



Guru Gobind Singh Indraprastha University

B.Ed. Course Curriculum

(Two Years)

(Session 2023-24 onwards)

Semester-I

S.No.	Course Title	Course Code	Credits	Max Marks
THEORY				
1.	Childhood and Growing up	BED 101	4 Credits	100
2.	Philosophical Foundations of Education	BED 103	4 Credits	100
3.	Language Across the Curriculum	BED 105	4 Credits	100
4.	Understanding Disciplines and Subjects	BED 107	4 Credits	100
5.	Critical Understanding of ICT	BED109	4 Credits	100
6.	School Organisation and Management	BED 111	4 Credits	100
PRACTICAL				
7.	Understanding the Self	BED 151	2 Credits	100
8.	PSE-1 (Preliminary School Engagement)	BED 153	2 Credits	100
ELECTIVE				
9.	MOOCs		4 Credits	100
10.	MOOCs		4 Credits	100
Total Credits & Marks			36 Credits	1000

****NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2023-24 onwards. # NUES (Non University Examination System).**

Semester-II

S.No.	Course Title	Course Code	Credits	Max Marks
THEORY				
1.	Learning and Teaching	BED 102	4 Credits	100
2.	Contemporary perspectives in Education	BED 104	4 Credits	100
3.	Assessment of Learning	BED 106	4 Credits	100
4.	Experiential Learning	BED 108	2 Credits	100
5.	Entrepreneurship in Education	BED 110	2 Credits	100
6.	Pedagogy of School Subject-(I)	BED116- 150	4 Credits	100
7.	Pedagogy of School Subject-(II)	BED116- 150	4 Credits	100
PRACTICAL				
8.	Reading and Reflecting on Texts	BED 152	2 Credits	100
9.	PSE- II	BED 154	2 Credits	100
ELECTIVE				
10.	MOOCs		4 Credits	100
11.	MOOCs		4 Credits	100
Total Credits & Marks			36 Credits	1100

****NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2023-24 onwards. # NUES (Non University Examination System).**

Semester-III

INTERNSHIP

Sr. No	Course Code	Course Title	Credits	Max Marks
PRACTICAL				
1	BED251& BED253	Internship Part-I	5x2 = 10 Credits	100 100
2	BED255& BED257	Internship Part-II	5x2 = 10 Credits	100 100
ELECTIVE				
	Total Credits & Marks		20 Credits	400

*****NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2023-24 onwards. # NUES (Non University Examination System).***

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Semester-IV

Sr. No	Course Title	Course Code	Credits	Max Marks
THEORY				
1	Gender, School and Society	BED210	4 Credits	100
2	Knowledge and Curriculum: Perspectives in Education	BED212	4 Credits	100
3	Guidance & Counselling	BED214	4 Credits	100
4	Environmental Education	BED216	4 Credits	100
5	Creating an Inclusive School	BED218	4 Credits	100
6	Elective 1 (Any one)		4 Credits	100
1.	Human Rights and Value Education	BED220		
2.	Health & Physical Education	BED222		
3.	Adult & Population Education	BED224		
4.	Peace Education	BED226		
5.	Work Education	BED228		
6.	Education of the Marginalized Groups	BED230		
7.	Life Skills Education	BED232		
8.	School Leadership	BED234		
PRACTICAL				
7	Reflection on School Experience	BED252	2 Credits	100
8	Drama and Art in Education	BED254	2 Credits	100
ELECTIVE- 2				
9.	NCC/ NSS		2 Credits	100
Total Credits & Marks			30 Credits	900

****NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2023-24 onwards. # NUES (Non University Examination System).**

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*PEDAGOGY OF SCHOOL SUBJECT	COURSE CODE
Teaching of Hindi	BED116
Teaching of Sanskrit	BED118
Teaching of English	BED120
Teaching of Punjabi	BED122
Teaching of Urdu	BED124
Teaching of Mathematics	BED126
Teaching of Social Sciences	BED128
Teaching of Home Science	BED130
Teaching of Accountancy	BED132
Teaching of Business Studies	BED134
Teaching of Political Science	BED136
Teaching of Economics	BED138
Teaching of Geography	BED140
Teaching of History	BED142
Teaching of Integrated Science	BED144
Teaching of Physics	BED146
Teaching of Chemistry	BED148
Teaching of Biology	BED150

Two Year B.Ed. Course at a Glance

	Semester 1	Semester 2	Semester 3	Semester 4	Total
Courses	10	11	5	9	35
Credits	36 credits	36 credits	20 credits	30 credits	122 Credits
Marks	1000	1100	400	900	3500

Scheme of Examination

The student will be required to earn 122/120 credits for the award of the degree. The student will have the option to choose NSS/NCC if they so desire.

- a) The Two year B.Ed. Programme is of 122 credits for students opting for NSS/NCC and of 120 credits for students not opting for NSS/NCC. The students will have to earn all the credits.
- b) The medium of instruction shall be English.
- c) In a Four credit course, three credits are assigned for theory and one credit for practical assignments or field work.
- d) In a Two credit course, one credit is assigned for theory and one credit for practical assignments or field work.
- e) In a theory course, one credit is equivalent to one hour of teaching.
- f) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.
- g) For theory courses, weightage is of 100 marks, breakup of marks of assessment, is given as under;

100 Marks-

75 Marks	Theory Exam
15 Marks	Practical Assignments / Field Engagement
10 Marks	Minors

- g) For a Practical course, weightage is of 100 marks and the ratio of External and Internal assessment of marks is 60:40.
- h) For passing in any course, minimum 40% marks are required to be secured.
- i) The maximum duration of completion of the B.Ed. Course will be n+2(n=2 i.e. the existing duration of the programme).

The student will be required to earn 122/120 credits for the award of the degree. The student will be required to register in all the courses listed in the scheme of the examination of the programme.

SEMESTER- I

Course Title: Childhood and Growing Up

Credits:4

Course Code: BED101

MM:100

Objectives of the Course:

- To understand the nature and stages of Growth and Development.
- To reflect upon issues and concerns of childhood and Adolescence.
- To expand awareness with respect to the role of different agencies in the healthy development of children.
- To understand socio-political realities constructing and defining different childhoods.

Course Content:

Unit I: Growth and Development

- Meaning of Growth, Development and Maturation
- Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence
- Factors affecting Growth and Development
- Principles of Development

UnitII: Developmental Aspects/Domains

- Physical- Motor Development
 - Development of Gross and Fine Motor Skills
 - Play:Concept, Types, Importance in Physical Development
- Cognitive Development: Concepts & Development of thinking &Problem Solving, (Piaget's and Vygotsky)
- Social, Emotional and MoralDevelopment:
 - Erickson's theory of Psycho SocialDevelopment
 - Kohlberg's Theory of Moral Development

UnitIII: Socialisation Agencies and the Child

- Multiple Childhood: Factors,Similarities and Diversities withspecial reference to the Indian context.
- Concept of Socialization
 - Family, Parenting, Child Rearing practices and its agencies
 - Peers- Friendships and Gender-competition, cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences
 - School – Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement, overage learners and peer relationships.
- Social, Economic and Cultural Differences in Socialization, Impact of Diverse socialization patterns on children and Implications for Inclusion.

UnitIV: Childhood&Adolescence: Issues and Concerns.

- Childhood Issues and Concerns
 - Separation/ Loss of Parents, Working Parents, Trauma Survivors
 - Child Abuse: Issues and Problems and Awareness about Rights of the Child
 - Role of Media in dealing with Issues, Concerns & Problems of Child Abuse
 - Child Obesity: Causes and Remedies
 - Juvenile Delinquency

- Adolescence Issues: Behavioral Problems of Adolescents, Substance misuse and Drug Addiction
- Adolescence Concerns: Role of Teachers, Parents and Peers
- Protection of Child Rights: Role and Contribution of UNICEF, WHO, National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs

Practical Assignments/Field Engagement (any one):

- Student teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyze these issues and conduct group discussions.
- Prepare a report on media coverage concerning following issues using content analysis
 - Child Labour
 - Juvenile Delinquency
- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.
- Conduct a detailed case study on an Adolescent to understanding their needs and problems and prepare a report on it.
- The teacher educator could organize the class in such a manner that different students' profile includes children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner; first- generation learners, street children and slum children; children with special needs

Course Expected Outcomes:

The students will be able to

CEO ₁	discuss the concept of human growth and development in terms of principles and factors affecting growth and development.
CEO ₂	explain the different developmental domains in view of physical, cognitive and social theories of development.
CEO ₃	discover the similarities and diversities within childhood stage within the different social, educational, political and cultural context of India.
CEO ₄	analyse the role of various agencies in a child's overall development as well as the techniques used to cope up with stress.

