

SEMESTER – IV

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10020401	Knowledge and Curriculum	4	--	0	--	4	40	60	100
Code required	Educational Planning, Management and Leadership	4	--	0	--	4	40	60	100
10020402	Understanding, Discipline and subject	2	--	0	--	2	20	30	50
10020403	Gender, School and Society	2	--	0	--	2	20	30	50
10020404	Creating an Inclusive School	2	--	0	--	2	20	30	50
10020405	Minor Project	--	--	4	--	2	30	20	50
10020407	Understanding the self	--	--	2	--	1	30	20	50
MGE	Multidisciplinary Generic Elective (MGE)-1	4	--	0	--	4	100		100

VAC	Value Added Course (VAC)-1	2	--	0	--	2	50		50
AECC	AECC	2	--	0	--	2	50		50
	Total	22	--	6	--	25	400	250	650

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

PE - Perspectives in Education CPS - Curriculum and Pedagogic Studies EPC - Enhancing Professional Capacities

Multidisciplinary Generic Electives (MGE)
Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

Value Added Courses (VAC)
Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

Ability Enhancement Compulsory Course (AEC)
Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

Skill Enhancement Courses (SEC)
Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University.

Semester III
Internship

Semester	Scheme	Duration

Semester III	Internship – 1	(4 weeks in department + 16 weeks in schools) 20weks

OVERALL CREDIT DISTRIBUTION TABLE

SEMESTER	HOURS PER WEEK				Total Credit	Marks Distribution		
SEMESTER – I	**18**	**0**	**8**		**24**	**420**	**230**	**650**
SEMESTER – II	**31**	**--**	**3**	**--**	**28**	**420**	**280**	**700**
SEMESTER – III	**0**	**--**	**40**		**30**	**300**	**200**	**500**
SEMESTER – IV	**22**	**--**	**6**	**--**	**25**	**400**	**250**	**650**
Total	71	--	57	--	107	1540	960	2500

Note – L: Lecture Hour, T: Tutorial Hour, P: Practical Hour, CL: Clinical Hour, TC: Total Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

7. SEMESTER-WISE COURSE DETAILS

SEMESTER - I

Course Code	Course Title
10020101	Childhood and Growing Up
10020102	Contemporary India and Education
10020103	Language across curriculum
10020104	Drama & Art in Education

10020105	Understanding ICT and Its Application
	Health, Yoga and Physical Education
	School Exposure

(Faculty Education)	
Name of the Department	Faculty of Education
Name of the Program	Bachelor of Education (B.Ed)
Course Code	**10020101**
Course Title	Childhood and Growing Up
Academic Year	1st Year
Semester	1st
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	Childhood and Growing Up: -Teacher plays an important role in the development of a child. The course aims to develop an understanding of different age groups of children. In the course focused on concepts like development and learning & theories of

		development like cognitive theory, Psycho-Social development theory, and moral development, these are discussed with illustrations.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
CO2	Study the childhood, child development and adolescence
CO3	Understand learning as divergent process.
CO4	Make aware about the importance of healthy liking and preventing disease.
CO5	Introduce psychological traits of learners

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8			
CO1	2	2	1	1	2	-	1	1			
CO2	2	3	2	2	1	-	-	1			
CO3	3	2	1	-	-	-	3	-2			
CO4	-	1	-	2	2	-	3	3			
CO5	1	2	3	2	2	-	3	1			
Average	2	2.2	1.75	1.75	1.75	--	2.5	1.6			

Course Content:				
L (Hours/Week)	**T (Hours/Week)**	**P (Hours/Week)**	**CL (Hours/Week)**	**Total Hour/Week**
4	**---**	**---**	**--**	**4**

Unit	Content & Competencies
1	**Growth and Development**
	• Describe the concept of Growth & Development with the principles. **C-1&2** • Explain the stages of growth and development. **C-1** • Discuss the factors of growth and development. **C-2** • Describe and categorize the characteristics of developmental stages with special reference to Childhood and Adolescence. **C-2&3** • Describe parenting styles. Analyze its impact on child-development **C-2&4**
2	**Developmental Aspects/Domains**

	Physical- Motor Development
	• Explain the importance of Development of Gross and Fine Motor Skills **C-3**
	• Define the concept of Play, types of plays and their Importance in Physical Development of child's. **C3&4**
	    Cognitive Development
	• Illustrate the concept of cognitive developmental stages of Piaget in Indian context. **C-3**
	• Analyze the language development theory of Chomsky and Vygotsky in Indian context. **C-4**
	    Social, Emotional and Moral Development:
	• Explain the Erickson's theory of Psychosocial Development in Indian context. **C-3**
	• Describe Kohlberg's Theory of Moral Development in Indian context. **C-3**

3	**Childhood & Adolescence: Issues and Concerns**

		•Explore childhood issues regarding separation/ loss of parents, working parents, trauma survivors. **C-4** •Describe and analyze the Issues and Problems of child abuse and Awareness about the Rights of the Child. **C-4** •Explain the role of Media in dealing with Issues, Concerns & Problems of Child Abuse. **C-4** •Define and classify the child obesity with its Causes and Remedies **C-3** •Describe adolescents and their needs and problems. **C-3** •Justify the role of role of teachers, Parents and Peers with concern of adolescents. **C-5**
4		**Socialization Agencies and the Child**
		- Define the agencies of socialization in terms of Family, School, Community and illustrate their role in child-development. **C-3** - Justify that social & cultural change influences the development of a child. **C-5** - Explain the Impact of Marginalization and Stereotyping on Child Development with special reference to Gender, Social Class & Poverty. **C-5**

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2

Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓

University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	1. Student's Feedback

References:	(List of reference books)
	Bhatia, H. R. (1990). Elements of Educational Psychology Bombay: Orient Lahman Ltd. • Chauhan, S. S. (2000). Psychology of Adolescence. New Delhi: Vikas Publishers. • Hurlock, E. B. (1990). Adolescent Development. New York. McGraw Hill Publishers. • Kundu, C.L. and Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd. • Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited. • Mathur, S. S. (2000). Shiksha Manovigyan. Agra: Vinod PustakBhandar. • Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates Publishers. • Pal, H.R. and Sharma, M. (2007). Education of Gifted (Hindi), New Delhi: Shipra Publications. • Oberoi, S.C. (2018). Childhood and Growing up,,New Delhi: Laxmi book depot.

	(Faculty of Education)
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	10020102
Course Title	Contemporary India and Education
Academic Year	I
Semester	I
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The Course focus on the pre and post independent status of education in India, education policies and issues of Indian education. Govt. Initiative for upgradation of Indian education.

Course Outcomes:

At the end of the course students will be able to:

CO1	Trace the prominent characteristics of education in India during colonial rule
CO2	Critically examine constitutional provisions related to education
CO3	Understand the educational provisions for socially disadvantaged group
CO4	Analyze policy framework for public education India
CO5	Discuss educational issues and concerns related to global context
CO6	Appreciate major educational intervention launched by Government of India

Mapping of Course Outcomes (COs) to Program Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	--	--	--	2	--	--	--	--
CO2	3	--	--	1	--	--	--	--
CO3	--	--	--	--	--	2	2	--
CO4	2	--	--	--	--	--	--	--
CO5	--	--	--	--	--	--	--	2
CO6	--	--	--	--	--	1	--	--
Average	1.6	--	--	1.5	--	1.5	1	1

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Concurrent status of Education**
	• Critically examine different policies, acts and provisions related to Education: Articles 14, 16 and 51A and 73rd Amendment. **C-5** • Discuss directive Principles of State Policies **C-3** • Explain Education as Fundamental Right: Right to Education (RTE) Act 2009 **C-3**
2	**Educational reform in the Pre-independence period &post-Independence period**

		• Critically examine Macaulay's Minute, Wood's Dispatch, Hunter Commission and Sargent Plan **C-5**
		• Describe Secondary Education Commission (1952-53) **C-3**
		• Describe and compare National Policy of Education (1968, 1986, 1992 and 2020) in India **C-5**
3	**Contemporary Indian Education: Issues and Concerns**	
		• Define the equality of educational opportunity. **C-5**
		• Describe education of Marginalized and Socially Disadvantaged Segments with the educational provisions for Women, Minorities and SC/ST. **C-3**
		• Explain the commercialization of Education in the Indian Context **C-3**
		• Define and Compare Liberalization, Privatization, Globalization with their effect on education. **C-5**
		• Define Education for National Integration and International Understanding **C-2**
4	**Initiatives of the Government of India**	
		• Define Operation Blackboard **C-1**
		• Explain Sarva Shiksha Abhiyan (SSA) with its milestones. **C-2**
		• Define the concept and objectives of Rastriya Madhyamik Shiksha Abhiyan (RMSA) **C-1**
		• Describe the purpose of Mid-day Meal Scheme (MDM). **C-3**
		• Analyze ICT in School Education in the context of National Repository of Open Educational Resources (NROER) **C-4**
		• Define the purpose and functions of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) **C-1**

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Unit test	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	2. Student's Feedback

References:	(List of reference books)
	Kumar, K. (2013). Politics of education in colonial India. India: Routledge.
	Mani, R.S. (196). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
	Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
	Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
	Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
	GOI(1964-1966):'Education and National Development". Ministry of Education, Government of India 1966.
	GOI(2004):Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD,

	Department of Education, October, 2004.
	NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
	NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
	NCERT. (2006d). Position paper-National focus group on teaching of Indian language

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	10020103
Course Title	LANGUAGE ACROSS THE CURRICULUM
Academic Year	I
Semester	I
Number of Credits	2
Course Prerequisite	
Course Synopsis	The course focus on understanding the basics of language and communication, dealing with multilingual classroom and development of language skills among pupil teachers.

Course Outcomes:

At the end of the course students will be able to:

CO1	Know the concept of language, Multilingualism, and language diversity with various functions of language.
CO2	Understand the relationship between language & learning and describe the elements of communicative approach.
CO3	Integrate different language skills for effective classroom discourse.
CO4	Analyze significance of language proficiency and knowledge acquisition.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	0
CO2	0	0	0	0	1	0	2	2
CO3	0	2	0	2	0	0	0	0
CO4	0	0	0	1	2	0	0	3
Average	3	2	--	1.5	1.5	--	2	2.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	--	--	--	2

Unit	Content	Competencies
1	**Language and Communication**	

		• Define the features of Language, Structure and Functions of Language **C-2**
		• Describe Language as a Powerful tool of expression. **C- 2,3**
		• Explain the nature and scope of Multilingualism. **C-1,2,3**
		• Analyze Multilingualism: As a Resource and a Strategy **C- 4 &5**
		• Identify the challenges of Multilingual Classroom with the strategies to Cater to Diversity **C-2,4**
		• Choose the Qualities and Competences of a Teacher to cater to a multilingual classroom. **C-4**
		• Define Accents and Linguistic Variations **C-1**
2		**Acquisition of Language Skills: Listening, Speaking: Reading and Writing Skills**
		• Developing Pronunciation by Phonic Drills. C1&3
		• Developing Vocabulary by listening to the usage of new words in different contexts. C-1 &2
		• Analyze the relationship between Reading and Writing. C-4
		• Justify Oral and Silent Reading of Expository Texts: Strategies; Comprehension. C1 & 2
		• Illustrate Pre-Reading and Post Reading activities. C-3
		• Define Schema Theory: Text structures and reading in content areas. C-1
		• List the characteristics of Good Handwriting; Developing the Skill of Writing C1 &2
		• Describe Effective Compositions: Creative Writing, Letter Writing: Formal, Informal (emphasis on the letters which the teachers write in schools C-3 & 6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	-
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4
Quiz	✓	✓	✓	✓
VIVA	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓
Unit test	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓
University Examination	✓	✓	✓	✓

Feedback Process	3. Student's Feedback

References:	(List of reference books)
	Agnihotri, R.K. (1999). Bachchon ki BhashaaSeekhne ki Kshamata, Bhag 1or ShaikshikSandarbh, Bhopal: Eklavya Publications
	Agnihotri, R.K. (2007). Hindi: An Essential Grammar, London: Routledge
	Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, Bhubhashita or Hindi: EkanthSamvaad, New Delhi: Shilalekh
	Kumar, K. (2000). Childs Language and the Teacher. New Delhi: National Book Trust.
	Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. New York: McMillan.