Suggested Readings:

- Berk, L. E. (2011). Child development. (8th ed.). New Delhi: Pearson Prentice Hall.
- Shanker, S. (2018). Female juvenile delinquency. Jaipur: Rawat Publications.
- Woolfolk, A. (2014). Educational psychology. (12th ed.). New Delhi: Pearson Education.
- Ranganathan, N. (2017) Primary School Child: Development and Education, New Delhi Orient Black swan; Third reprint.
- Ranganathan, N. and Wadhwa, T. (2017) Guidance and Counselling for Children and Adolescents; New Delhi; Sage Publications.
- Ranganathan, N. (ed) 2020. Understanding Childhood and Adolescence; New Delhi; Sage Publications.
- Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Santrock, J.W. (2007). Adolescence. (11th ed.). New Delhi: Tata McGraw-Hill.
- Santrock, J.W. (2010). Lifespan development. (13th ed.). New York: McGraw-Hill Higher Education

Course Title: Philosophical Foundations of Education
Course Code: BED103

Credits:4
MM:100

Objectives of the Course:

- To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
- To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote clarity and coherence in explaining philosophical concepts, theories, and policies
- To build up their capacity to be able to formulate their response to the concerns in education.

Course Content:

Unit I: Education and Philosophy

- Concept, Meaning and Aims of Education
- Concept, Meaning, Branches and Aims of Philosophy
- Relationship of Philosophy and Education
- Indian perspective of Philosophy through Vedas and Bhagwad Geeta
- Education as a liberal discipline and its Interdisciplinary nature
- Conceptual distinction between Teaching, Training, Learning, Inquiry and Indoctrination w.r.t. children

Unit II: Epistemological Basis of Education

- Meaning of Knowledge, Reason, Belief
- Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals
- Validation of knowledge:
 - Indian perspective: Pratyaksha, Praman, Anuman, Upman and Shabad
 - Western Perspective: perception, inference, comparison and testing
- Relationship of School, Education, Knowledge, Subjects

Unit III: Schools of Philosophy

- Assumptions about human nature
- Various Schools of Thoughts in Philosophy with special reference to their educational objectives & pedagogical practices
 - Idealism, Realism, Naturalism, Pragmatism, Existentialism & Humanism
 - SankhyaYog and Advaita Philosophy
- Relevance of Ethics and Values for teachers and students
- Teacher-Student Relationship in light of the above.

Unit IV: Philosophers and Their Influence on the Development of Human Thinking

- Relevance of educational thoughts of Indian and Western thinkers to the present education system.
 - Indian Thinkers: M.K.Gandhi, Aurobindo, Vivekanand, Dayanand, Rabindranath Tagore, Jiddu Krishnamurti

- Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebal, Montessori
- Critique of Behaviourism and its three alternatives:
 - Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad(The Nachiketa-Yama dialogue, and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher
 - Activity:(With reference to Dewey's ideas on learning and Gandhi's NaiTalim)
 - Discovery: (With reference to Montessori's description of children's intellectualgrowth and Dewey's concept of inquiry) in the process of education.

Practical Assignments/ Field Engagement:

- Reflecting on the Readings of
- any two thinkers on Education and maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.
- Writing a critique of school (where students participated in PSE-I) in light of the philosophy being followed.
- An observational study of student teacher's relationship in today's classroom scenario.

Course Expected Outcomes:

The students will be able to

CEO ₁	establish the interrelationship between meaning and functions of education and philosophy.
CEO ₂	discuss the epistemological basis of education
CEO ₃	analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and existentialism.
CEO ₄	analyse the educational thoughts of Indian and western thinkers in contemporary education system

Suggested Readings:

- Bailey, R. (2013). The SAGE handbook of philosophy of education. London: SAGE.
- Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumpershoot Books.
- Dewey, J. (1967). The school and the society: Rev. ed. Chicago: University of Chicago Press.
- Freiere, P. (1972). Pedagogy of the oppressed. Place of publication not identified: Penguin Education
- Krishnamurti, J. (2003). Krishnamurti on education. Chennai: Krishnamurti Foundation India.
- Rousseau, E. (1821). Emile. Paris: E.A. Lequien.
- Sharma, Sanjay (2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Sykes, M. (2009). The story of NaiTalim: Fifty years of education at Sevagram, India, 1937-1987. New Delhi: National Council of Educational Research and Training.
- <https://ncte.gov.in/Website/OER.aspx>

Course Title: Language Across the Curriculum
Course Code: B.Ed. 105

Credits: 4
M.M: 100

Objectives of the Course:

- To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

Unit I: Understanding Language and Communication

- Meaning and Concept of Language
 - Features of Language
 - Structure of Language
 - Functions of Language
- Meaning and Concept of Communication
 - Types of Communication
 - Human and Animal Communication
- Differences between Language and Communication
- Perspectives in Language Development (with reference to how children acquire language at an early age)
 - Nativist: Noam Chomsky's views on language development
 - Behaviourist: B.F. Skinner's views on language development
 - Social-Interactionist: Lev Vygotsky's views on language development

Unit II: Language Skills

- Meaning and Concept of Language Acquisition
- Differences between Language Acquisition and Language Learning
- Acquisition of the Four Language Skills
 - Listening Skills: Kinds and Strategies
 - Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills
 - Reading Skills: Process types and strategies of Reading, Pre-Reading and Post-Reading Activities
 - Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum
- Emergent Literacy: Meaning and Implications

Unit III: Understanding Language Diversity

- Socio-Cultural Variations in Language and dialects
- Relationship of Language and Society: Identity, Power and Discrimination
- Language Diversity in context of India:
 - Bilingualism and Trilingualism
 - Multilingualism in the classroom: Meaning, its challenges and implications for teachers
 - Status of Languages in India and Constitutional Provisions
 - Three Language Formula

Unit IV: Role of Language in Teaching- Learning Process

- Language and teaching-learning process: concept, principles and goals, advantages and limitations
- Role of Language teachers and subject teachers in LAC approach
- Relationship to Content Based Instruction
 - Humanities
 - Sciences
 - Mathematics
- Classroom Discourse: Purpose, Types and Importance

Practical assignments/field engagement (any one):

- Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.
- Writing articles/reports on topics related to content areas and current issues.
- Debate and Discussion in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the meaning and concept of language and communication and describe the various perspectives of language development of a child especially in early ages.
CEO ₂	discuss the process of acquisition of four language skills
CEO ₃	understand language diversity and its relation with society and analyse it in Indian context.
CEO ₄	imbibe qualities and competencies to cater to a multilingual classroom

Suggested Readings:

- Craith, Mairead. (2007). Language, Power and Identity Politics. Palgrave Macmillan.
- Devi, Anita & Kumar, Dalvinde. (2019). Language across the curriculum. Nirmal Publishing House.
- Finegan, Edward. Language: Its Structure and Use, Fifth Edition. Thomson Wadsworth.
- Gorter, Durk. Benefits of linguistic diversity and multilingualism. SUS.DIV position paper research task 1.2.
- Kumari, S. Krishna (2017/18). Language Across the Curriculum, Agrawal Publications
- Meganathan, Ramanujam. Language policy in education and the role of English in India: From library language to language of empowerment. In Coleman, Hywel. (Ed.). Dreams and Realities: Developing Countries and the English language. British Council.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964- 1966. New Delhi: GOI.
- Moe et al. (2015). Language skills for successful subject learning. European center for modern languages.
- Rao, S. 2008. India's language debates and education of linguistic minorities. Economic and Political Weekly 6 September 2008.
- Thomas et al. (2004). Language, Society and Power. Routledge. USA
- Zascerska, Jelena. (2010). Language Acquisition and Language Learning: Developing the system of external and internal perspectives.

Course Title: Understanding Disciplines and Subjects

Credits: 4

Course Code: BED107

MM: 100

Objectives of the Course:

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Course Content:

Unit I: Concept of Disciplines & Subjects

- Discipline: Concept, Meaning, Definition, Characteristics
- Nature of Discipline
- Disciplinary, Interdisciplinary, Multidisciplinary, and Trans disciplinary
- Subjects: Concept, Meaning, Definition, Characteristics
- Academic Disciplines and School Subjects: Differences and Relationship
- Studying School Subjects: Need and Importance
- Curriculum: Concept, Meaning and Principles

Unit II: Concept Formation

- Meaning of Concept and Concept making process
- Concept of methods and strategies of teaching with the various disciplines.
- Inter-relationships between and among the Disciplines
- Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects
- Child and Adult Misconceptions: Concept, Scope and Processes to be used to Dispel Misconceptions.

Unit III: Pedagogic Practice and the Process of Learning

- Pedagogical and curricular structure of school education according to NEP2020
- Pedagogical Perspective and Concerns of Inclusive Education in Schools
- Factors responsible for the effective learning of various disciplines
- Critical Examination of Terminology and Notions associated with Child-centered Education.
- Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.

Unit IV: Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners

- Distinction among Attitudes, Aptitudes and Interests
- Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life
- Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school levels
- Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during their school years.
- Aptitude Tests and their application for assigning different subjects at the senior secondary level.

Practical Assignments/Field Engagement (Any one)

- Critical study of NPE 1986 and NEP2020 and compare and contrast between the two with special focus on Pedagogical and curriculum structure.
- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of Knowledge and pedagogic elements.
- Collating and analysing child and adult conceptions of social and natural phenomena
- Developing concept maps to design subject based and thematic-based curriculum materials.
- Observing, documenting and interpreting classroom discourse (teaching- learning episodes)
- Apply a standardized Aptitude Test to X class students and suggest to them which subjects they should opt in XI class.
- On the basis of teachers' longitudinal observation, identify students' aptitude and interest in different art-based subjects.

Course Expected Outcomes:

The students will be able to

CEO ₁	understand the concept and meaning of Disciplines and Subjects
CEO ₂	explain the meaning of concept formation and the formation of misconception in child and adults
CEO ₃	critically appraise the learner-centred practices and notions associated with it
CEO ₄	acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.

Suggested Readings:

- Sharma, S., Nehra, S., Yadav, S. and Sharma, P., (2015). Understanding disciplines and subjects. (1st ed.). Bookman.
- Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- Areekkuzhiyil, Santhosh. (2017). Understanding Discipline and Subjects. Hyderabad: Neel Kamal Publishers. •
- Deng, Z (2013), School subjects and academic disciplines. In A Luke, A woods & K weir (Eds.), Curriculum, Syllabus design and equity: A primer and model. Routledge
- Dirks, Arthur L. (1996). Organization of knowledge: The emergence of academic specialty in America. Published on-line by author. Retrieved June 25, 2016 from: <http://webhost.bridgew.edu/adirks/ald/papers/orgknow.htm>
- Hirst, P.H. (1964). Knowledge and Curriculum. London: Routledge and Kegan Paul.
- Bruner, J. (1996). In the Culture of Education. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
- <https://ncte.gov.in/Website/OER.aspx>

Course: Critical Understanding of ICT
Course Code: BED 109

Credits: 4
MM: 100

Objectives of the course

- To equip student teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarize them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organizing and creating her/his own digital resources.
- To sensitize them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Course Content:

Unit I: ICT: Connecting with World

- Meaning, Concept and Characteristics of ICT
- Policy perspectives on ICT in Education:
 - “Technology Use and Integration” NEP 2020
 - National Policy on ICT in School Education
- Internet as a Learning Resource: Using Websites, Search Techniques, Browsing e-resources
- Features and Educational Applications of Microsoft Office.

Unit II: ICT for Teaching-Learning: Possibilities and Concerns

- NteQ Model
- Need, Relevance and Criteria for authenticating of ICT resources
- ICT – based teaching-learning approaches in schools
- Educational Radio and TV, Mobile Learning, Teleconferencing/ Video Conferencing
- Infusion of ICT in Lesson Planning
- Curating digital resources
- Sakshat and Swayam Portals for Online Access
- Digital storytelling and Story Boarding
- Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies
- Plagiarism and Fair Use
- Proprietary and Open-Source Software

Unit III: ICT for Evaluation, Documentation and Administration

- ICT: Scope and Techniques for Evaluation
- Exploring and using appropriate Software tools for Evaluation
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.
- Role of information management, process and tools in Educational Administration and Management
- UDISE: State and National Level Data bases in Education

Unit IV: Virtual Communities and Online teaching learning resources

- Virtual Communities and its Educational Implications
- Sharing thoughts and Ideas on Blogs, Social Networking websites and Discussion Forums
- Scope and Challenges of Online Teaching Learning
- Ethics for Online Teaching Learning
- Indian Initiatives in Open-Source Software and Sharing of Digital Content
- LMS, OERs, MOOCs
- Refresher Courses for teachers (With special focus on SWAYAM-MOOCs etc.)

Practical Assignment

- Write an article of your choice and check it using an online freely available Plagiarism Software and attach its plagiarism report with the article written.
- Prepare an online assessment tool for students using freely accessible softwares such as Google forms, Kahoot etc.

Course Expected Outcomes:

The students will be able to

CEO ₁	identify the important recommendations and provisions of National Policy on ICT in school education.
CEO ₂	apply the understanding of different ICT based teaching- learning resources and approaches in classroom.
CEO ₃	evaluate the different available tools and software's for documentation and communication.
CEO ₄	recognize the scope of online teaching learning and various virtual communities and their educational implications

Suggested Readings:

- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications
- https://teacher-network.in/OER/images/9/9a/ICT_student_textbook.pdf
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.
- Makol, R. and Makol, L., (2019). *Critical Understanding of ICT. Kala Mandir*
- Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
- Ratheeswari, K. (2018) Information Communication Technology in Education. Journal of Applied and Advanced Research, 2018: 3(Suppl. 1) S45–S47
- Shaikh, I. (2014), Introduction to Educational Technology and ICT. McGraw Hill
- Sharma Seema. (2020). सूचनासम्प्रेषणतकनीकीकासमीक्षात्मकअध्ययन. Bookman.
- Sharma Seema. (2019). *Critical Understanding of ICT*. Bookman.

Course Title: School Organization and Management
Course Code: BED111

Credits: 4
MM: 100

Objectives of the Course:

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement & management in schools.
- To acquaint the students with specific problems of school management.

Course Content:

Unit I: School as an Organization

- The school – its functions and relationship with the society.
- Infrastructure of the school & School Complex
- School Records and Registers: Need & Importance, Types, Characteristics & Maintenance
- Human resource of the school: Roles and responsibilities
- School Finance – School Budget, Sources of Income and Items of Expenditure.

Unit II: Administration of Schools

- Educational Administration: Meaning, Concept, Scope and Functions
- Principles of Educational/School Administration
- Educational Administration: Strengths and Weaknesses
- Difference between Administration and Management
- Structure of School Administration in India: Types of Schools and School affiliation boards
- School Development Plan: Meaning, process and rationale

Unit III: Management of Schools

- School Environment: Meaning and Types
- School Management: Concept, Need, Importance and Functions.
- Leadership: Concept, Need, & development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.
- Role of a Head in a School as a Transformative Leader
- Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent Teacher Associations (PTAs) in School Development
- Calendar of Activities & Timetable – Principles and Techniques of Time-table preparation, CCA
- School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School
- Problems Faced in School Management: Issues & Concerns

Unit IV: Quality Enhancement and Supervision in Schools

- Organizational Culture in a School to foster a Stress-free Work Environment
- Concept of TQM: Structure and Function
- Accreditation and quality assurance: role and function of different agencies in School Education
- Supervision: Concept, Need, Functions and Scope & Principles.
- Professional development of teacher-a brief introduction
- School Development Plan

Practical Assignments/Field Engagement (Any one):

- The pupil-teachers to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school: Attendance Registers, Marks Registers, Cumulative Records of CCE (Continuous Comprehensive Evaluation) in particular. (Also, to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching SWOT analysis of the school visited
- The pupil teachers to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation
- Draw the latest chart of the structure of the Directorate of Education including the personnel at the district and zonal level, right up to the school functionaries. Write the functions of each category of personnel shown in the chart.

Course Expected Outcomes:

The students will be able to

CEO ₁	understand the role of school as an organization in terms of infrastructure, maintenance and budget allocation.
CEO ₂	identify different facets of school administration in building a positive organizational culture
CEO ₃	recognize the similarities and differences between the ideas and program between the school management committee, parents and teachers association
CEO ₄	list the requirements of quality management in schools to foster a stress- free work environment.

Suggested Readings:

- Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
- Bhatia, S.K. and Ahuja, A. (2021) : A Text Book of School Organisation and Management.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Kimbrough, R.B. and Nunnery, M.Y. (1983): Educational Administration: An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Owens, Robert G. (1970).: Organizational Behavior in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Safaya, R.N. and Shaida, B.D. (2000): School Administration and Organization. Dhanpat Rai and Sons, Delhi o Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi

PRACTICALS

Course Title: Understanding the Self
Course Code: BED151

Credits:2
MM:100

Objectives of the Course:

- To develop the capacity for sensitivity, life skills to understand self, sound communication and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

Course Content:

Unit I

Journal Writing

- Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:
 - short reflective accounts of significant life experiences
 - observations of life situations that evoke questions and responses
 - questions on education, learning and teaching that he/she is facing
- The Journal should be periodically shared (once may be undertaken in a week) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Unit II

Workshop 1: A significant event or experience in life Suggested workshop themes • Representing key events and experiences – as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media. • Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: Learning to Observe (and to Listen) Suggested workshop themes • Observation of nature; observation of people around you; observation of (and listening to) situations around you. • Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many) • Multiple views on a variety of situations: classroom situations, and human situations in a school context.