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	
Course Title	Health Yoga and Physical Education
Academic Year	I
Semester	I
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focus on the students understanding on Drama and Art in education, their importance and activities performed during classroom teaching and curriculum implementation.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand the concept of holistic health, its various dimensions and determinants for all round development.
CO2	Know the health status, identify health problems, and be informed for taking remedial measures;
CO3	Aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
CO4	Encourage to form right habits about exercise, games and sports, sleep, rest and relaxation
CO5	Understand various policies and program related to health, physical education and yoga

CO6	Understand the process of assessment of health and physical fitness.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	--	1	--	--	2	2
CO2	--	1	2	2	2	2	2	2
CO3	1	2	--	--	--	2	1	1
CO4	1	--	2	2	1	--	2	2
CO5	1	--	--	1	1	1	--	1
CO6	1	--	2	2	2	2	--	--
Average	1.2	1.6	2	1.6	1.5	1.75	1.75	1.6

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	4	--	4

Unit	Content	Competencies
1	**Health Education**	
	• Define the Concept of health, its importance, and determinants of health. **C-2**	
	• Explain how Health knowledge if important for children and adolescents, including differently abled children. **C-2**	
	• Discuss the Impact of Physical activities, games, sports and yoga on different body systems, Management of stress and strain and life skills. **C-5**	

	• Describe the advantages of Food nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, malnutrition, including obesity. **C-4**
2	**Physical Education**
	• Identify and demonstrate some activities for Physical fitness, strength, endurance, and flexibility also define their components. **C-3** • Develop sports skills, indigenous and self-defense activities. **C-3** • Development awareness about physical fitness; Postures; define Importance of relaxation. **C-3** • Identify and prepare Fitness tests, Resources and services for games and sports and Health. **C-3** • Develop awareness and skill for common Sports Injuries and First aid. **C-4,5** • Conduct and judge following activities: **C-6** Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays, and major games) rhythmic activities, gymnastics, and their impact on health. • Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-person ship. **C-3**
3	**Yoga**
	• Define the concept, need, importance and history of yoga. **C-2** • Organize and evaluate following Yogasanas- (5 Asanas) eg. Surya Namaskar and Pranayams, Meditation **C-5-6** • Explain Precautionary measures for yogic practices. **C-2** • Define the Role of yogasanas for prevention of common disease. **C-1**

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	4
Practical	12
Seminar/Journal Club	--
Small group discussion (SGD)	4
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Practical Examination (OSPE)	University Examination
	Practical Examination & Viva-voce

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓
Feedback Process	4. Student's Feedback					
References:	(List of reference books)					

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	10020104
Course Title	DRAMA AND ART IN EDUCATION (PRACTICUM)

Academic Year	I
Semester	I
Number of Credits	1
Course Prerequisite	NA
Course Synopsis	The course focus on the students understanding on Drama and Art in education, their importance and activities performed during classroom teaching and curriculum implementation.

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop understanding, imagination and sense of appreciation and aesthetics of art
CO2	Have basic knowledge about color schemes and prepare effective teaching aids
CO3	Use drama processes to examine their skills
CO4	Generate new knowledge, understanding and perceptions regarding various forms of art

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	--	--	--	--
CO2	--	1	--	--	--	--	--	--
CO3	--	--	--	2	--	--	2	2
CO4	2	2	--	--	--	3	--	--
Average	2	1.5	--	2	--	3	2	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	2	--	2

Unit	Content & Competencies
1	**Understanding Drama and Art in Education**
	• Define the meaning and concept of 'Drama', 'Art' and 'Drama and Art in Education' **C-1** • Explain the significance Knowledge of Indian Craft Traditions and its relevance in Education. **C-1,3** • List Indian festivals and analyze its relevance in Education (based on a set of slides, Videos Films, Documentaries selected for the purpose) **C-2,4** • Define the importance of Theatre and Puppetry. Justify its Importance for Curriculum Transaction, Listening/viewing and exploring **C-2-4**
2	**Visual & Creative Art**

	• Explain the methods of Visual Arts and characteristics. (Painting, Block Painting, Collage, Clay Modeling, Paper Cutting, and folding) associates these with education. **C-1,3,6**
	
	 • Plan, Prepare and exhibit these activities. **C-6**
	     ➢ Pictorial and Geometrical Designs
	     ➢ Surface Design-Floor Decoration (Alpana, Rangoli, Wall Decoration)
	     ➢ Poster Design (Monochrome/ Multi-color)
	     ➢ Collecting and arranging rare Photographs, Photo Print on various themes

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Problem Based Learning (PBL)	
	Practical Examination & Viva-voce

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4		
Quiz	✓	✓	✓	✓		
VIVA	✓	✓	✓	✓		
Assignment / Presentation	✓	✓	✓	✓		
Mid Semester Examination 1	✓	✓	✓	✓		
Mid Semester Examination 2	✓	✓	✓	✓		
University Examination	✓	✓	✓	✓		

Feedback Process	5. Student's Feedback

References:	(List of reference books)
	• Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
	• NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
	• Prasad, D. (1998). Art as the Basis of Education, New Delhi: NBT.
	• Shirley, G. (2000). Art, an A to Z Guide. Franklin Watts: USA.
	•Vaze, P. (1999). How to Draw and Paint Nature. Mumbai: Jyotsna Prakashan.
	• Ward, A. (1993). Sound and Music. Franklin Watts: New York.
	• Kothari, Dr. Sunil (edited by), New Directions in Indian Dance, Mumbai: Marg Publications, Vol.55 No.2, December 2003

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	10020105
Course Title	UNDERSTANDING OF ICT in TEACHING (PRACTICUM)
Academic Year	I
Semester	I
Number of Credits	1
Course Prerequisite	NA
Course Synopsis	The course focuses on the historical development of various educational technologies. Types of technologies and effective use of technologies in teaching learning.

Course Outcomes:

At the end of the course students will be able to:

CO1	Make an effective use of technology in Education
CO2	Familiar with new trends, techniques in education along with learning
CO3	Know about the basic elements of computers and their uses.
CO4	Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
CO5	Acquire the Basic Commands in DOS & Windows
CO6	Work with various MS Office Applications like Word, Excel and PowerPoint

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	--	3	--	3	--	1	--	--
CO2	1	--	--	--	--	--	1	3
CO3	1	2	--	--	--	--	--	--
CO4	--	--	--	2	--	2	--	1
CO5	1	2	--	--	--	--	2	1
CO6	--	3	--	2	--	--	2	--
Average	1	2.5	--	2.3	--	1.5	1.6	1.6

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	2	--	2

Unit	Content & Competencies
1	**Technology in Education**

	• Introduction to Computer and classify (Computers, Hardware, Software, storage devices, Human ware and Peripheral Devices) **C-2** • Develop Computer Skills (MS Office Basic features : Word processing, Spreadsheet, Presentations,) Google slide, Prezi. **C-3** • Explain and Compare Projected Aids: multimedia projectors (LCD, DLP, LED Projector) **C-4** • Formulate Internet as Source of learning (Websites and Web Based Learning) **C-2** • Explain Application and effective use of Professional Development apps (Linkedin, Glasstor, Spotify, Lynda) **C-3**
2	**ICT and Teaching**
	• Explain the Meaning, Nature and Advantages Information and Communication Technology. **C-2** • Discuss approaches and effectiveness of integration ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)Subjects specific ICT tools and Online Resources for creating and facilitating learning **C-5** • Mobile Learning, flipped classroom, Virtual classroom (effective use in teaching learning process) • Define the concept and process of Web Quest and Virtual Field Trips (use in the classroom.) **C-3** • Compare the use of ICT for Assessment of different school subjects (Socrates, Mentimeter, Hotpotatoes) **C-6**

Note :- Two introductory theory lectures will be scheduled in order to develop basic understanding of the students about ICT tools.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours

Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Practical Examination & Viva-voce
Viva-voce	
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓

Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	6. Student's Feedback

References:	(List of reference books)
	: • Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Hyderabad : Neelkamal Publication.
	•Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
	• David, M. (2009). Project Based Learning- Using Information Technology- Second Edition, New Delhi:Viva Books.
	• James, K.L. (2003). The Internet: A User's Guide, New Delhi: Prentice Hall of India Pvt Ltd.
	• Laxman Mohanty, Neeharika Vora (2008). ICT Strategies for Schools-A Guide for School Administrators, Sage Publications: New Delhi.
	• Manoj Kumar Dash (2010). ICT in Teacher Development, Neel Kamal Publications: New Delhi.
	• Mohit K (2003). Design and Implementation of Web-enabled Teaching Tools: UK: IRM Press.

(Faculty of Education)

Name of the Department	Faculty of Education

Name of the Program	B.Ed.
Course Code	Code Require
Course Title	School Exposure
Academic Year	I
Semester	I
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focuses on to develop students understanding about school environment and activities.

Course Outcomes:

At the end of the course students will be able to:

CO1	Familiar with school environment
CO2	Develop their understanding regarding school activities
CO3	Acquire the knowledge about school curriculum

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	1	3	--	1	2	2
CO2	1	2	2	1	2	--	3	3
CO3	1	2	2	1	2	3	2	2
Average	1	2.3	1.6	1.6	1.3	1	2.3	2.3

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	2	--	2

Unit	Content & Competencies
1	**School Engagement**
	• Prepare a reflective journal on observation of regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers **C-6**
	• Reflect and compare roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc. which are available in the school. **C-4**
	• The Student teacher shall also undertake the field activities pertaining to the practical's during this period.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1

Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Practical Examination & Viva-voce
Viva-voce	
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓
Feedback Process	7. Student's Feedback					

References:	(List of reference books)

SEMESTER - II

Course Code	Course Title
10020201	Learning and Teaching
10020202	Assessment of Learning
10020203	Pedagogy of School Subject-English
10020204	Pedagogy of School Subject-Hindi
10020212	Pedagogy of School Subject-Sanskrit
10020205	Pedagogy of School Subject-Economics
10020206	Pedagogy of School Subject-Mathematics
10020207	Pedagogy of School Subject-Biological Science
10020208	Pedagogy of School Subject-Physical science
10020209	Pedagogy of School Subject-Commerce
10020210	Pedagogy of School Subject-Social science
10020211	School Engagement Program

	(Faculty of Education)
Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	10020201
Course Title	Learning and Teaching
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focus on to develop an understanding of different theoretical perspectives of learning, concept and nature of Intelligence, Personality and Adjustment

Course Outcomes:

At the end of the course students will be able to:

CO1	To develop scientific attitude for the process of teaching& learning
CO2	To develop understanding about the relationship of cognitive, social, and emotional development with learning

	process
CO3	To provide an overall view on teaching & learning style and ideas to enhance these activities
CO4	To introduce student – teachers with teaching skill, component, and parameters of effective teaching
CO5	To develop insight for perfect teaching by its overall perspectives in detail

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	--	--	--	--	2	2	-
CO2	3	--	--	2	--	--	--	--
CO3	1	--	--	--	--	2	2	2
CO4	--	3	--	--	--	--	--	2
CO5	1	3	--	--	--	--	--	--
Average	1.5	3	--	2	--	2	2	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--		4

Unit	Content & Competencies
1	**Understanding Learning** • Learning: Concept, Nature, types of learning & Factors influencing learning, C-2 • Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning. C -2 • Role of Teacher &School in relation to learning strategies. C-5 • Individual Differences: Concept, Types, Causes & Educational implications. C-2
2	**Learning Theories** • Connection theory (Trial & Error: Thorndike), concept, laws of learning& Educational Implications. C-2 • Conditioning theories: Classical conditioning (Pavlov) & Operant conditioning(Skinner):Concept,characteristicsandEducationalImplications. C-2 • Social-constructivist theory (Vygostky& Bandura):Concept, Nature and Educational implications C-2
3	**Understanding Teaching** • Teaching: Concept, characteristic, features and levels of teaching. C-2 • Related concepts of Teaching (Training, conditioning, instruction & indoctrination) C-4 • Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style). C-2, C-4 • Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching) C-3
4	**Phase & Models of Teaching** • Phase of Teaching: Pre-active, Interactive and Post-active. C-2 • Models of Teaching: Meaning, Need &Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner). C-2 & C-6

	• Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching &Enrichment Programme C-6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---

Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	

Mid Semester Examination 1	✓	✓	✓	✓	✓	
Mid Semester Examination 2	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	

Feedback Process	1. Student's Feedback

References:	(List of reference books)
	- Chauhan,S.S.(2014)."InnovationsinTeachingLearningProcess",Noida:VikasPublishingHousePrivateLtd. - Gagne,R.M.(1977)."Theconditionsoflearning",NewYork,Chicago:Holt,RinchartandWinston. - Joyce,B.&Weil,M.(1992)."ModelsofTeaching",NewDelhi,PrenticeHall. - Sharma,R.A.(1991)."TechnologyofTeaching",Meerut:R.LallBookDepot. - Sharma, S.K. (2005). "Learning and Teaching: Learning process", Delhi: Gyan BooksPrivate Ltd.Srivastava, D.S. and Kumari, S. (2005). "Education: Understanding thelearner",Delhi: Gyan BooksPrivate Ltd. - Walia, J.S. (2011). "Technology of Teaching", Jalandhar: Ahim PaulPublishers.Walia,J.S.(2012)."TeachingLearningProcess",Jalandhar:AhimPaulPublishers

<div align="center">(Faculty of Education)</div>

Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020202**
Course Title	Assessment of Learning
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focus on to develop student's understanding on need of assessment and evaluation, construction of achievement test and summative and formative assessment.

Course Outcomes:

At the end of the course students will be able to:

CO1	To understand assessing children 's progress, both in terms of their psychological

	development and the criteria provided by the curriculum.
CO2	Understand the different dimensions of learning and related assessment procedures, tools, and t echniques. Analyze, Manage and interpret assessment data
CO3	Understanding the policy perspectives on examination and evaluation and their implementation practices .Assessment for cultural lyres ponsive in diverse classroom
CO4	Develop critical understanding of issues in assessment and explore realistic, comprehensive, and ynamic assessment process which is cultural lyresponsiveforusein the classroom
CO5	Develop enabling processes which lead to better learning and more confident and creative learners

Mapping of Course Outcomes (COs) to Program Outcomes (POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	2	--	--	1	--
CO2	1	3	--	1	--	--	--	2
CO3	2	2	1	1	--	--	--	2
CO4	2	1	--	--	--	--	1	--
CO5	2	1	1	--	--	--	2	1
Average	1.8	1.75	1	1.3	--	--	1.3	1.6

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Learning** • Learning, Instruction, Teaching, Teaching Learning Situation, C-2 • Assessment for Learning, Assessment as Learning, and Assessment of Learning C-2 • Concept, Meaning, Definition, Differences, and Illustrations of learning C-2 • Continuous and Comprehensive Assessment C-2
2	**Test and Examination** • Concept, Meaning, Definition, Types, Needs, Purpose, and Function C-2 • Objective Type test and Essay Type Test C-2 & 6 • Criterion Referenced Test and Norm Referenced Test C-2 & 4 • Blue- Print, Construction of Teacher Made Test or Non- Standardized Test C-6
3	**Measurement and Evaluation** • Measurement -Concept, Meaning, Definition, Types, Needs, Purpose, and Function C-2 • Levels of Measurement Scale, Reliability, Validity, C-2 • Measure of Central Tendency- Mean, Median, and True Mode, Measure of Dispersion-Range, Standard Deviation, Quartile Deviation C-2 & 5 • Measure of Relative Position-Percentile, Percentile Rank C-2 & 5 • Evaluation -Concept, Meaning, Definition, Types, Needs, Purpose, and Function, Technique of evaluation, Comparison between Measurement and Evaluation C-2 & 5

4	**Assessment of Tests**
	The Achievement Test, C-2, 4, 5,6
	The Diagnostic Test, C-2, 4, 5,6
	The Intelligence Test, C-2, 4, 5,6
	The Personality Test C-2, 4, 5,6
	The Aptitude Test C-2, 4, 5,6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2

Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Quiz	✓	✓	✓	✓	✓

VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	
Mid Semester Examination 1	✓	✓	✓	✓	✓	
Mid Semester Examination 2	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	
Feedback Process						

References:

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<div align="center">(Faculty of Education)</div>

Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020203**
Course Title	Pedagogy of School Subject-English
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the understanding about English language, development of teaching aids and teaching skills.

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop a good understanding of the basic concepts in second language teaching.
CO2	Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.

CO3	Critically review and use appropriately different approaches to and methods of teaching English as second language.
CO4	Prepare lesson plans on different and prescribed aspects of English as second language.
CO5	Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
CO6	Use various techniques of testing English as second language and develop remedial conduct teaching.

Mapping of Course Outcomes (COs) to Program Outcomes (POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	2	--	1	--
CO2	2	2	--	--	3	--	--	--
CO3	--	2	--	--	--	1	1	2
CO4	1	2	--	--	--	1	2	1
CO5	1	2	1	2	--	2	2	2
CO6	2	2	2	2	1	2	2	3
Average	1.6	2	1.5	2	2	1.5	1.6	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week

4				4
Unit	Content & Competencies			

Unit	Content & Competencies
1	**Fundamentals of Language Teaching** • Language: Meaning, Nature and Scope C-2&4 • Importance and Functions of language C-2&4 • Linguistic Principles, and Aims and Objectives of Teaching English C-2 • Role of Language in Life: Intellectual, Emotional, Social and Cultural Development C-6 • Importance of teaching English at National and International Scenario. C-6
2	**Learner Centered Approaches, Teaching Methods and Pedagogical Analysis** • Difference between 'Approach' and 'Method' C-1 • Inductive and Deductive Approach; Whole Language Approach; Multilingual Approach to Language Teaching C 1 & 2 • Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning C-2 • Meaning, Importance and Steps of Pedagogical Analysis C 2 & 6 • Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology C-2 • Teaching Learning Materials and Aids (Audio, Visual and Audio-Visual Aids C-1 • Co-curricular activities in English classroom: Language games, quiz, debates, group discussions. C-2 & 6 • Lesson planning (Micro and Macro) 6 C 2 & 6
3	**Developing Language Skills**

	• Listening and Speaking — Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources. C -2,4,6 • Reading— Sub skills of reading; Importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc. C -2 & 6 • Writing -- Stages of writing; Process of writing; Formal and Informal writing Such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; Higher order skills. Role of Teacher in improving the Vocabulary of students C -2 & 6
4	**Evaluation**
	• Qualities of a good teacher of English. C-2 • Text books: Characteristic of a good text book. C -1&4 • Difference between measurement and evaluation C-2 • Meaning and significance of Comprehensive and continuous evaluation in English. C-6 • Development of good test items in English (Objective- type, essay - type and short answer type). C-6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours

Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2

	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	2. Student's Feedback
References :	(List of reference books)
	● C.U.P. Chadha, S.C. (2004). Arts and Science of Teaching English (2nded.). Meerut :SuryaPublication.FreemanD.L. (2000).TechniquesandPrinciplesinLanguageTeaching ,Oxford:CUP. ● Kochar,Shasi, RamaChandranJyothy(2001).TeachingofEnglish.NewDelhi. ● Mendonca,Lawrence,(2002).AppliedEnglishGrammarandComposition.NewDelh:NavPublications. ● NCERT(2005)PositionPaperNationalFocusGrouponTeachingofEnglish,NewDelhi, ● Rai,Geeta(2009).TeachingofEnglish,Meerut:VinayRakheja ● Sawhney,K.K.&Sharma,K.R.(2004).TeachingofEnglish,Jammu:EducationalPublishers.Sharma,Praveen(2008).TeachingofEnglishLanguage,Delhi:ShipraPublications. ● Sharma, R.A. (2004). Fundamentals of Teaching English,Meerut :R.Lall Book

(Faculty of Education)	
Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)

Course Code	10020204
Course Title	Pedagogy of School Subject-Hindi
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the understanding about Hindi language teaching, development of teaching aids and teaching skills.

Course Outcomes:

At the end of the course students will be able to:

CO1	भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
CO2	श्रवण, वाचन, पठन एवं लेखन सम्बन्धी भाषायी कौषलों का ज्ञान देना
CO3	हिन्दी की विद्याओं एवं उनके व्यवहारिक षिक्षक की संस्थितियों का ज्ञान देना।
CO4	हिन्दी भाषा षिक्षण में दृश्य—श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
CO5	हन्दी षिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।

Mapping of Course Outcomes (COs) to Program Outcomes (Pos

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	--	--	3	--	3	--
CO2	1	3	--	2	3	--	3	--
CO3	2	--	--	2	--	--	1	--
CO4	--	2	--	3	--	3	2	2
CO5	2	--	--	1	--	--	--	--
Average	1.75	2.3	--	2	--	3	2.25	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				4

Unit	Content & Competencies
1	भाषा एवं हिंदी शिक्षण • भाषा का अर्थ बताते हुए इसके स्वरूप एवं प्रकृति की चर्चा करें! C-3 • भाषा की आवश्यकता एवं महत्व पर प्रकाश डालिए! C-2 • मातृभाषा अन्य भाषा संपर्क भाषा एवं राजभाषा में अंतर स्पष्ट करते हुए इसके महत्व एवं उद्देश्यों की चर्चा करें! C-3 • देवनागरी लिपि की विशेषताएं एवं सीमाएं चिन्हित कीजिए! C-1 • हिंदी ध्वनियों का वर्गीकरण अक्षर विन्यास एवं विराम चिन्ह आधारों पर कीजिए! C-2

	• हिंदी शब्दों का वर्गीकरण निम्नलिखित आधारों पर कीजिए C-2 अर्थ, उत्पत्ति, व्युत्पत्ति! • विद्यालय पाठ्यक्रम में हिंदी के स्थान एवं महत्व पर चर्चा करें! C-3 • संविधान में हिंदी भाषा की स्थिति एवं वैश्वीकरण का विश्लेषण करें! C-3
2	**हिंदी भाषा की विधाएं एवं उनका शिक्षण** शिक्षण कौशलों पर प्रकाश डालिए! C-2 गद्य शिक्षण का अर्थ उद्देश्य महत्व विधियां एवं सोपान बताते हुए व्याख्या करें! C-2 पद शिक्षण का अर्थ उद्देश्य महत्व विधियां एवं सोपान बताते हुए व्याख्या करें! C-2 व्याकरण शिक्षण का अर्थ उद्देश्य महत्व विधियां एवं सोपान बताते हुए व्याख्या कीजिए! C-2 रचना शिक्षण का अर्थ उद्देश्य महत्व विधियां एवं सोपान बताते हुए व्याख्या कीजिए! C-2 ब्लूम द्वारा निर्धारित व्यवहारिक उद्देश्यों का विश्लेषण करें! C-4 इकाई योजना एवं पाठ योजना पर प्रकाश डालते हुए इसके महत्व एवं निर्माण विधियों को समझाइए!C-2
3	**शिक्षण सामग्री एवं पाठ्यसहगामी क्रियाए** • हिंदी शिक्षण में सूचना एवं तकनीकी की उपयोगिता एवं प्रयोग की चर्चा करें! C-3 • शैक्षिक उपकरण के महत्व एवं उपयोगिता पर प्रकाश डालते हुए इसके विभिन्न रूपों एवं उनके प्रसंग अनुरूप प्रयोग पर चर्चा करें! C-3 • पाठ्यक्रम सहायक विधियों के प्रकार एवं उनका शिक्षण अधिगम में योगदान बताइए! C-1 • हिंदी शिक्षण में पाठ्य सहायक गतिविधियों का आयोजन किस प्रकार से किया जाता है! व्याख्या करें! C-5 • 21 वी शताब्दी में हिंदी की वर्तमान स्थिति पर लेख लिखिए! C-2 • हिंदी अध्यापक के गुण एवं कर्तव्य को चिन्हित कीजिए! C-1

	• हिंदी शिक्षण में पूरक पुस्तकों के महत्व एवं विशेषताओं पर प्रकाश डालिए! C-2
4	**मूल्यांकन नैदानिक एवं उपचारात्मक शिक्षण**
	• हिंदी शिक्षण में गृह कार्य के महत्व पर प्रकाश डालिए! C-2
	• वर्तमान शिक्षा प्रणाली में हिंदी पाठ्यपुस्तक की विशेषताएं लिखते हुए उनकी समीक्षा पर प्रकाश डालिए! C-5
	• हिंदी मूल्यांकन का अर्थ स्वरूप लिखते हुए विभिन्न विधियों का मूल्यांकन किस प्रकार से किया जाता है! वर्णन कीजिए! C-5
	• हिंदी प्रश्न पत्र निर्माण में आदर्श प्रश्नों के सिद्धांतों का मूल्यांकन किस प्रकार किया जाता है वर्णन कीजिए ! ६3
	• नैदानिक एवं उपचारात्मक शिक्षण से आप क्या समझते हैं व्याख्या कीजिए! C-2

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3

Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	
Mid Semester Examination 1	✓	✓	✓	✓	✓	
Mid Semester Examination 2	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	

Feedback Process	3. Student's Feedback

References :	(List of reference books) • उमा, मंगल. (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो • कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटनाः जिज्ञासा प्रकाशन, झेलमअपार्टमेंट • कुमार, योगेश. (2004). आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंगकॉरपोरेशन • पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगराः विनोद पुस्तक मन्दिर

	• पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स चॉदपा ल बाजार,
	• भाटिया, कैलाशचन्द्र एवं मा तीलाल चतुव दी. (2001). 'हिन्दी भाषा विकास आ र स्वरूप', नई दिल्ली : ग्र थ अकादमी,
	• व्यास भगवतीलाल एवं व द प्रकाश. (2004). हिन्दी शिक्षण क नये आयामः आगरा : राधा प्रकाशन मन्दिर
	• सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थानः हिन्दी ग्रन्थ अकादमी, तिलकनगर ळववहसम ठववा स्पदा
	https://www.google.co.in/books/edition/Hindi_Shikshan/lDlePgAACAAJ?hl=e

(Faculty of Education)
Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020212**
Course Title	Pedagogy of School Subject-Sanskrit
Academic Year	1st Year

Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the understanding about Sanskrit language teaching , development of teaching aids and teaching skills.