Workshop 3: Mindfulness in the classroom Suggested workshop themes • Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose) • Individual breathing exercises and self-awareness of body and mind • Exploring group exercises for mindfulness • Mindfulness through the day, in classrooms, in

stressful contexts • Mindfulness and Emotional Well-being • Mindfulness and Decision-Making • Mindfulness in Cognitive Learning.

Unit III

Workshop 4: Understanding working in groups Suggested workshop themes • Exploring structural situations that promote competition or cooperation such as participation in games • Exploring hierarchies and role-taking in group situations • Exploring Gender Stereotypes in groups • Facilitation of group working – everyone has a part to play Exercises for learning to work in groups (Modes of Transaction would include ‘roleplays’ and ‘enactments’ followed by discussions).

Workshop 5: Celebration of an iconic cultural figure (any three) (e.g. Kabir/Tagore/ Veer Sarvarkar/ Saadat Hasan Manto/Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai Suggested workshop themes • Authentic performance by a practitioner who is continuing the Legacy • Participation in learning and celebrating (in appropriate media) Documentary Film • Discussion of cultural world-view and contemporary relevance of the Icon Writing based on the above.

Seminar 1: Glimpses of different childhood in India

Format:

- Student-teachers present, via different media-narrative, photographs, audio-visual presentation, illustrated poster etc. - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion.
- Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation.
- Student -Teachers to develop then, own digital stories on the theme of: Journey towards understanding self-integrating text, graphics and audio-visuials.
- The activities undertaken to be documented in the form of an e portfolio for external evaluation.

Course Expected Outcomes:

The students will be able to

CEO₁	develop the ability to synthesize and integrate information from assessments, experiences, feedback and self-reflections
CEO₂	build up skills in effective interpersonal communications
CEO₃	demonstrate the various practices like yoga, meditation and mindfulness that may help to build socio-emotional and physical skills for overall well being
CEO₄	explore the different aspects that leads to multiple childhood and encourages each child to lead a healthy lifestyle, both mental and physical for a better living.

Course Title: Preliminary School Engagement (PSE-1) (Two Weeks)
Course Code: BED153

Credits: 2
MM:100

- Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.
- Reflection on roles and responsibilities of different school staff (viz. Managerial, Teaching and Non-teaching 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.
- The student- teacher shall also undertake the field activities pertaining to the practical's during this period.

Course Expected Outcomes:

The students will be able to

CEO₁	recognize school functioning in terms of teaching-learning process & related tasks.
CEO₂	observe classroom teaching undertaken by school teacher.
CEO₃	enlist various types of records maintained in the school.
CEO₄	describe the roles & responsibilities of administrative school staff.

ELECTIVE

Course Title: MOOCs

**Credits: 4x2=8
MM:100**

Students are required to successfully complete two MOOCs in order to get requisite number of credits and marks due for this semester.

SEMESTER- II

Course Title: Learning and Teaching
Course Code: BED102

Credits:4
MM:100

Objectives of the Course:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- To understand various processes that facilitate the construction of knowledge
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

Course Content:

Unit I: Development and Learning

- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)
- Learning styles of learners with special reference to Fleming’s VARK model of learning
- Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources
- ODL (Open and Distance Learning) and Self Learning

Unit II: Cognition and Learning

- Approaches to Learning:
- Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
- Theories of Learning (Concepts, Principles and applicability is different learningsituations): -Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky
- Distinction between learning as ‘Construction of Knowledge’ and learning as ‘Transmission and Reception of Knowledge’, Upanishadic Method of Learning.
- Meaning of ‘Cognition’ and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning

Unit III Intelligence and Motivation

- Concept & Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence
 - (a) Spearman’s Two Factor theory
 - (b) Guilford’s Factor Analytical Theory
 - (c) Cattell and Horn’s Theory of Intelligence
 - (d) Sternberg’s Information Processing Theory
 - (e) Howard Gardner’s Theory of Multiple Intelligence
 - (f) Emotional Intelligence (Ability Model)
- Assessment of Intelligence
 - (a) Individual Tests – Verbal Tests
 - (b) Group Tests: Verbal/Non-Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies, Maslow’s Theory of Motivation.

Unit IV Personality and Individuality

- Meaning and Nature of Personality
- Theories of Personality
 - (a) Type Approach – Hippocrates, Kretschmar, Sheldon, Jung
 - (b) Trait Approach – Cattell
 - (c) Type cum Trait Approach – Eysenck
 - (d) Psychoanalytic Approach – Adler
- Individual Differences-Concept and Determinants
- Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs.

Practical Assignments / Field Engagements(Any one):

- The student-teacher does observation of children at play and maintains diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition -2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behavior in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behavior, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.
- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

Course Expected Outcomes:

The students will be able to

CEO₁	establish the relationship between development and learning.
CEO₂	apply the various learning theories in the teaching-learning process.
CEO₃	appreciate the role of intelligence and motivation in fostering learning.
CEO₄	apply the various personality theories and concept of adjustment in the teaching-learning process.

Suggested Readings:

- Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.
- Bodrova, E. and Deborah J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Elkind, D. (1976). Child Development and Education. Oxford University Press.
- Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton.
- Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
- Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

Course Title: Contemporary perspectives in Education
Course Code: BED 104

Credits: 4
MM: 100

Objectives of the Course:

- To understand the contemporary development of Indian Education.
- To explain the concept of Globalization, Liberalization and Privatization.
- To understand the socio-cultural context of Indian Education.
- To reflect upon the social issues in education.

Course Content:

Unit I: Contemporary development of Indian Education

- System of Indian Education
- 5+3+3+4(NEP2020,4.1-4.5)
- ECCE(NEP2020,1.1-1.5)
 - UEE
 - USE (RMSA)
 - Higher Education (RUSA) Issues of Indian Education
- Vocational Education (NEP 2020 16.1 –16.8)

Unit II: Issues and debates on Globalization, Liberalization and privatization

- Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education
- Student Unrest (Special reference to Lingdoh Committee Report)
- Agencies of Indian Education
 - UGC/NCERT, NCTE, NAAC, CBSE, RCI(Rehabilitation Council of India)

Unit III: Education & Socio-Cultural Context

- Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions.
- Fundamental duties (article 51A) as recommended by NEP2020
- Universalization of School Education
- Issues of equity, equality and quality of education (NEP2020)
 - Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommended by NEP2020
 - Equitable and inclusive education learning for all (NEP 2020 6.1-6.20)
 - Adult Education and lifelong learning (NEP 2020 21.1- 21.10)
- Universal access to education at all levels (NEP 2020 3.1- 3.7)
- Equity and inclusion in higher education (NEP 2020 14.1- 14.4)
- Relationship between Society & Education
- Social Process: Socialisation, Social Stratification, Social Change, Social mobility
- Education as an instrument of social Change, Influence of education on Society, Family & their practices.
- Socio-Cultural influences on the aims & organization of education (in context of Sanskritization).

Unit IV: Social Issues in Education

- Democracy, Socialism & Secularism: Concept & Practices in Schools.
- Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.

- **Teacher & Society:**
 - Teacher Education (NEP 2020 15.1 –15.11)
 - Approach to teacher education (NEP 2020 5.22 –5.29)
 - Service environment and culture for teachers (NEP 2020 5.8 – 5.14)

Practical Assignments / Field Engagements

The students will be engaged in community work wherein they would study the role of education in schools in reproducing dominance & challenges Marginalization with reference to Class, Caste, Gender & Religion and look at the prevailing in equality and social exclusion. They are expected to prepare a report on the same.

Course Expected Outcomes:

The students will be able to

CEO₁	explain the system, issues and agencies of contemporary Indian Education System.
CEO₂	analyse various global issues of education and role of agencies of Indian Education
CEO₃	evaluate the role of education in socio-cultural context as well as value inculcation in schools
CEO₄	create awareness and resolve social issues through education.

Suggested Readings:

- NEP 2020, MHRD (Now MOE), Government of India.
- Sharma, Sanjay(2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi.
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>.
- Aggarwal,J. C, (2003). Modern Indian Education. Delhi: Shipra Publications
- Aggarwal,J. C, (1983, Revised 2005). Landmarks in the History of Modern Indian Education. Delhi: Vilas Publishing House Pvt.Ltd.
- Safaya, R.N. (1972, Revised 2005), Development Planning and Problems of Indian Education, New Delhi: Dhanpat Rai Publishing Co. (P)Ltd.