Course Outcomes:

At the end of the course students will be able to:

CO1	संस्कृत भाषा संरचना में भाषा तत्वों का ज्ञान देना।
CO2	श्रवण, वाचन, पठन एवं लेखन सम्बन्धी भाषायी कौषलों का ज्ञान देना
CO3	संस्कृत की विद्याओं एवं उनके व्यवहारिक षिक्षक की संस्थितियों का ज्ञान देना।
CO4	संस्कृत शिक्षण में दृश्य–श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
CO5	संस्कृत शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।

Mapping of Course Outcomes (COs) to Program Outcomes (POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	--	--	3	--	3	--
CO2	1	3	--	2	3	--	3	--

CO3	2	--	--	2	--	--	1	--
CO4	--	2	--	3	--	3	2	2
CO5	2	--	--	1	--	--	--	--
CO6	1.75	2.3	--	2	--	3	2.25	2
Average								

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				4

Unit	Content & Competencies
1	भाषा एवं संस्कृत शिक्षण • संस्कृत भाषा के साहित्य का महत्व समझाते हुए संस्कृत भाषा का अन्य विषयों के साथ अंतर्सबंध की व्याख्या कीजिए! C-1 • आधुनिक पाठ्यक्रम में संस्कृत भाषा के स्थान की चर्चा करें ! C-2 • त्रिभाषा सूत्र में संस्कृत का क्या महत्व है! C-1 • संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य पर चर्चा करें! C-3 • ब्लूम द्वारा निर्धारित उद्देश्यों का संस्कृत भाषा में व्यावहारिक प्रयोग स्पष्ट कीजिए! C-1
2	भाषा कौशल

	• चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास की व्याख्या कीजिए! C-1
	• संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय दें! C-2
	    ○ पाठशाला (सूत्र) विधि
	    ○ भण्डारकर (व्याकरण अनुवाद) विधि
	    ○ पाठ्यपुस्तक विधि
	    ○ प्रत्यक्ष एवं मौखिक विधि
	• सूक्ष्म एवं विस्तृत पाठ योजना के निर्माण की विधि को समझाइए! C-3
	• गद्य एवं पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (कक्षा 6 से 10 तक के पाठ्यचर्या से) कीजिए! C-4

3	**संस्कृत भाषा की पाठ्यसहगामी क्रियाओं**
	• संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास की व्याख्या कीजिए! C-2 • संस्कृत भाषा की पाठ्यसहगामी क्रियाओं–श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण! C-3 • संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार की विधि को समझाइए! C-2 • संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार की विधि को समझाइए! C-2 • संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा विधि को समझाइए! C-2
4	**संस्कृत शिक्षण में मूल्याकंन**
	• संस्कृत भाषा की विभिन्न विधाओं का शिक्षण व्याख्या करें ! C-2 • संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना प्रकाश डालिए! C-2 • संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना प्रकाश डालिए! C-2 • संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना व्याख्या करें! C-1 • संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना व्याख्या करें! C-2 • संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना चर्चा करें! C-3 • संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधन प्रक्रिया चर्चा करें C-3 • संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण व्याख्या करें! C-1

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| | |

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---

Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓

Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	4. Student's Feedback

References :	(List of reference books)

(Faculty of Education)	
Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020207**

Course Title	Pedagogy of School Subject-Biological Science
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	
Course Synopsis	The course focused on developing insight about nature of biological sciences and strategies of teaching-learning, different ways to create learning situations for different concepts of biological sciences, effectively use of different activities/experiments and laboratory experiments.

Course Outcomes:

At the end of the course students will be able to:

CO1	develop insight on the meaning and nature of Biological Sciences
CO2	Understand teaching strategies for transaction of content in Biology
CO3	Facilitate development of scientific attitudes in learners
CO4	Construct appropriate assessment tools for evaluating learning of biological science
CO5	Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary
CO6	Understand the importance of Biology Laboratory in schools

CO7	Be aware of the avenues for professional development of Biology teacher

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	--	--	--	--
CO2	--	3	--	--	--	--	--	--
CO3	2	--	--	2	--	2	--	2
CO4	--	2	--	2	--	--	2	1
CO5	2	2	--	--	--	2	--	--
CO6	1	2	3	1	1	--	--	--
CO7	2	1	1	--	1	--	--	2
Average	1.8	2	2	1.6	1	2	2	1.6

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				4

Unit	Content & Competencies

1	**Fundamentals of Biological Science**
	- Nature, History, Scope and Interdisciplinary linkage of Biological Sciences C-2 & 3 - Facts and Principles of Biology & its applications & its applications in day-to-day life C-2 & 3 - Scientific Method and Scientific Attitude: characteristics and advantages C-2 *Objectives and Taxonomy* - General Aims and Objectives of Biological Sciences - Bloom's Taxonomy of educational objectives - Formulation of specific objective of Biological Science in behavioral terms
2	**Lesson Planning and Unit Planning**
	- Meaning of Lesson plan- meaning, steps, format, advantages and limitations C-2 - Lesson planning based on 5E model C-2 - Unit Plan-meaning, steps, format, advantages and limitations C-2 *Pedagogical Analysis* - Meaning, Importance and Steps of Pedagogical Analysis C-2 - Pedagogical Analysis of the following topics: Photosynthesis, Human digestive system, Food Chain, Ecological Balance C-2
3	**Methods and Approaches of Teaching Biological Science**
	- Approaches of teaching Biological Science: inductive-deductive, structural-functional approach, inquiry, constructivist approach C-2 - Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation and Reinforcement C-2 - Teaching Strategies: Lecture-Demonstration, Brainstorming, Concept Mapping, Design Thinking, Activity Method, Project Method, Problem Solving, Collaborative Learning, Laboratory method, Experimental Learning, Team Teaching, Blended learning, Flipped classrooms, Group Discussion C-2, C-3 - Preparation of Instructional Material/ Teaching aids: Models, charts, flash cards, flannel board, Specimens, multimedia presentations C-6

	• Biology Laboratory: Design, Organization & Management C -3, 4, 5, 6 • Use of ICT tools and Online resources in Biological Science at various stages of school C-3, 4, 5, 6 • Use of Science and Biology Experiment Kits in teaching-learning of Biology C-3, 4, 5, 6 • Evaluation in Biological Science • Concept of measurement and evaluation C-2 • Types of Evaluation: Formative, Summative, Diagnostic C-2 • Preparation of Achievement Test in Biological Science, Attributes of a Good Achievement Test, Blue Print and Question Paper C-6 • Importance of continuous and comprehensive evaluation in Biological Science C-2
4	**Professional Development of a Biological Science Teacher**
	• Need and Importance for Professional Development of Teachers C-2 • Membership of Professional Organizations in Professional Development of Teachers C-1, 2,4 • Preparing the Teacher for Technology Integration: Planning with Integrating Technology for Inquiry (NTEQ) in Biology at Senior Secondary school level C -4, 5, 6 ❖ *Teacher as a Researcher: Need and Competencies (C IV, V, VI)* • Participation in Seminars, Workshops, Conferences, Symposia • Field Visits to Institutions/ Organizations such as Schools, Museums, Parks, Research Organizations etc.

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……

Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)

Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6	CO7
Quiz	✓	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓	✓
Feedback Process	5.			6. Student's Feedback			

References:		(List of reference books)
		☐ Aggarwal,D.D.(2008).ModernMethodofTeachingBiology,NewDelhi:Karanpaper Books. ☐ Novak. J.D. (1970). The Improvement of Biology Teaching Modern Science Teaching, Delhi**:**DhanpatRai&Sons. ☐ Pandey,(2003).MajorIssuesinScienceTeaching.NewDelhi:SumitPublications. ☐ Sharma,R.C.(2006).ModernScienceTeaching.NewDelhi:DhanpatRaiPublications. ☐ Vaidya,N.(1971).TheImpactofScienceTeaching,NewDelhi:OxfordandIBHPublicationCo. ☐ Yadav,M.S.(2003)TeachingofScience.NewDelhi:AnmolPublications. ☐ Heller.R.(1967). NewTrendsinBiologyTeaching, Paris**:**UNESCO.

(Faculty of Education)	
Name of the Department	Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020208**

Course Title	Pedagogy of School Subject-Physical science
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on developing insight about nature of physical sciences and strategies of teaching-learning, different ways to create learning situations for different concepts of physical sciences, effectively use of different activities/experiments and laboratory experiments.

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop awareness about developments in the area of teaching and learning of Physical Sciences
CO2	DevelopcompetenciestoteachatvariouslevelsintheIndianschoolsettings
CO3	Acquire skills related to planning the lessons and presenting the effectively
CO4	Develop scientific thinking in themselves, students and communities
CO5	Estimate the facilities required for the organization and maintenance of Science Laboratory
CO6	Acquire a favorable scientific temper towards Science teaching

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	--	--	--	--
CO2	--	3	--	--	--	--	--	--
CO3	2	--	--	2	--	2	--	2
CO4	--	2	--	2	--	--	2	1
CO5	2	2	--	--	--	2	--	--
CO6	1	2	3	1	1	--	--	--
Average	**1.75**	**2.25**	**3**	**1.6**	**1**	**2**	**2**	**1.5**

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Fundamentals of Physical Science** • Nature, History, Scope and Interdisciplinary linkage of Physical Science C-2 • Facts and Principles of Physical Science & its applications in day-to-day life C-2

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	• Scientific Method and Scientific Attitude: characteristics and advantages C-2
	Objectives and Taxonomy
	• General Aims and Objectives of Physical Science C-2
	• Bloom's Taxonomy of educational objectives C-2
	• Formulation of specific objective of Physical Science in behavioral terms C-2
2	**Lesson Planning and Unit Planning**
	• Meaning of Lesson plan- meaning, steps, format, advantages and limitations C-2
	• Lesson planning based on 5E model C-2
	• Unit Plan-meaning, steps, format, advantages and limitations C-2
	❖ *Pedagogical Analysis*
	• Meaning, Importance and Steps of Pedagogical Analysis C-2
	• Pedagogical Analysis of any three of the following topics: Atomic Structure, Energy and its types, Environment and Pollution, Water as a Universal Solvent, Transmission of Heat, Magnetism, Friction C-2
3	**Methods and Approaches of Teaching Physical Science**
	• Approaches of teaching Physical Science: inductive-deductive, structural-functional approach, inquiry, constructivist approach C-2
	• Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation and Reinforcement C-2
	• Teaching Strategies: Lecture-Demonstration, Brainstorming, Concept Mapping, Design Thinking, Activity Method, Project Method, Problem Solving, Collaborative Learning, Laboratory method, Experimental Learning, Team Teaching, Blended learning, Flipped classrooms, Group Discussion C-2
	• Preparation of Instructional Material/ Teaching aids: Models, charts, flash cards, flannel board, Specimens, multimedia presentations C-2
	• Physical Science Laboratory: Design, Organization & Management C-2

	- Use of ICT tools and Online resources in Physical Science at various stages of school C-2 - Use of Science Experiment Kits in teaching-learning of Physical Science C-2 *Evaluation in Physical Science* - Concept of measurement and evaluation C-2 - Types of Evaluation: Formative, Summative, Diagnostic C-2 - Preparation of Achievement Test in Physical Science, Attributes of a Good Achievement Test, Blue Print and Question Paper C-2, C-6 - Importance of continuous and comprehensive evaluation in Physical Science C-2	
4	**Professional Development of a Biological Science Teacher**	
	- Need for and Importance of Professional Development of Teachers C-2 - Membership of Professional Organizations in Professional Development of Teachers C -2 - Preparing the Teacher for Technology Integration: Planning with Integrating Technology for Inquiry (NTEQ) in Physical Science at Senior Secondary school level C-2 ❖ *Teacher as a Researcher: Need and Competencies* - Participation in Seminars, Workshops, Conferences, Symposia C-2 - Field Visits to Institutions/ Organizations such as Schools, Museums, Parks, Research Organizations etc. C-2	

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……

Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)

Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	7. Student's Feedback

References:	(List of reference books)
	☐ Joshi,D.(2012).MethodologyofTeachingScience.NewDelhi:Dorling Kindersley(India) Pvt.Ltd.

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☐ Richardson,J.SandCaboon,G.P.(2005).MethodandMaterialforTeachingGeneralandPhysicalScience,Mc Graw HillBookCo.Inc.,NewYork.

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(Faculty Name)	
Name of the Department	Faculty of Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020205**
Course Title	Pedagogy of School Subject-Economics
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the understanding about Economics subjects, development of teaching aids and teaching skills.

Course Outcomes:

At the end of the course students will be able to:

CO1	Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics
CO2	Acquaintwiththeaims,objectives andvalue-outcomesthrough teachingofEconomics.
CO3	Organize group-activities and project and to use various instructional strategies and methods foreffectiveteachingof thesubject
CO4	EstablishcorrelationofEconomics with otherschool-subjects
CO5	Develop necessary skills to use various teaching aids, (Particularly locally available materialaids).
CO6	Developappropriateattitudetowardsthesubjectsandcountry 's economic

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	1	2	--	1	--
CO2	1	2	--	--	3	--	--	--
CO3	--	2	--	--	--	1	1	2
CO4	1	1	--	--	--	1	2	1
CO5	1	2	1	2	--	2	2	2
CO6	1	2	2	2	1	2	2	3
Average	1.5	1.8	1.5	1.6	2	1.5	1.6	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Nature & Scope of Teaching of Economics** • Explain the Meaning, Nature and Scope of Economics as a school subject. C 2 • What are the Aims and Objectives of teaching Economics at School level C 1 • Outline the Values of Teaching Economics in present scenario. C 2 • Compare the Taxonomy and behavioral Objectives in Economics. C 2 • Explain the Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science And Sociology. C 2 • What do you Understand terminology of Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting C 1

2	**Pedagogical Analysis and Lesson Planning**
	- Explain the Meaning and Importance of Pedagogical Analysis. C 2 - Illustrate the Content: Poverty as Challenge facing India, Indian economy, Globalization, Inflation & Deflation, - Employment. C 2 - Explain the Pedagogical Analysis on the following topics: Identification of concept, listing behavioral outcomes, listing activities and experiments, Listing evaluation techniques. C 2 - Explain the lesson planning and unit planning in Economics: Need & Importance, Basic Elements & its Preparation C 2 - Discuss the Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation. C 6
3	**Teaching Learning Resources and Process**
	- Explain Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Identify Approaches of organizing the curriculum of Economics. C 2,3 - Discuss the Meaning & Importance of Co-curricular activities. Economics Club, Field Visit – Meaning, Importance and Organization. C 6 - Illustrate the Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.) - Understanding, Analyzing and applying C 2
4	**Approaches and Evaluation in Teaching**
	- Explain the Teaching Economics through Discussion method, Project method, Problem-solving,co-operative learning, Constructivism. C 2 - Discuss the Meaning, Importance and Types of Evaluation in Economics. C 6 - Compare the Continuous and Comprehensive Evaluation: Discuss the Meaning, importance & Process. Construction ofAchievement Test – Concept and Steps. C 4,6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	---
Seminar/Journal Club	---
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	---
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	8. Student's Feedback

References :	(List of reference books)
	• Sharma and Sexana (2002).Teaching of Economics .Surya Publication Meerut. • Sidhu,H.S.(2000):TeachingofEconomics.Ludhiana: TandonPublications. • Singh,Y.K.(2008).TeachingofEconomics.NewDelhi:APHPublishingCorporation. • Tyagi,G.(2007).TeachingofEconomics.VinodPublishingHouse. • Aggarwal,J.C.(2005).TeachingofEconomics-APracticalAppraoch.Agra:VinodPustakMandir. • Dhillon,S.andChopra,K.(2002).TeachingofEconomics.Ludhiana:KalyaniPublishers. • Mittal,R.L.,ArthShastarDaAdhiapan.Patiala:PunjabiUniversityPress. • KeganPaul.Sexena,N.R.;Mishra,B.K.andMohanty,R.K.(2004).TeachingofEconomics.Merrut:R.LallBook Depot.

	• Sharma,Seema(2004).ModernTeachingEconomics. NewDelhi:AnmolPublicationPvt. Ltd.

(Faculty Name)	
Name of the Department	Faculty of Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020206**
Course Title	Pedagogy of School Subject-Mathematics
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the understanding about Mathematics subjects, development of teaching aids and teaching skills.
Course Outcomes:	
At the end of the course students will be able to:	
CO1	Understand and appreciate the uses and significance of Mathematics in daily life
CO2	Learn various approaches of teaching Mathematics and to use them judiciously

CO3	Learn the methods of providing instruction for the classroom.
CO4	Organize curricular activities
CO5	Appreciate activities to develop aesthetics of Mathematics CO6Update their knowledge of content in mathematics

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	1	--	--	3	--
CO2	2	2	--	2	--	--	--	--
CO3	1	3	--	2	--	--	--	--
CO4	1	2	2	2	2	1	2	1
CO5	1	2	1	2	--	2	2	2
Average	1.8	2.25	1.5	1.8	2	1.5	2.3	1.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Nature & Scope of Teaching of Mathematics**

	• Explain the Meaning, nature and scope of mathematics C 2 • Discuss the History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam C 6 • Compare the Relationship of Mathematics with other school subjects C 4 • Create the Aims and objectives of Mathematics teaching C 6 • Discuss the Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of InstructionalObjectives). C 6
2	**Pedagogical Analysis & Lesson Planning**
	• Explain the Meaning and importance of Pedagogical Analysis C 2 • Discuss Points followed for Pedagogical Analysis: Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques C 6 • Illustrate Contents for Pedagogical Analysis:, Arithmetic (Fractions, Ratio and Proportion), Algebra (Polynomials, Linear equations, Quadratic equations), Geometry (Congruent and Similar triangles), Trigonometry (t-ratios, Heights and Distances), Menstruation (Areas, Surface areasand volumes of solid figures) C 2 • Explain the Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation Lesson planning: Need and importance, steps involved in lesson planning, features of a goodlesson plan C 2
3	**Teaching Learning Resources & Processes**
	• Explain the Meaning, Importance and Principles of designing a good curriculum of Mathematics C 2 • Model Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics C 3 • Discuss the Applications of ICT in teaching of mathematics C 6 • Explain the Meaning and importance and preparation of audio-visual aids in teaching mathematics Problems in teaching and learning of mathematics C 2 • Design the Importance and organization of Mathematics Club &Recreational activities of MathematicsClub

	C 6 • Quiz • Games • Puzzles • Mathematics exhibition	
4	**Approaches And Evaluation In Teaching of Mathematics**	
	• Explain the Methods of teaching Mathematics C 2 • Lecture cum demonstration method: Analytic-Synthetic, Laboratory, Inductive-Deductive,Problem Solving, Project Method • Discuss the following Techniques of teaching Mathematics C 6 • Oral work • Written work • Drill work, • Home Assignment • Explain the Evaluation: Meaning, importance and types of evaluation. C 2 o Preparation of diagnostic and achievement test.	

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……
Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2

Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	
Mid Semester Examination 1	✓	✓	✓	✓	✓	

Mid Semester Examination 2	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	

Feedback Process	9. Student's Feedback

References:	(List of reference books)
	• Arora,S.K.(2000).HowtoTeachMathematics.NewDelhi:SterlingPublishersPvt. Ltd. • Butler, C.H. and Wren, K.H. (1980). Teaching of Secondary Mathematics. New York:McGraw-HillBookCompany. • Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M.Publishers. • Kulshrestha,A.K.(2007).TeachingofMathematics.Meerut:R.LalBookDepot. • Mangal,S.K.(2007).TeachingofMathematics,NewDelhi:AryaBookDepot. • Siddiqui,Hasan.Mujibul(2005).TeachingofMathematics:NewDelhi:A.P.HPublishingco-operation.

(Faculty Name)	
Name of the Department	Faculty of Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020209**
Course Title	Pedagogy of School Subject-Commerce
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA

Course Synopsis	The course focused on the nature, aims, and strategies of commerce teaching, teaching methodologies, teaching aids and classroom management

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop an understanding and use concept mapping and curricular elements in FinancialAccounting teaching
CO2	DeveloptheabilitytoplanCurriculuminFinancialAccountingatseniorsecondarylevel.
CO3	Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondarystage prescribedbyRBSE / CBSE
CO4	KnowthequalitiesoftextbookofFinancialAccountancy
CO5	Develop necessary skills to prepare and use various instructional/learning methods andMedia Integration.
CO6	Developtheethics&ProfessionalgrowthofaFinancialAccountingteacher.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	--	1	--	--	--	--
CO2	--	2	--	2	--	--	--	3
CO3	--	--	--	--	--	3	2	2
CO4	3	1	--	1	--	--	1	--
CO5	--	3	--	2	--	2	--	--
CO6	3	--	--	3	--	--	--	--
Average	2.6	1.75	--	1.8	--	2.5	1.5	2.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Concept of Commerce and Instructional Objectives** • Explain the Meaning nature and scope of Accountancy and Business studies. C 2 • Discuss the Need and Importance of Commerce in school curriculum at higher secondary levelAims, Objectives and Values of teaching Commerce. C 6 • Explain the Blooms Taxonomy of Objectives (statement of objectives in behavioral terms). C 2 • Illustrate the Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, C 2 • Interpret the Psychology, Statistics. C 2
2	**Pedagogical Analysis and lesson planning** • Discuss the Pedagogical Analysis: Identification of concept, listing behavioral outcomes, Listing activities and experiments, Listing evaluation techniques. C 6 • Explain the Content for Pedagogical Analysis: Final A/Cs, Sources of Business finance, Marketing Mix, Social Responsibility of Business, Consumer protection, E-commerce C 2 • Explain the Skills in Teaching: Skill of Introducing, Skill of Explaining, Skill of Probing Questions, Skillsof Illustrating with examples, Skill of Stimulus variation C 2 • Explain the Development of lesson plan and unit planning: Utility, steps in lesson planning, qualities of a good lesson plan C 2 • Explain the Methods of teaching: Lecture cum Discussion Method, Project Method, E-Tutoring, Role playing C 2
3	**Teaching learning resources and Processes** • Discuss the Commerce curriculum: Principles followed in development of commerce curriculum. Criticalappraisal of the existing curriculum in Commerce. Suggestion for improvement C 6 • Develop the Analysis of prescribed text- book of commerce (XI &XII) C 6 • Discuss the Teaching learning resources: Meaning, Importance and use of Teaching learning

	resources Traditional Instructional Material: Charts, Graphs and Specimens C 6 • Explain the Mass media: Television, Newspaper , Journals C 2 • Explain the E- resources: Blog, World wide Web , Social Networking C 2
4	**Evaluation in Commerce**
	• Explain the Meaning, Importance and Types of Evaluation in Commerce. C 2 • Compile the New approaches to Assessment – Question bank, Open Book Examination & Grading C 6 • Analyze the Construction of Achievement Test – Concept and Steps C 4 • Discuss the Characteristics of a good test in Commerce C 6 • Compare the Diagnostic and Remedial teaching C 2

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……
Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	10. Student's Feedback

References:	(List of reference books)
	• Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House • Chauhan S.S(2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.

- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation
- I.V. Trivedi. (2002).Commerce Education in the New Millennium. RBSA Publishers, Jaipur.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Rao,S.(2000).TeachingofCommerce.NewDelhi:AnmolPublicationsPvt.Ltd.
- Singh, Y. K. (2009).Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.
- Siddiqui, M. H.(2009).Techniques of Classroom Teaching. New Delhi APH Publishing Corporation

(Faculty Name)	
Name of the Department	Faculty of Education
Name of the Program	Bachelor of Education (B.Ed.)
Course Code	**10020210**
Course Title	Pedagogy of School Subject-Social science
Academic Year	1st Year
Semester	II
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course focused on the nature, aims, and strategies of social science teaching, teaching methodologies, teaching aids and classroom management.