Course Title: Assessment of Learning
Course Code: BED106

Credits: 4
MM: 100

Objectives of the Course:

- To understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
- To comprehend various Tools & Techniques of Evaluation.
- To analyze & Interpret result of the Assessment qualitatively and by using Elementary Statistical Methods
- To analyze the recent Trends & Issues in Learning Assessment

Course Content:

Unit I: Concept of Evaluation

- Concept of Measurement, Assessment and Evaluation
- Need and Scope of Evaluation
- Distinction among-Measurement, Assessment and Evaluation.
- Evaluation Approaches: Formative -Summative
- Difference between Assessment of learning, Assessment for learning and Assessment as Learning
- Continuous and Comprehensive Assessment: Need, Implementation Procedure
- Types of evaluation: Norm referenced and Criterion referenced interpretations of test results

Unit II: Tools and Techniques of Evaluation

- Characteristics of good measuring instruments and factors affecting them.
- Reliability and Validity of Tools
- Tools of evaluation: - Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor)
- Qualitative – Observation, Introspection, Projection and Sociometry
- Planning and Preparation of test (including blue print, item analysis, try out)
- Alternative Assessment Techniques: Portfolios, Rubrics, Focus Group Discussion, Peer and Self-Assessment
- Assessment in MOOCs

Unit III: Statistical Methods and Interpretation of scores

- Need & Importance of Statistics in Evaluation
- Graphical Representation Histogram, Frequency Polygon, Pie Charts,
- Measures of Central Tendency: - Mean, Median, Mode. (Meaning, Characteristics, use only)
- Measures of Variability: (Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation
- Normal Probability Curve: - Properties and Uses, Skewness and Kurtosis
- Coefficient of Correlation-Spearman's Rank Rule Method
- Percentile & Percentile rank (Meaning & Uses)

Unit IV: New Trends in Evaluation (Need and Use)

- Question bank
- Grading system
- Online Examination: Use of Various online platform for online Exams

- Open Book Examination
- Critical appraisal of current evaluation practices in the light of NPE 2020
- Choice based choice System (CBCS)
- Cumulative Grade point Average (CGPA)
- No Detention policy- Role of Evaluation
- Construction and Standardization of an Achievement Test

Practical Assignments/Field Engagement (Any one):

- Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning using ICT as a tool
- Develop an objective marking scheme of an annual examination Question paper of any class for a methodology paper.
- Select any ten Higher level application questions from the textbook of any of your methodology subjects which lend scope to the creativity of the learners. Justify your selection of these questions.

* Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.

Course Expected Outcomes:

The students will be able to

CEO ₁	distinguish between Measurement, Examination, Assessment and Evaluation
CEO ₂	design question papers using various tools of evaluation for assessment of learning.
CEO ₃	select appropriate statistical methods for analysis and interpretation of test scores.
CEO ₄	adopt new trends in evaluation for assessment of learning.

Suggested Readings:

- Linn, Robert L. and Gronlund, Norman E. (2008) Measurement and Assessment in Teaching; Pearson Education Inc.
- Gentile, J.R. &Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- NatrajanV.andKulshreshta SP (1983). Assessing non-Scholastic Aspects-Learners Behavior, New Delhi: Association of Indian Universities.
- Robert L. Linn (2008). Measurement and Assessment in Teaching. Pearson publication
- NCERT(2007) National Focus Group Paper on Examination Reforms
- Bhatia, S.K &Jindal ,S. (2019 2nd Ed.): A Textbook on Assessment of Learning, Paragon International Publishers, New Delhi.
- Srivastava, H. (2018). Foundations and Applications of Educational Evaluation, Neel Kamal Publications.

Course Title: Experiential Learning
Course Code: BED108

Credits: 2
M.M: 100

Objectives of the Course:

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

Course Content:

Unit I: Fundamentals of Experiential Learning

- Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode.
- Experiential Learning and Indian Thinkers

Unit II: Theories of Experiential Learning

- Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism.
- Features and process of learning of the following models:
 - Kiser's Integrative Processing Model
 - ORID Model
 - Clayton's DEAL Model
 - Content-based Experiential Learning Model
- Compatibility and Appraisal of the different models

Unit III: Types of Experience-based Methods and Techniques

- **Method in Use**-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.
- **Progressive Types** – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.
- **Constructivist Learning Methods/Models**- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.

Unit IV: Nature of Experiential Learning at Different School Levels

- Pre-primary Stage
- Primary Stage-Lower and upper

- Secondary Stage
- Proper Implementation of Experiential Learning at each stage in Schools

Practical assignments/field engagement (any one):

- Visit a school lab/subject room of your teaching methodology paper, examine the materials, aids, stock registers, etc. kept there and write a report about the lab/subject room status, justifying how far it is serving the students' needs.
- Choose a suitable topic from your methodology paper and explain step by step how you will teach it through the Project Method.
- How are concrete experiences transformed to abstract conceptualizations? Take a suitable topic from your school subject and illustrate how Kolb would have done it.
- Taking clues from any of the three models- Integrative Processing, ORID or DEAL-, write step by step how you will teach a topic of your teaching subject to your class.
- Choose a suitable topic of your teaching subject and give the process of teaching it through Discovery Learning and Inquiry-based Learning respectively.

Course Expected Outcomes:

The students will be able to

CEO ₁	understand the fundamental concept and components of Experiential Learning.
CEO ₂	reflect on various theories and models of Experiential Learning
CEO ₃	critically evaluate the methods and techniques associated with Experiential Learning
CEO ₄	recognize the scope of Experiential Learning at different school levels

Suggested Readings:

- Ash, S. L., & Clayton, P. H. (2009): Learning through critical reflection: A tutorial for service-learning students (Instructor version). Raleigh, NC.
- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2nd Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.
- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260 "
- Colin Beard, John P. Wilson (2018, 4th Edition): Experiential Learning: A Practical Guide for Training, Coaching and Education, Kogan Page.
- Jarvis, P, Holford, J and Griffin, C. (1998): The Theory and Practice of Learning, London, Kogan Page.
- Harris JH, & Katz LG. (2001): Young investigators: The Project Approach in the Early Years. New York.
- Kayes, C. (2002). Experiential learning and its critics: Preserving the Role of experience in management learning and education. In *Academy of Management Learning & Education*, 1(2)
- Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
- M. Drysdale (2019): Models of Experiential Learning, St. Jerome's University/University of Waterloo
- Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge Falmer
- Van Ments, M. (2nd Ed. 1999): The Effective use of Role Play: Practical Techniques for improving Learning, Kogan Page, London.

Course Title: Entrepreneurship in Education
Course Code: BED 110

Credits:2
MM:100

Course Objectives:

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- To acquaint students with the process of creativity and innovation
- To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

Course Content

Unit I: Introduction to Entrepreneurship in Education

- Definition and importance of an Entrepreneur, Entrepreneurship in Education
- Role and significance of entrepreneurs in the Economy and in Education
- Developing entrepreneurial qualities through Education
- Key traits, skills and Characteristics of successful Educational Entrepreneurs
- Myths of Entrepreneurship
- Challenges for Entrepreneurship Education in India.

Unit II: Development of Entrepreneurial Mindset

- Entrepreneur and Edupreneur: Meaning & Characteristics.
- Role of Teacher in Developing Entrepreneurial Mindset and Pedagogy involved.
- Entrepreneurial Mindset Across various disciplines.
- Mental & emotional wellbeing of student entrepreneurs.
- Creativity: Steps to generate creative ideas, Techniques for fostering creativity, Overcoming barriers to creativity
- Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures

Unit III: Sources of Finance and Promotion of a Model School:

- Entrepreneurial Curriculum at School level.
- Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs
- Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth
- External Environment Analysis: Economic, Social and Technological analysis.

Unit IV: Entrepreneurship Support in the field of Education:

- Entrepreneurial Development Programmes (EDP): Definition and objectives of EDPs
- Significance of EDPs in nurturing entrepreneurship

- Role of Government in Organizing EDPs; Institutions supporting educational enterprises: central level, state level, other agencies
- Government initiatives and schemes to promote entrepreneurship
- Collaborative efforts between the government and private organizations to foster entrepreneurship

Practical Assignments/ Field Engagements (Any One)

- Preparing a plan of setting up a chain of Public Schools in 3 metropolitan cities as an educational entrepreneur
- Developing a plan of school-complex (cluster schools) by an educational entrepreneur, stating how the special resources of different schools will be shared by them.
- Analysing case studies of accomplished Indian entrepreneurs to gain insights into their strategies and success factors.

Course Expected Outcomes

CEO₁	Students form a foundation for basic entrepreneurial skills
CEO₂	Students understand creativity and innovation for opportunity recognition
CEO₃	Students learn about opportunity analysis and writing a business plan
CEO₄	Students are inspired by examples of successful entrepreneurs.

Suggested Readings:

- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.
- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.
- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education
- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.
- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.
- Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi.
- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.
- Lackéus, Martin (2015) Entrepreneurship in Education - What, why, When, How, OECD.

Practical

Course Title: Reading and Reflecting on Texts
Course Code: BED152

Credits: 2
MM: 100

Objectives of the Course:

- Develop Proficiency in Reading, Reflecting and Responding to a variety of written texts in different ways.
- Enhance Creative and Critical Thinking of the students – teachers by critically analysing the texts & Audio-Visual Resources.