Course Outcomes:

At the end of the course students will be able to:

CO1	Define and differentiate the concept of social studies and explain its relative position in the syllabus
CO2	Understand the aims and objectives of teaching Social Science
CO3	Prepare Unit plans and lesson plans for different classes
CO4	Apply appropriate methods and techniques of teaching to topics at different levels.
CO5	Prepare; select and utilize different teaching aids

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	--	1	--	--	--	--
CO2	2	--	--	1	--	--	--	--
CO3	1	3	--	3	--	2	1	2
CO4	2	3	1	--	2	--	--	2
CO5	2	3	--	--	1	--	--	1
Average	1.8	2	1	2.5	1	2	1	1.6

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	**Nature & Scope of Teaching of Social Science**
	• Explain the Meaning, Nature as a school subject C 2 • Compare the Difference between Social Science and Social Studies C 2

		• Explain the Aims and Objectives of teaching Social Sciences at School level Bloom's Taxonomy and Behavioural Objectives in Social Sciences C 2 • Illustrate the Correlation of Social Sciences with History, Economics, Civics, Geography, Sociology. C 2
2		**Pedagogical Analysis and Lesson Planning**
		• Explain the Meaning, importance of Pedagogical Analysis C 2 • Discuss the Pedagogical Analysis on the following topics: Constitution of India, Size, Location and Physical Features of India, French Revolution, Population, Democracy in the Contemporary World, Disaster Management C 6 • Explain the Skills of teaching Social Sciences: Skill of Introducing, Skill of Illustration with Examples, C 2 • Explain the Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation C 2 • Create the Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation C 6 • Discuss the Classroom Processes and Pedagogy: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Survey Method, Field Visits, Concept Mapping, Story Telling C 6
3		**Curriculum of Social Sciences**
		• Explain the Meaning, Importance and Principles of designing a good Curriculum of Social Sciences C 2 • Discuss the Critical Appraisal of the Existing Curriculum in Social Sciences and Text Book Approaches of Organizing Social Sciences Curriculum: Logical, Concentric, Spiraland Chronological. C 6 • Create the Textbook & Reference Books, Documentaries, News Papers, Maps, Community, and E-resources (Blog, World Wide Web, and Social Networking) C 6 • Discuss the Using the library for Secondary Sources and Reference Material, such as Dictionaries and • Encyclopaedias C 6 • Develop the Developing low cost teaching aids for Social Science C 6
4		**Evaluation in Social Sciences**

	• Explain the Meaning, Importance and Types C 2 • Compare the Continuous and Comprehensive Evaluation: Meaning, Importance & Process C 2 • Explain the Achievement Test: Concept and Steps of Construction C 2 • Create the New approaches to Assessment: Question bank, Open Book Examination, Grading,Credit System C 6

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……
Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1

Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	11. Student's Feedback

References:	(List of reference books)

	• Batra,P.(ed)(2010).SocialScienceLearninginSchools:PerspectiveandChallenges.
	• NewDelhi:SagePublication.
	• George,A.andMadan,A.(2009).TeachingSocialScienceinSchools,NCERT'sNewTextbook,NewDelhi:SagePublications.
	• NCERT (2006).PositionPaperNationalFocusGrouponTeachingofSocialSciences,
	NewDelhi,NCERT.
	• Sahu,B.K.(2007).TeachingofSocialStudies.NewDelhi;KalyaniPublishers.
	• Taneja,V.K.(1992).TeachingofSocialStudies.Ludhiana:VinodPublication.
	• Agarwal, J.C. (1996).Teaching of Social Studies, New Delhi: Vikas Publishing House Pvt.Ltd. Agarwal, J.C. (2000). Handbook of Pedagogy of Teaching of Social Studies. New Delhi:Doaba BookHouse.
	• Dash, B.N.(2006).Content-cum-MethodofTeachingofSocialStudies.NewDelhi:KalyaniPublication.
	• Singh,Tirath(2013).TeachingofSocialStudies,Jalandhar:SGPublications.

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	----
Course Title	READING AND REFLECTING ON TEXT (PRACTICUM)

Academic Year	I
Semester	II
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focuses on the understanding of text and reading, types of reading, developing student's creativity, enhance capacities as active readers and writers.

Course Outcomes:

At the end of the course students will be able to:

CO1	Development cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
CO2	Enhance their capacities as readers and writers by becoming participants in the process of reading.
CO3	Engage themselves with the readings interactively – individually and in small groups.
CO4	Avail opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one 's own opinions or writing within the context of other 's ideas

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1		1	--	--	--	--	--
CO2	--	1	--	--	--	--	2	2
CO3	--	2	1	2	2	3	2	--
CO4	2	3	--	--	2	3	2	2
Average	1.5	2	1	2	2	3	2	2

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	2	--	2

Unit	Content & Competencies
1	**Text and Reading**
	• List the different types of Texts. C-1
	• Prepare a report on: - General: Literary or non-literary; Narrative, expository, technical & persuasive. C-5
	• Compare and prepare a report on these: - Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies. C-6
2	**Text and Reflection**
	• Summarize Text structure, language, genre, context, socio-cultural diversity with the context of any two Indian languages. C-6
	• Judge the Reflection in Reading (pre reading and post reading) and correlate it with language development. C-6
	• Prepare a report on Communicative Reader-Interactive reading (Individual and groups) Concept and relevance of communicative reader.
	• Analyze Expressive Reflections on the following C-6 a) Concept of reflective writing b) Critical appreciation of the text: Note taking, critically reviewing the text

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Objective Structured Practical Examination (OSPE)	Practical Examination & Viva-voce
Quiz	Objective Structured Practical Examination (OSPE)
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4
Quiz	--	--	--	--
VIVA	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓
Unit test	✓	✓	✓	✓
Clinical/Practical Log Book/ Record Book	--	--	--	--
Mid Semester Examination 1	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓
University Examination	✓	✓	✓	✓

Feedback Process	12. Student's Feedback

References:	(List of reference books)
	i. Read a book, a journal Article, or a chapter and write personal responses and summarize. ii. Prepare presentations on literary TEXT – Autobiography / ethnographic text. iii. Beyond the textbook: reading comprehension and question – answers. iv. Preparing a Vocabulary Book (50 words), with Meanings and Usage. v. Writing a book review and critically analyze the Content and Language of the text. vi. Make a list of reading books of diverse texts and classify them under headings. vii. Conduct interactive group reading session (small groups). viii. Narrating/describing a related account from one's life experience (in front of a smaller group). ix. Discussion of characters and situations –sharing interpretations and

	points of view (in a smaller group). x. Studying and reporting health concerns/ drainage system of school/ village. xi. Writing expenditure account for an activity/function and house hold family budget plan.

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	Code Require
Course Title	School Engagement Programme
Academic Year	I
Semester	I
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focuses on students involvement in Curricular activities, evaluation process.

Course Outcomes:

At the end of the course students will be able to:

CO1	Engage with curricular activities
CO2	Develop and reflect their understanding regarding school activities
CO3	Acquire the knowledge about evaluation process

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	1	3	--	1	2	2
CO2	1	2	2	1	2	--	3	3
CO3	1	2	2	1	2	3	2	2
Average	1	2.3	1.6	1.6	1.3	1	2.3	2.3

Course Content:

Total Hour/Week
Two Weeks

Unit	Content & Competencies
1	**School Engagement**
	1. Organization Co-curricular activities by pupil teachers by assisting and participating in the organization of the same and recording experiences of the same in a reflective journal.
	2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
	3. The student teacher shall also undertake the field activities pertaining to the practical during this period.

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Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Practical Examination & Viva-voce
Viva-voce	
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3			

Quiz	✓	✓	✓			
VIVA	✓	✓	✓			
Assignment / Presentation	✓	✓	✓			
Mid Semester Examination 1	✓	✓	✓			
Mid Semester Examination 2	✓	✓	✓			
University Examination	✓	✓	✓			
Feedback Process	13. Student's Feedback					
References:	(List of reference books)					

SEMESTER III

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.

Course Code	1020301/10020302
Course Title	Pre-Internship Pedagogy of School Subjects I/II
Academic Year	II
Semester	III
Number of Credits	2/2
Course Prerequisite	NA
Course Synopsis	The course focuses on to develop teaching skill among students and deliver the lesson plan, to develop effective and interactive teaching aids.

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop different teaching skills
CO2	Plan and judge teaching skills and teaching aids
CO3	Design and modify teaching aids
CO4	

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8				
CO1	2	3	1	2	1	3	3	--				
CO2	2	3	3	3	1	3	2	1				
CO3	2	3	1	2	1	3	2	--				
Average	2	3	1.6	2.3	1	3	2.3	1				

Course Content:		
Total Hour/Week		
One Week each subject		
Unit	**Content**	**Competencies**
1		
	The pre internship will be of three weeks duration during which workshop for pupil teachers will be organized in the institute. The following activities shall be organized during pre-internship phase in workshop: • Prepare and demonstrate micro lesson plan based on teaching skill. C-(4&5) • Prepare and demonstrate mega lesson with effective teaching aids based on pedagogical subject (C 4&5) • Discussion on lesson planning, blueprint, and unit tests/diagnostic tests, CCE etc. (C-5)	

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1

Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Objective Structured Practical Examination (OSPE)	Practical Examination & Viva-voce
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4		
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓		
Assignment / Presentation	✓	✓	✓	✓		
Clinical/Practical Log Book/ Record Book	✓	✓	✓	✓	✓	
Feedback Process	14. Student's Feedback					
References:	(List of reference books)					

(Faculty of Education)	
Name of the Department	Faculty of Education
Name of the Program	B.Ed.
Course Code	1020303/10020304
Course Title	Internship Pedagogy of School Subjects I/II
Academic Year	II
Semester	III
Number of Credits	8/8
Course Prerequisite	NA

Course Synopsis	During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. shall teach at least 80 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educators, and prepare the records

Course Outcomes:

At the end of the course students will be able to:

CO1	Deliver effective lesson plan
CO2	Construct effective lesson plan and teaching aids
CO3	Organize and judge various activities of school
CO4	Exhibit their teaching aids

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8				
CO1	2	3	1	2	1	3	3	--				
CO2	2	3	3	3	1	3	2	1				
CO3	2	3	1	2	1	3	2	--				
CO4	2	2	2	2	3	2	3	3				
Average	2	2.75	1.75	2.25	1.5	2..27	2.5	1				

Course Content:

Total Hour/Week

Eight Weeks each subject		
Unit	**Content**	**Competencies**
1		
	Every student teacher shall undergo an internship of 16 weeks in an identified school. During this period the student teacher shall be attached to a school, and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Headmaster/other staffs, etc). Learning sessions on records to be maintained by Pupil teachers during internship is conducted. Pupil teachers shall perform the following during internship: • Prepare lesson plans in two school subjects and deliver at least 40 lessons in each pedagogy (40+40=80 lessons) • Integrate student assessment activities with teaching learning process. • Observation of peer teaching: 10 in school subject • Achievement Test Report in any one Pedagogy • Preparation of Learning Resources • Preparation of Timetable • Review of Textbook • Organize and participate in morning assembly, literary and cultural activities, Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports, PTA/SMC meetings, Maintaining the respective records, conducting guidance and counseling, Maintenance of school library and laboratory, Maintaining a reflective diary.	

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
	30 Hrs. per week

Assessment Methods:

Formative	Summative
Objective Structured Practical Examination (OSPE)	Practical Examination & Viva-voce
Problem Based Learning (PBL)	

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4		
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓		
Assignment / Presentation	✓	✓	✓	✓		
Clinical/Practical Log Book/ Record Book	✓	✓	✓	✓	✓	

Feedback Process	15. Student's Feedback
References:	(List of reference books)

SEMESTER - IV

Course Code	Course Title
10020401	Knowledge and Curriculum
Code Required	Educational Planning, Management and Leadership
10020402	Understanding, Discipline, and subject
10020403	Gender, School, and Society
10020404	Creating an Inclusive School

Code Required	International Language (German/French/ Chinese)
10020405	Minor Project
10020406	Post Internship
10020407	Understanding the self

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	10020401
Course Title	Knowledge and Curriculum
Academic Year	II
Semester	IV
Number of Credits	4
Course Prerequisite	

Course Synopsis	The course focus on the Understand epistemological and social bases of education, distinctions between 'knowledge' and 'information, process of curriculum planning, preparation of syllabi and development of textbooks.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand the concept of knowledge and different ways of knowing
CO2	Elaborate the facets of knowledge
CO3	Develop understanding of the concept of curriculum
CO4	Analyze the approaches of curriculum development
CO5	Elucidate designs of curriculum
CO6	Appreciate the importance of curriculum change

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	--	--	--	--
CO2	3	--	--	2	--	--	--	--
CO3	2	2	1	2	--	1	1	2
CO4	1	--	--	2	--	2	1	1
CO5	1	3	--	2	--	--	--	--
CO6	1	1	2	1	--	--	--	--

Average	1.6	2	1.5	1.8	--	1.5	1	1.5	

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content	Competencies
1	**Knowledge: Key Concepts**	
	- Define Knowledge and Knowing, Kinds of Knowledge and Sources of Knowledge (C-2) - Explain methods of acquiring Knowledge (C-1) - Distinguish between Information and Knowledge, Belief and truth, Reasoning and Analysis (C-2) - Discuss the different ways of knowing relative roles of the Knower and the Known in Knowledge transmission and construction. (C-5) - Discuss the contribution of the Teachers in Assimilation and Dissemination of Information and knowledge. (C-5)	
2	**Different facets of Knowledge and Relationship**	
	Define the different facets of Knowledge and Relationship in following context:- (C3) - Local and Universal - Concrete and Abstract - Theoretical and Practical - Contextual and Textual - School and Out of School - Explain the role of Culture in knowing (C-2) - Define the emerging problems relating to Knowledge (C-3)	
3	**Conceptual Framework of Curriculum**	