Course Outcomes:

- Develop Meta – Cognitive Awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- Reflect on the ideas expressed in the texts to plan, draft, edit and present a piece of writing related to their understanding of a texts & Audio-Visual Resources.

Course Content:

- A description of diversity of Text forms- expository, narrative, persuasive, technical, scientific
- MARCI Scale to be used for self-analysis after reading the books.
- Readings for Discussion, Analysis and Reflection (In depth Reading of any Two (2) of the following):
 - Kalam Abdul A.P.J. (2014), My Journey, Transforming dreams into Action, Rupa Publication
 - NEP 2020, Ministry of Human Resource Development, Govt. of India.
 - Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.
 - Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
 - Gilligan, C. (1977). In a Different Voice: Women’s Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517
 - Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections.

Contemporary Education Dialogue, Vol. 2(1), 5-29.

- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Audio-visual Resources: Any One (1) of the following to be screened for the student teachers and discussion to be followed
 - Tare Zameen Par by Aamir Khan and Amole Gupte
 - Hichki by Aditya Chopra, Manisha Sharma and Aashish Singh
 - A New Education for a New India (CD ROM) (By Gnostic Centre/NCTE)
 - Had-Anhad: Journeys with Ram and Kabir by Shabnam Virmani <http://www.kabirproject.org/>
 - Teacher's Journey: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director Deepak Verma, • Azim Premji Foundation. For copies contact- madhumita@azimpremjifoundation.org
 - Where Knowledge is Free: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91- 11-41643981 <http://www.dalitstudies.org.in>

Note: Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary. The Internal Assessment shall be on the extent of participation in a reading exercise in the class individually and in a Group and reflection on the same simultaneously. External Assessment shall be in the form of a Viva Voce Examination.

Course Expected Outcomes:

The students will be able to

CEO ₁	use the reading comprehension strategies to improve learners' skills
CEO ₂	plan activities for lessons that help learners reflect on what they have read.
CEO ₃	apply strategies to build the reading habit in the learners.
CEO ₄	analyze text critically so as to make interdisciplinary and cross-curricular linkages

Course Title: Preliminary School EngagementPSE-2 (2weeks)
Course Code: BED154

Credits:2
MM:100

Objectives of the Course:

- To organize co-curricular activities at school.
- To undertake a reflective writing on prevalent assessment practices at schools with special reference to Continuous and Comprehensive Evaluation.
- To develop understanding about diverse needs, interests and aspirations of the learners and its significance in organizing school activities for holistic development.
- To appreciate the significance of preparing reflective journals in recording field activities undertaken during school engagement

Course content:

- Organization of Co-Curricular activities by Pupil Teachers by assisting and participating in the organization of the same & recording experiences of the same in a reflective journal.
- Action research based on different aspects of schools and school teaching learning-based problems.
- 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.
- The pupil teacher shall also undertake the field activities pertaining to the practical's during this period.

Course Expected Outcomes:

The students will be able to

CEO ₁	recognize school functioning in terms of organization of co-curricular activities at school for holistic development of learners
CEO ₂	explain the role and responsibilities of a school teacher.
CEO ₃	reflect on the problems faced by the teachers in continuous and comprehensive evaluation.
CEO ₄	organize co-curricular activities under the supervision of school teacher

Semester II
Pedagogical Courses

पाठ्यक्रम शीर्षक : हिन्दीशिक्षण

आंकलनभार: 4

पाठ्यक्रमसंख्या: बी.एड.116

अधिकतमअंक:100

शैक्षिकउद्देश्य 1	भाषाकेमहत्वकोसत्यापितकरसकेंगे, भाषाकौशलोंकासमुचितविकासकरसकेंगे
शैक्षिकउद्देश्य2	भाषाअधिगममेंव्याकरणसूत्रोंकेमहत्वकोप्रतिपादितकरसकेंगे, भाषाअधिगमकेसततएवंव्यापकमूल्यांकनकोप्रतिपादितकरसकेंगे
शैक्षिकउद्देश्य3	भाषाअधिगममेंतकनीकीसंसाधनोंकीउपयोगिताकोस्पष्टकरसकेंगे।
शैक्षिकउद्देश्य4	भाषाअधिगमकेलिएअध्ययन, अभ्यासऔरलेखनकीआवश्यकताकोसिद्धकरसकेंगे।

प्रथमइकाई-भाषाशिक्षणकेसैद्धान्तिकपक्ष

- भाषाकीउत्पत्ति, भाषाकीविभिन्नभूमिकाएँ
- भाषाकाअर्थ, भाषाकेप्रकार, भाषाकामहत्व, भाषाकेकार्य
- हिन्दीभाषाकेशैक्षिकमहत्व, स्थानएवंआवश्यकतापरविभिन्नसमितियोंकीसिफारिशें
- नईशिक्षानीति 2020 केअनुसारविद्यालयीशिक्षाकेसंदर्भमेंहिन्दीभाषाकास्थान

द्वितीयइकाई –भाषाकौशलएवंभाषाशिक्षण

- भाषा-कौशलकाअभिप्रायऔरभाषा-शिक्षणमेंउनकीभूमिका
- श्रवणकौशलकामहत्व, शिक्षणकीविधियाँ, दोषएवंबाधाएँ, श्रवणकौशलसम्बंधितपाठयोजनाकानिर्माण
- वाचनकौशलकीआवश्यकता, शिक्षणविधियाँ, उच्चारणसम्बन्धीव्यावहारिकसमस्याएँऔरसमाधानएवंपाठयोजनाकानिर्माण
- लेखनकौशलकेविकासकीविधियाँएवंपाठयोजनाकानिर्माण
- पठनकौशलकेप्रकार, पठनकौशलआधारितपाठयोजनाकानिर्माण
- व्यावहारिकव्याकरणशिक्षण, व्याकरणशिक्षण-कौशलएवंविधियाँ
- पद्यएंगद्यशिक्षणकीविधियामहत्व, उद्देश्यएवंमूल्यांकन

तृतीयइकाई-विद्यालयीशिक्षामेंभाषाएवंमूल्यांकन

- विद्यालयीशिक्षामेंहिन्दीभाषाशिक्षणकीआवश्यकता
- माध्यमिकस्तरपरभाषाशिक्षणकेमहत्वउद्देश्य, शिक्षणविधियाँएवंमूल्यांकनविधियाँ
- उच्चमाध्यमिकस्तरपरभाषाशिक्षणकामहत्वउद्देश्य, शिक्षणविधियाँएवंमूल्यांकनविधियाँ
- मूल्यांकनकेप्रकार, मूल्यांकनकीआवश्यकता, प्रश्नपत्रोंकेनिर्माणकाआधारतथाप्रकार
- उपलब्धिपरीक्षणकाअर्थ, आवश्यकता, निर्माणकीविधिएवंउपयोगिता

चतुर्थइकाई-ऑनलाइनशिक्षण, आभासी (वर्चुअल) शिक्षणएवं MOOCs Massive open online course/मैसिवओपनऑनलाइनकोर्स

- ऑनलाइनएवंआभासी(वर्चुअल) शिक्षणकाअर्थ, महत्व, आवश्यकता, लाभएवंहानियाँ
- ऑनलाइनएवंआभासी(वर्चुअल) शिक्षणकीविधियाँ, तकनीकीउपकरणएवंसंसाधन
- अधिगममापनहेतुमूल्यांकनकेप्रकारएवंविधियाँ
- आधुनिकयुगमेंहिन्दीभाषाशिक्षककेलिएआवश्यकव्यावसायिकगुणोंएवंदक्षताकीचर्चा

भाषाशिक्षणकेव्यावहारिकपक्ष(कोईदो)

- घरेलूरद्दीसामग्रीसेकिन्हीपाँचशिक्षणसहायकसामग्रीकानिर्माणकरें।
- हिन्दीभाषाशिक्षणमेंगद्य, पद्यएवंव्याकरणशिक्षणकेलिए 40 मिनटकीपाठयोजनाकानिर्माण
- पाठ्यक्रमकेस्तरानुकूलदोशिक्षाप्रदलघुकहानीएवंदोकविताओंकासृजनकीजिये।
- आभासीशिक्षणप्रणालीकेअंतर्गतउच्चारणकीशुद्धताकेलिए 30 मिनटकेश्रुतलेखप्रतियोगिताकासंचालनएवंरिकोर्डिंगकरें
- निःशुल्कगूगलएपसकाप्रयोगकरतेहुयेऑनलाइनपरीक्षणएवंमूल्यांकनकरें
- हिन्दीभाषाशिक्षणसेसंबन्धितस्वयंकेयूट्यूबचैनलकानिर्माणकरेंएवंउसपरगद्य, पद्यतथाव्याकरणकीशिक्षणसामग्रीअपलोडकरें

पाठ्यक्रमकेपरिणाम

CEO ₁	भाषाशिक्षणकेलक्ष्योंऔरउद्देश्योंकोपूराकरनेकेलिएछात्रउपलब्धसंसाधनोंऔरउचिततरीकोंकाप्रभावीढंगसेउपयोगकरनेमेंसक्षमहोंगे
CEO ₂	छात्रभाषाशिक्षणकीसमस्याओंकोदूरकरनेकीदिशामेंप्रयासकरसकेंगे
CEO ₃	छात्रभाषाशिक्षणकेलक्ष्यकोपूराकरनेकेलिएआत्मकौशलविकसितकरनेमेंसक्षमहोंगे
CEO ₄	छात्रभाषाशिक्षणसेसंबन्धितनियमोंकामूल्यांकनकरनेमेंसक्षमहोंगे

संदर्भसूची:

- कौशिक, जयनारायण (1987), हाड़ाशान, हरियाणासाहित्यअकादमी, चंडीगढ़
- गुप्ता, मनोरमा (1984), भाषाअदिघम, केंद्रीयहिंदीसंस्थान, आगरा
- तिवारी, पुरुषोत्तम (1992), हिंदीशिक्षण, राजस्थानहिंदीग्रंथअकादमी
- तिवारी, भोलानाथ (1990), हिंदीभाषाशिक्षण, लिपिप्रकाशन, दिल्ली
- पांडे, रामशकल (1993), हिंदीशिक्षण, विनोदपुस्तकमंदिर, आगरा
- प्रसाद, केशव (1976), हिंदीशिक्षण, धनपतरायएंडसंस, दिल्ली
- बछोटियाहीरालाल (2011), हिंदीशिक्षा: संकल्पऔरप्रयोग, किताबघरप्रकाशन, दिल्ली
- नागोरी, शर्माऔरशर्मा (1976) हिंदीभाषाऔरसाहित्यशिक्षण, राजस्थानप्रकाशन
- भाईयोगेन्द्रजीत (1961), हिंदीभाषाशिक्षण, विनोदपुस्तकमंदिर, आगरा
- लहरी, रजनीकांत (1975), हिंदीशिक्षण, रामप्रसादएंडसंस, आगरा
- वर्मा, ब्रजेश्वर (1969), भाषाशिक्षाऔरभाषाऔरविज्ञान, केंद्रीयहिंदीसंस्थान, आगरा
- सिंह, निरंजनकुमार (1981) माध्यमिकविद्यालयमेंहिंदीशिक्षण, राजस्थानहिंदीग्रंथअकादमी, जयपुर
- सुरेशकुमार (2001), शैलीविज्ञान, वाणीप्रकाशन, नईदिल्ली

पाठयक्रम शीर्षक –संस्कृतशिक्षणम्
पाठयक्रम सङ्ख्या –बीएड118

आकलन-भार :-4
अधिकतमअङ्क :-100

शैक्षिकोद्देश्यानि 1	भाषा- महत्तां सत्यापयेयुः , भाषा- कोशलानां समुचित - विकासो भविष्यति।
शैक्षिकोद्देश्यानि 2	भाषाऽधिगमे व्याकरण सूत्राणां महत्वं प्रतिपादितं भवेत् , सततं व्यापक मूल्याङ्कन ह्य प्रतिपादितं स्यात्।
शैक्षिकोद्देश्यानि 3	भाषाऽधिगमे तकनीक - संसाधनानामुपयोगिता स्पष्टम् भवितुम् शक्नुयात्।
शैक्षिकोद्देश्यानि 4	भाषाऽधिगमेऽध्ययनाऽभ्यास - लेखनानामुपयोगित्वं सिद्धम् भवेत्।

प्रथमो भाग :- भाषाशिक्षणास्य सैद्धांतिक पक्ष :-

- भाषोत्पत्तेः भाषाधारस्य (स्वर - व्यञ्जन - स्थान - प्रयत्न -वर्गादीनाम्)
- भाषा व्याकरणस्य च संक्षिप्त परिचयः।
- भाषार्थः, भाषाप्रकारः,भाषा- संक्षिप्त महत्वं भाषाकार्यञ्च।
- भाषाकौशलानाम् (श्रवण - वाचन – लेखन-पठनादीनां) परिचयः।
- संस्कृत भाषायाः शैक्षिक महत्वं स्थान आवश्यकताचोधारीकृत्य विभिन्न समितीनाम् अनुशंसा:-
- नवीन शिक्षानीतौ (2020) संस्कृतभाषायाः स्थानम्।

द्वितीयो भाग :- भाषाकौशलं शिक्षणञ्च

- श्रवणकौशलस्य महत्वं तस्य शिक्षण विधयः, शैक्षिकतकनीकी, शैक्षिक दोषाः, पाठयोजनायाः निर्माणञ्च
- वाचन कौशलस्यावश्यकता, तस्य शिक्षण विधयः व्यावहारिक – समस्याः,तकनीक्युपकरणानामुपयोगितां पाठयोजनायाः निर्माणञ्च।
- लेखन कौशलस्य विकास विधयः, पाठयोजनायाः निर्माणञ्च।
- पठन कौशलस्य प्रकाराः, पठन कौशलाधारित - पाठयोजनायाः निर्माणञ्च।

तृतीयो भाग :- विद्यालय - शिक्षायां संस्कृतभाषाशिक्षणं मूल्यांकनञ्च

- विद्यालय - शिक्षायां संस्कृत भाषा शिक्षणस्यावश्यकता।
- माध्यमिक - स्तरे भाषा शिक्षणस्योद्देश्यानि शिक्षणविधयश्च।
- उच्चमाध्यमिक - स्तरे भाषाशिक्षणस्य महत्वं, शिक्षणविधय, मूल्यांकन विधयश्च।
- मूल्यांकनानां प्रकाराः, मूल्यांकनानामावश्यकता, प्रश्न पत्राणां निर्माणाधारः, प्रकारश्च।
- उपलब्धि परीक्षणस्यार्थः, आवश्यकता, निर्माणविधिः, उपयोगिता च।

चतुर्थो भाग :- ऑनलाइन भाषा शिक्षणे आभासी शिक्षणम् MOOCS (Massive Open Online Course)

- ऑनलाइन शिक्षणस्य आभासी शिक्षणस्य चार्थः आवश्यकता च।
- शिक्षणविधयः तकनीकोपकरणानि संसाधनानि च।
- आभासी शिक्षणस्य मूल्यांकने तकनीकोपगमानां मृदु (सरल) उपगमानाञ्च प्रकारः भूमिका च।
- ऑनलाइन आभासी शिक्षणयोः लाभाः हानयश्च।
- तकनीक - आधुनिक - युगे आदर्श शिक्षकस्य व्यावसयिक गुणानां विवेचना।

भाषाशिक्षणस्य व्यावहारिक पक्षौ (निम्नांकितेषु कौचित द्वौ)

- अनुपयोगि - सामग्र्या कासाञ्चित् पंच शिक्षण सहायक सामग्रीणां निर्माणम्।
- ऑनलाइन संस्कृत भाषा शिक्षणहेतवे गद्य - पद्य व्याकरण शिक्षणानां चत्वारिंशत् (40)निमेषात्मक - दृश्य - श्रव्य - व्याख्यानस्य मुद्रणम् (रिकॉर्डिंग)
- आभासी शिक्षण प्रणाल्यन्तर्गते उच्चारण शुद्धतायै त्रिंशत् (30) निमेषात्मक श्रुतलेख प्रतियोगितायाःसञ्चालनं मुद्रणञ्च।
- निःशुल्क गूगल एप्स इत्यस्य प्रयोगं कुर्वन् ऑनलाइन परीक्षणं मूल्यांकन।
- संस्कृत भाषा शिक्षणस्य कृते स्वकीय - यूट्यूब चैनल (चक्रं) इत्यस्य निर्माणं कुरुत तथा च *तस्मिन् यूट्यूब चैनल (चक्रे) गद्य-पद्य व्याकरणानां शिक्षण सामग्रीं समायोजयत।

विद्यार्थिनःदक्षाःभविष्यन्ति :-

1	संस्कृतभाषायाअध्ययन- अध्यापनयोः दक्षताप्राप्तेकरणे, भारतेसंस्कृतस्यमहत्वेविद्यालयेपाठ्यक्रमे च अस्याःउपयोगितायाअधिगमे
2	संस्कृतअध्यापनेदृढः संकल्पःप्रेरितःइच्छुकःभविष्यन्ति, शिक्षणम्साधनानाम्प्रभावशालीउपयोगकरणेसक्षमाःभविष्यन्ति।
3	संस्कृतभाषायाः अधिगमेआगतानाम्काठिन्यतानाम्निवारणायप्रविधिनाम्निर्माणकरणे।
4	संस्कृतःभाषायाःअधिगमेशिक्षार्थिनाम्यूनतानाम्, काठिन्यतानाम्आवश्यकतानाम्मूचिनाम्प्रतिसंवेदनशीलाःभविष्यन्ति, संस्कृतमंव्यावसायिकंविकासंप्रोत्साहितकरिष्यन्ति।

Course Title: Teaching of Sanskrit
Course Code: BED118

Credits:4
MM:100

CO₁	To understand the need and importance of Sanskrit language and to develop the proficiency of language skills and integrate them for communicative purposes
CO₂	To get acquainted with the methodology of teaching-learning and rules of grammar for language learning.
CO₃	To formation the use of evaluation tools and techniques.
CO₄	To prove about the importance and usefulness of reading, writing and practice of language learning

Course Content:

Unit I: Theoretical Aspects of Linguistics

- Origin and linguistic structure of language (vowels, consonant, pronunciation place, group etc.)
- Brief introduction of language and grammar of Sanskrit.
- Nature and types of language and its characteristics.
- Introduction of language skills (listening, speaking, writing and reading)
- Need & importance of Sanskrit language in school education and recommendation of different committees.
- Scope of Sanskrit language in new education policy.