	• Explain the meaning and nature of curriculum, need of curriculum and its components. (C-3)
	• Define the essential principles followed while curriculum construction (C-3)
	• What do you understand by Curriculum framework. (C-1)
	• Define the curriculum and syllabus and their significance in school education (C-3)
	• **Facets of Curriculum**
	• Define the significance of core curriculum Indian Context (C-3)
	• What do you understand by hidden curriculum and Importance in various subjects (C-2)
4	**Curriculum Development (at School Level)**

	• Describe different approaches to curriculum development: (C4)
	  ▪ Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.
	• Describe models for Curriculum Development: (C-4)
	  o Administrative Model, Grass Root Model, systemAnalysis Model
	• What is the process of curriculum development (c-1)
	• What is the role of a teacher in generating dynamic curricular experiences through? (C-4)
	• Describe flexible interpretation of curricular aims, and contextualization of learning. (C-3)
	• Define and explain that what criterion will be followed for Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.) (C-4)
	• Describe the process of curriculum evaluation and revision and Need for a model of continual evaluation (C-3)
	• What is the importance of feedback from learners, teachers, community, and Administrators regarding curriculum (C-5)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……
Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Unit test	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	16. Student's Feedback

References:	(List of reference books)
	• Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
	• NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
	• NCTE (2009) National Curriculum Framework for Teacher Education.
	• NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
	• NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
	• NCERT (2014). Basics in Education, NCERT, Sri Aurobindo Marg, New Delhi.
	• Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	Required
Course Title	Educational Planning, Management and Leadership
Academic Year	II
Semester	IV
Number of Credits	4
Course Prerequisite	NA
Course Synopsis	The course intends to introduce the basic concepts, types, conditions, approaches and techniques of educational planning, management and leadership styles. It also attempts to discuss the concept and application of strategic planning techniques in education and the way these techniques have been contextualized and built into district planning models in India.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand Concepts, types and approaches of educational planning
CO2	Develop institutional plan and school development plan
CO3	Understand recommendations of different five year plans relating to school education
CO4	Develop understanding about educational decentralization in India and district planning practices
CO5	Understand concept, nature and approaches of educational management

CO6	Develop understanding and skills in managing material and human resources of school

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	--	--	--	--	--	--	--
CO2	3	--	--	2	--	--	--	--
CO3	2	2	1	2	--	1	1	2
CO4	1	--	--	2	--	2	1	1
CO5	1	3	--	2	--	--	--	--
CO6	1	1	2	1	--	--	--	--
Average	1.6	2	1.5	1.8	--	1.5	1	1.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content	Competencies
1	**Understanding Educational Planning**	
	• Define Meaning, Nature, purpose of educational planning. (C-2) • Describe Traditional educational planning and strategic educational planning with the steps and benefits. (C-3) •Describe Approaches that are followed for educational planning: Social demand, manpower requirement and cost benefits (C-3) • How you will plan for human resource development in school: Manpower forecasting and Manpower	

	planning (C-4) •Explain Institutional Planning for School development as per the RTE Act 2009 (C-4)
2	**Educational Planning in India**
	What do you understand by five-year Plans, write its historical background and Main features of five-year plans with special reference to education (C-2) Explain the Impact of five-year plans on education. (C-3) • Define 12th Five-year plan: Major recommendations relating to school education (elementary and secondary education) (C-2) • Define and analyze the educational decentralization in India: legal provisions and institutional framework and planning machinery (C-4) • Describe the Financing school education in India, fund flow and related issues (C-3)
3	**Educational Management: Concept, Processes**
	•Define the concept and process of educational management Planning, organization, control, decision making(C-3) • Describe and analyze the approaches to management: Classical, Human relation and system (C-4) • List the process of Management of material resources: General class room equipment's; school building, library, laboratory ,assembly hall play ground and surroundings of school (C-4) • Define the process of Management of human resources: organizational climate in school, Professional development of teachers-Self learning, reflective practices, orientation, seminars, and colloquium (C-3) • What is the Structure of education management in India and in states (C-2)
4	**Management of Teaching Learning Activities**
	• Describe the importance of Office management and Maintenance of record (C-2) • Describe the planning for Time management: School Calendar, Preparation of school timetable, factors affecting preparation of timetable (C-3) • Describe the importance and planning of Management of co-scholastic activities in school-cultural, physical, social, and creative and recreational activities, school assembly (C-4)

	• Describe the process of Examinations and roles and responsibilities of center superintend, Invigilators (C-3)
5	**Leadership: Concepts, Traits and Styles**
	• Define the concept of leadership its types-administrative and instructional (C-2)
	• Describe Leadership traits: responsible, self-disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc. (C-3)
	• Define different educational administration leadership skills such as Decision making, Planning and Coordinating, Communicating, Evaluating and Feedback (C-3)
	• Describe the styles of educational leadership: autocratic, Laissez-faire and democratic (C-2)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……
Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Unit test	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓
Feedback Process	17. Student's Feedback					

References:	(List of reference books)
	• Ayyar, R.V. Vaidyanatha (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration, VII (2): 197-214. • Blaug, Mark (1972). An Introduction to Economics of Education. The Penguin: London. • Bray, Mark and N.V. Varghese (ed.) (2010): Directions in Educational Planning: Report on an IIEP Symposium. IIEP: Paris. • Brown, D. (1990): Decentralisation and School-based Management. Falmer Press: London. • Bullock, A. and H. Thomas (1997). Schools at the Centre? A Study of Decentralisation. Routledge: London. • Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999). Educational Management: Redefining Theory, Policy and Practice. Paul Chapman: London. • Carron, Gabriel (2010). Strategic Planning: Concept and Rationale. IIEP Working Paper 1. IIEP: Paris. • Carron, Gabriel (2010). Strategic Planning: Techniques and Methods. IIEP Working Paper 3, IIEP: Paris. • Chau, Ta-Ngoc (2003). Demographic Aspects of Educational Planning. IIEP: Paris. • Coombs, P.H. (1969). What is Educational Planning? Paris: International Institute of Educational Planning (IIEP). • Government of India (2011). SarvaShikshaAbhiyan: Framework for Implementation, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.

Name of the Department	Education
Name of the Program	B.Ed.
Course Code	
Course Title	Guidance and Counseling
Academic Year	II
Semester	IV
Number of Credits	4
Course Prerequisite	
Course Synopsis	The course will focus on aims, principles, and assumptions of guidance / counseling. with the historical development and the present status of guidance and counseling by highlighting techniques and organizational framework for various services of the school guidance program.

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop an understanding of the concepts of guidance and counseling.
CO2	Develop an understanding of the types of guidance.
CO3	Acquaint students with different testing devices and techniques of guidance.
CO4	Develop and understanding of the role of teacher as counselor.
CO5	Create an awareness of the working of guidance centers.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	-	2	1	1	-	1	1
CO2	1	1	-	-	1	2	1	1
CO3	-	-	-	-	1	2	1	1
CO4	2	1	1	1	2	1	1	1
CO5	1	1	1	-	1	-	1	3
Average	1.75	1.0	1.0	0.5	1.2	1.6	1.0	1.4

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	--	--	--	4

Unit	Content & Competencies
1	- Define the Meaning, Nature, Scope, and Functions of Guidance. C-1 - Discuss the Need and principles of organizing guidance services at various - stages of school. C-4 - Discuss and Evaluate the Educational Guidance - meaning, need and - Importance. - Discuss and Interpret Vocational Guidance - meaning, need and importance. C-4 - Critically Analyze Personal Guidance - meaning, need and Importance. C-4

2	• Critically evaluate the Historical beginning of guidance and counseling.C-4 • Explain the theories of guidance and counseling C-2 • Assess the Recommendations of various commissions in post independent India C-5 • Discuss the Status of guidance and counseling in India at the various levels of education. C-4 • Identify the Emerging trends and current needs in India and globally etc. C-3
3	• Define the Counseling- meaning, purpose, and scope. C1 • Classify the Types of Counseling- Directive, Non-directive, Eclectic. C-2&4 • Evaluate the Process of Counseling (introduction, in-depth, communication, suggestion). C4 • Determine and Evaluate Skills in Counseling (listening, questioning, • responding) C-5&6 • Identify the Role of the Counselor, Professional Ethics of a Counselor. C-3
4	• Critically Analyze Guidance Services; Job Analysis- its concept and need C4& 5 • Discuss the concept and factors affecting job satisfaction. C-4 • Discuss and Identify the Guidance of Differently Abled Students: Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) C-4 &5 • Elaborate the Mainstreaming and providing support services to Differently- Abled Students C-4

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	38
Practical	……

Seminar/Journal Club	…..
Small group discussion (SGD)	3
Self-directed learning (SDL) / Tutorial	3
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	4
Others If any:	….
Total Number of Contact Hours	52

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓

VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	18. Student's Feedback

References:	(List of reference books)
	: ● Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.
	● Aggarwal J.C. (2005) Career Information in Career Guidance -Theory and Practice, Doaba House, Delhi.
	● Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi.
	● Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi.
	● Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th edition, Prentice Hall of India, New Delhi.
	● Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi.
	● Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
	● Kochhar S.K. (1987) Guidance and Counseling in Colleges and Universities, Sterling Publishers, New Delhi.
	● Milne Aileen (2003) Teach Yourself Counseling, McGraw Hill companies, Chicago.
	● Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	10020402
Course Title	UNDERSTANDING DISCIPLINES AND SUBJECTS
Academic Year	II
Semester	IV
Number of Credits	2
Course Prerequisite	
Course Synopsis	The course focused on the characteristics and nature of disciplinary knowledge and multiple perspective of pedagogy.
Course Outcomes: At the end of the course students will be able to:	
CO1	Understand chronological evolution of knowledge
CO2	Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in disciplines with some discussion on the history of teaching of subject areas in schools
CO3	Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.

CO4	Understand methods of study and validation of knowledge in changing scenario
CO5	Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
CO6	Examine govt. policies on teaching of subjects after independence and its impact

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	--	--	--	--	--	--	--
CO2	2	2	1	2	--	--	--	--
CO3	--	2	--	--	--	2	--	--
CO4	1	1	--	--	1	2	--	--
CO5	--	2	1	2	--	1	1	--
CO6	1	2	1	1	--	--	--	--
Average	1.75	1.8	1	1.6	1	1.6	1	--

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	--	--	--	2

Unit	Content & Competencies
1	**Emergence of Disciplinary Knowledge**

	• Explain the meaning, nature and types of discipline. (C-2)	
	• Describe Interdisciplinary Knowledge its Nature, Scope and Need (C-3)	
	• Define the role of disciplinary knowledge in the school curriculum. (C-2)	
	• Emergence of school subjects and disciplines from philosophical, social and political contexts. (C-2)	
	• Define Understanding Subjects- Interdisciplinary, Multidisciplinary and Trans-disciplinary Approach (C-2)	
2	**Disciplinary Knowledge: Related Issues**	
	• Explain the difference and relationship between curriculum & syllabus. (C-2)	
	• What is the criterion for selection of textbooks, magazines & journals as source of knowledge.(C-1)	
	• Explain role of different agencies and their functions in shaping the syllabus and textbooks at national & state level. (C-2)	
	• Paradigm shifts in disciplines: Social Science, Mathematics, Science, Language (C-2)	
	• What are the emerging dimensions of School and Teacher Education (C-1)	

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	-
Seminar/Journal Club	--
Small group discussion (SGD)	5

Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓
VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓

Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	19. Student's Feedback

References:	(List of reference books)
	: • Bonrs, J. A. (2001). Cultural Diversity and Education. Foundations Curriculum and Teaching (4th Ed) Boston: Allyn and Bacon. • Goodson, I.F., and Marsh, C.J. (2005). Studying School Subjects: A Guide. Routledge • Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge. • Krishna, A. (2009). What are Academic Disciplines? University of Suthampton, NCRM E Prints Respositiry eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf.

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	10020403
Course Title	GENDER, SCHOOL AND SOCIETY
Academic Year	II

Semester	IV
Number of Credits	2
Course Prerequisite	
Course Synopsis	The focused on to develop students understanding about gender bias, gender stereotype, gender parity equity and equality, patriarchy, gender issues in society and legal implications related to gender issues

Course Outcomes:

At the end of the course students will be able to:

CO1	Develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
CO2	Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
CO3	Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
CO4	Understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	3	1	--	3	--
CO2	3	--	--	--	1	3	--	--
CO3	3	1	2	2	2	--	2	--

CO4	2	--	--	--	--	1	--	2	
Average	2.5	1	2	2.5	1.3	1.3	2.5	2	

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	--	--	--	2

Unit	Content & Competencies
1	**Gender Studies: Concept & Theories**
	☐ Explain the concept of gender, Patriarch, Masculinity and Feminism, Issues of masculinity and femininity (C-1) Explain the Theories on Gender and Education. (C-2) ➢ Symbolic Interaction Theory ➢ Gender Schema Theory ➢ Cognitive Development Theory ➢ Conflict Theory ☐ Describe the social construction of gender during late childhood and adolescence (C-3) • Describe Gender Identities and socialization practices in Family, School and other formal and informal organization. (C-3)
2	**Equity & Equality**
	• Explain the concept of Equity and Equality: Psychological and sociological perspective (C-2) • Explain need for and Importance of Gender Equality (C-2) • Describe the Gender Inequality in School: School curriculum, Textbook, & classroom process with suitable examples (C-4) •Explain Initiatives of Govt. and Non-Govt. organization in dealing with gender inequalities with respect to society (C-2)

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	-
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	Multiple Choice Questions (MCQ)

Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4		
Quiz	✓	✓	✓	✓		
VIVA	✓	✓	✓	✓		
Assignment / Presentation	✓	✓	✓	✓		
Mid Semester Examination 1	✓	✓	✓	✓		
Mid Semester Examination 2	✓	✓	✓	✓		
University Examination	✓	✓	✓	✓		

Feedback Process	20. Student's Feedback

References:	(List of reference books)
	• Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
	• Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
	• Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
	• Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME
	• Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors
	• Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas

	Publishing House

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	10020404
Course Title	CREATING AN INCLUSIVE SCHOOL
Academic Year	II
Semester	IV
Number of Credits	2
Course Prerequisite	
Course Synopsis	The course focused on to develop understanding about inclusive education, legal and policy perspectives of inclusive education, positive attitude towards children with special needs.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand concept, meaning and significance of inclusive education.
CO2	Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
CO3	Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
CO4	Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children

| CO5 | Identify and utilize existing resources for promoting inclusive practice |
| CO6 | Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners |

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	--	--	2	--	--	--	1
CO2	2	2	1	2	1	--	--	--
CO3	--	2	1	2	--	--	1	1
CO4	--	--	1	--	--	--	--	--
CO5	1	1	--	2	--	--	2	--
CO6	1	--	1	1	1	1	--	--
Average	1.75	1.6	1	1.8	1	1	1.5	1

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	--	--	--	2

Unit	Content & Competencies
1	**Inclusive education:**

	• Explain meaning, nature, need and philosophy of inclusive education. (C-2)
	
	 • Describe the Models of inclusion, Barriers to learning and participation. (C-3)
	
	 • Describe the process of Implementation and strategies for inclusion in society and school. (C-3)
	
	 • Define following Constitutional provisions-Govt. policies and practices: (C2)
	      o National Policy of Persons with Disabilities Act 2006,
	      o Sarva Shiksha Abhiyan in terms of Inclusive Education.
	
	 • Explain the Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to-Locomotor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation (C-3)

2	**Inclusive practices in classrooms**
	• Describe the term of School readiness and support services for inclusive education. (C-2) • Explain the Teacher competencies, role of class teachers and resource teachers in inclusive education. (C-2) • Explain the importance of Guidance and counselling in inclusive education. (C-2) • Explain the Teaching learning strategies followed in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning. (C-2) • Explain Individual Educational Program (IEP) and use of emerging technologies (C-2)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	-

Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	2
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	✓

VIVA	✓	✓	✓	✓	✓	✓
Assignment / Presentation	✓	✓	✓	✓	✓	✓
Mid Semester Examination 1	✓	✓	✓	✓	✓	✓
Mid Semester Examination 2	✓	✓	✓	✓	✓	✓
University Examination	✓	✓	✓	✓	✓	✓

Feedback Process	21. Student's Feedback

References:	(List of reference books)
	• Alur Mithu and Michael Bach, (2009), The Journey For Inclusive Education In The • Indian Sub-Continent. UK:Routledge • Dettmer, p., Dyck,N.and Thurston, L.P.(1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn &Bacon • Epstein, C. (1984) Special Children in Regular Classrooms. Virginia: Reston Publishing Frostig, M, and, P. Maslow (1973) Learning Problems in the Classroom: Prevention and Remediation. New York: Grune & Stratton. • Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. brookes. • Hallahan, D & Kauffman, J.M. (1991). Exceptional Children: Introduction to special Education, Englewood, NJ: Prentice Hall.

(Faculty of Education)	
Name of the Department	Education
Name of the Program	B.Ed.
Course Code	10020407
Course Title	Understanding the self
Academic Year	II
Semester	IV
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focus on the Concept of self and self-identity, Exploring oneself, Potential of self, fear;, aspiration etc

Course Outcomes:

At the end of the course students will be able to:

CO1	Identify self as a person
CO2	Analyze self as a good learner.
CO3	Analyze holistic development of self
CO4	Identify & apply life skills.
CO5	Identify self as an integrated personality.
CO6	Make an attempt to be a good teacher

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	

CO1	1	2	--	1	1	1	2	--
CO2	1	--	--	2	--	--	2	3
CO3	1	--	--	1	--	--	2	1
CO4	1	2	--	2	--	1	1	1
CO5	--	--	--	1	--	--	1	2
CO6	1	1	--	1	--	1	--	2
Average	1	1.6	--	1.3	1	1	1.6	1.8

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	4	--	4

Unit	Content	Competencies
1	- Concept of self and self-identity - Exploring oneself: Self-identity; Potential of self; fear; aspiration - Factors affecting self-identity: Social, Cultural, Gender, Religion & Language. - Role of teacher as a facilitator in self-exploration of pupil teacher (i) Self-expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making) (ii) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report) (iii) Write a self-reflective account of significant experiences concerning gender, stereotypes and prejudices. (iv) Role play and Paired activity for empathetic listening.	

	(v) Critically reflects on one's teaching-learning practices.
	Yoga sessions

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	4
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	--
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Practical Examination & Viva-voce

Viva-voce	
Problem Based Learning (PBL)	University Examination
Objective Structured Practical Examination (OSPE)	Objective Structured Practical Examination (OSPE)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	

Feedback Process	22. Student's Feedback

References:	(List of reference books)

(Faculty of Education)	
Name of the Department	Education

Name of the Program	B.Ed.
Course Code	10020405
Course Title	Minor Project
Academic Year	II
Semester	IV
Number of Credits	2
Course Prerequisite	NA
Course Synopsis	The course focus on to develop students interest in research and problem based learning .

Course Outcomes:

At the end of the course students will be able to:

CO1	Identify issues and challenges
CO2	Develop their interest in research
CO3	Prepare a plan to deal with issues and challenges
CO4	Develop their interest in problem based learning

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	--	1	1	1	2	--
CO2	1	--	--	2	--	--	2	3
CO3	1	--	--	1	--	--	2	1
CO4	1	2	--	2	--	1	1	1

Average	1	2	--	1.5	1	1	1.75	1.6	

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
--	--	4	--	4

	Content & Competencies
	Course Introduction: A minor project is an important component of the B.Ed. program and it typically involves conducting research on a specific topic related to education. It is a 2 credit course. In order to carry out a successful minor project, it is important to understand the various structural components that are involved. Below are some key components of a minor project at the B.Ed. level. **Learning Experiences :** **Introduction:** Students should provide an overview of the research topic, its significance, and the research questions that will be addressed. The introduction should also provide a brief literature review and explain the scope of the study. **Research Methodology:** This section outlines the methods that will be used to collect and analyze data for the study. This section should include information about the research design, data collection methods, and data analysis techniques. **Literature Review:** Students need to perform a comprehensive overview of the existing research and literature related to the research topic. This section should include an analysis of previous research studies, theoretical frameworks, and concepts that are relevant to the study. **Data Collection and Analysis:** Students should write details about the data collection process, including the participants and data collection instruments. The data analysis techniques used should be described in detail, including the software used for

	data analysis.
	• **Results and Discussion:** This section should clearly indicate the findings of the study and provide an analysis of the results. The results should be presented in tables, charts, and graphs to make it easier for readers to understand. The discussion section should interpret the results and provide an analysis of the implications of the findings.
	• **Conclusion and Recommendations:** Students are expected to summarize the key findings of the study and provide recommendations for future research. The student is also expected to write the conclusion of the research study.
	• **References:** The references section should include a list of all the sources cited in the project, including books, articles, and online sources.
	• **Appendices:** The appendices section should include any additional materials that were used in the study, such as questionnaires, surveys, or interview transcripts. Understanding, Applying, Analyzing and Creating

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	--
Practical	15
Seminar/Journal Club	--
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	4

Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	1
Revision	--
Others If any:	--
Total Number of Contact Hours	26

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Practical Examination & Viva-voce
Viva-voce	
Problem Based Learning (PBL)	University Examination
Objective Structured Practical Examination (OSPE)	Objective Structured Practical Examination (OSPE)

Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	
Quiz	✓	✓	✓	✓	✓	
VIVA	✓	✓	✓	✓	✓	
Assignment / Presentation	✓	✓	✓	✓	✓	
University Examination	✓	✓	✓	✓	✓	
Feedback Process	23. Student's Feedback					

References:	(List of reference books)										

8. MAPPING OF COURSE OUTCOMES, PROGRAM OUTCOMES

Sem.	Course Code	Course Title	C	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
I	**10020101**	Childhood and Growing Up	4	2	2.2	1.75	1.75	1.75	--	2.5	1.6
I	10020102	Contemporary India & Education	4	1.6	--	--	1.5	--	1.5	1	1
I	10020103	Language Across the Curriculum	2	3	2	--	1.5	1.5	--	2	2.5
I		Health Yoga and Physical Education	2	1.2	1.6	2	1.6	1.5	1.75	1.75	1.6
I	10020104	Drama and Art in Education	1	2	1.5	--	2	--	3	2	2
I	10020105	Understanding ICT and its Application	1	1	2.5	--	2.3	--	1.5	1.6	1.6
I		School Exposure	2	1	2.3	1.6	1.6	1.3	1	2.3	2.3
II	10020201	Learning and Teaching	4	1.5	3	--	2	--	2	2	2
II	**10020202**	Assessment of Learning	4	1.8	1.75	1	1.3	--	--	1.3	1.6
II	**10020203**	Pedagogy of School	4	1.6	2	1.5	2	2	1.5	1.6	2

		Subject-English									
II	**10020204**	Pedagogy of Hindi	4	1.75	2.3	--	2	--	3	2.25	2
II	**10020212**	Pedagogy of Sanskrit	4	1.75	2.3	--	2	--	3	2.25	2
II	**10020205**	Pedagogy of School Subject-Economics	4	1.5	1.8	1.5	1.6	2	1.5	1.6	2
II	**10020206**	Pedagogy of School Subject-Mathematics	4	1.8	2.25	1.5	1.8	2	1.5	2.3	1.5
II	**10020207**	Pedagogy of School Subject-Biological Science	4	1.8	2	2	1.6	1	2	2	1.6
	10020208	Pedagogy of School Subject-Physical science	4	1.75	2.25	3	1.6	1	2	2	1.5
	10020209	Pedagogy of School Subject-Commerce	4	2.6	1.75	--	1.8	--	2.5	1.5	2.5
	10020210	Pedagogy of School Subject-Social science	4	1.8	2	1	2.5	1	2	1	1.6
	---	Reading and Reflecting on Text	2	1.5	2	1	2	2	3	2	2
		School Engagement Program	2	1	2.3	1.6	1.6	1.3	1	2.3	2.3
III	1020301/ 10020302	Pre-Internship Pedagogy of School Subjects I/II	2/2	2	3	1.6	2.3	1	3	2.3	1
III	1020303/ 10020304	Internship Pedagogy of School Subjects I/II	8/8	2	2.75	1.75	2.25	1.5	2..27	2.5	1

IV	10020401	Knowledge and Curriculum	4	1.6	2	1.5	1.8	--	1.5	1	1.5
IV		Educational Planning, Management and Leadership	4	1.6	2	1.5	1.8	--	1.5	1	1.5
IV		Guidance and Counseling	4	1.75	1.0	1.0	0.5	1.2	1.6	1.0	1.4
IV	10020402	Understanding Disciplines and Subject	2	1.75	1.8	1	1.6	1	1.6	1	--
IV	10020403	Gender, School and Society	2	2.5	1	2	2.5	1.3	1.3	2.5	2
IV	10020404	Creating an Inclusive School	2	1.75	1.6	1	1.8	1	1	1.5	1
IV	10020405	Minor Project	2	1	2	--	1.5	1	1	1.75	1.6
IV	10020407	Understanding the self	2	1	1.6	--	1.3	1	1	1.6	1.8

Note: C-Credits

Annexure
(Program Name)
Course Plan

Course Title:				Course Code:		
Total Credits:	**L**	**T**	**P**	**CL**	**Hour/Week**	
Course Content:						
Unit	**Content**		**No. of Hours**	**Mode of Delivery**		
1						
2						
3						
4						
5						
6						
	Total Hours					

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week,