Unit II: Teaching of language skills

- Importance of listening skill & teaching methodology, teaching strategy, limitations and formation of lesson plan.
- Speaking skill: Need, Methodology, Practical problems of Speaking skill.
- Importance of tools and techniques for the preparation of lesson plan.
- Development of writing skill and preparation of lesson plan.
- Types of reading skill and formation of lesson plan on the basis of reading skill.

Unit III: Evaluation of Sanskrit Language Teaching in School Education

- Need and importance of teaching of Sanskrit in school education.
- Objective and methods of teaching of Sanskrit at secondary level.
- Importance of language teaching, methods and tools of evaluation at sr. secondary level.
- Need and types of evaluation, basic and types of formation of question paper.
- Achievement test: Need, method, relevance.

Unit IV: Online-Virtual Teaching of Language (MOOCS-Massive Open Online Course)

- Concept and need of online-virtual teaching.
- Tools and techniques of online teaching.
- Types of different approaches of online-virtual teaching and role of approaches towards smooth evaluation.
- Merit & demerits of online-virtual teaching.

- Analyze the professional quality of an ideal teacher in modern new technical era.

Practical/Assignment: Aspect of Teaching of Sanskrit language (Any two)

- Construction of five teaching-aids from waste material.
- Recording of audio-video lecture in 40 minutes of teaching of prose, poetry and grammar for online teaching.
- Through Virtual teaching methodology organized a dictation competition of 30 minutes for appropriate pronunciation.
- Online assessment and evaluation by free Google apps.
- Make a self-YouTube channel for teaching of Sanskrit and also upload prose, poetry and grammar teaching material on that channel.

Course Expected Outcomes

The students will able to

CEO₁	attain efficiency and effectiveness in teaching and learning Sanskrit language and understand the role of Sanskrit in India and its place in the school curriculum
CEO₂	be committed, inspired and interested in teaching Sanskrit and facilitate the effective use of learning resources
CEO₃	develop strategies in order to meet the learning difficulties in teaching Sanskrit and identify and be sensitive to the proficiency, interests and need of the learners
CEO₄	imbibe the professional competencies of a Sanskrit language teacher.

Suggested Readings:

- Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
- Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, LokaSangraha Press, Poona.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Panday, R. S.: Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.
- Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
- Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh. Shastri and Shastri: Sanskrit Shikshan, RajsthanPrakashan, Jaipur.
- Singh, S. D. and Sharma, Shashikala: Sanskrit Shikshan, Radha Prakashan Mandi, Agra, 1999.

Course Code: BED 120

MM: 100

Objectives of the course:

- To understand the need & importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To facilitate the effective use of learning resources.
- To understand the process of language assessment and continuous professional development
- To develop activities and tasks for learners including audio-video materials, ICT and internet

Course Content:

Unit I: Fundamentals of Language

- Nature, Scope and Functions of Language
- Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic
- Psycholinguistic and Sociolinguistic perspectives of language
- Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- Language Acquisition vs. Language Learning
- Multilingualism as resource to Second Language Teaching-Learning
- Language across Curriculum
- Principles and Maxims of Language Teaching
- History and status of English language in India – aims and objectives of teaching English language at secondary and senior secondary levels

Unit II: Language Development Skills: Listening, Speaking, Reading and Writing Skills

- **Listening:** Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation
- **Speaking:** Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and activities to develop speaking and its evaluation
- **Reading:** Concept, reading as a process, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading), Developing study skills including using a thesauruses, dictionary & encyclopedia and evaluation of reading
- **Writing:** Mechanics of writing, writing as a process; various stages of different writing, developing writing skills through reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisement, creative writing (poetry & short stories), Evaluating writing and giving feedback

Unit III: English Language Pedagogy and Learning resources

- Micro Teaching Skills
- Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach
- Planning a Lesson, Instructional Objectives and Specifications for:
 - **Prose:** Techniques (Discussion, Narration, Questioning), Methods (Story

- Telling, Dramatization)
 - **Poetry:** Methods (Recitation, Song-action), Techniques of Appreciation
 - **Grammar:** Types (Functional, Formal), Methods (Inductive and Deductive)
- Developing and using audio-visual aids, including CALL programmes and library
- Innovative practices: Online language learning resources – access and use of ICT and use of language games
- Use of language laboratory for promoting language proficiency.
- Formation of language clubs: organizing various activities for promoting functional competencies in English Language (quiz, role play, elocution, literary club, debates etc.)

Unit IV: Professional Growth and Evaluation

- Assessing language skills: strategies- oral & written, peer and group assessment, assessment within and beyond classroom.
- Constructive approach to assessment: Rubric, e-portfolio, journal writing and Open-ended test
- Selecting, adapting and using authentic course material for teaching English (textbook, teachers guide, supplementary readers)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report
- Critical Appraisal of an English text book.
- Professional Competencies of a teacher.
- Comprehensive and Continuous Evaluation and its use in English class.
- Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.
- Remedial Teaching, Contrastive analysis; Error analysis

Practical Assignments/Field Engagement(Any one):

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in English.
- Identifying and Evaluating ICT resources suitable for teaching English.
- Developing any five activities for enhancing various skills of language learning (Listening, speaking, reading & writing)
- Developing ICT resources such as audio-cassettes, games and CALL programme for teaching speaking and listening

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the fundamental of language and its principles
CEO ₂	practice the requisite skills and their interlinks for mastering the language.
CEO ₃	use the different type of approaches and strategies in their teaching and learning process
CEO ₄	imbibe the professional competencies of an English language teacher.

Suggested Readings:

- HalbeMalati, (2005): Methodology of English Teaching, Himalaya PublishingHouse,
- SahniGeeta (2006), Suggested Methodology of Teaching English.
- Sunwani, V.K, (2005), The English Language and IndianCulture.
- Thomson & Wyatt HG (2000), Teaching of English in India, University of London.
- Kumar, Krishna (2007) *The Child's Language and the Teacher*, A Handbook National Book Trust: Delhi.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006
- Agnihotri, R.K., Khanna, A.L. (1994). (ed), Second Language Acquisition: Socio-cultural and linguistic aspects of English in India. New Delhi: Sage Publications
- Wadhwa, S.S. (2006), The Teaching of English in India, National Book Depot, Kapurthala.
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms, Language and Language Teaching, 22-26

Course Code: BED122

MM:100

Objectives of the course:

- To develop in the student-teachers interest for Teaching and Learning Punjabi
- To develop strategies in order to meet the learning difficulties in teaching Punjabi as a mother tongue/first/second language at school.
- To think strategies to direct the creative abilities of the students at the school level
- To identify and be sensitive to the proficiency, interests and needs of learners.
- To practice learner-centered methods and techniques in the classroom

Course Content:

Unit I: Fundamentals of Language

- **Language:** Nature, Origin and development of language
- **Mother Tongue:** Importance, objectives and principals for teaching Mother Tongue
- **Punjabi:** Origin and development of Punjabi Language
- **Punjabi as Mother Tongue:** Contribution and role of Mother Tongue on life and education of a child
- **Punjabi as a first/second language:** Rationale and objectives special problems of teaching Punjabi in different school contexts at different stages
- Present position of Punjabi in the Indian school curriculum in the light of NEP2020.
- Preparation of language kit for teaching skill

Unit II: Language Acquisition

- **Development of the following linguistic skills:** Listening, Speaking, Reading, Writing
- **Reading and Writing**
 - Concept, meaning and importance of reading, Types of reading: Silent/low, extensive and intensive.
 - Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing
- **Supplementary skills:** Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

Unit III: Aspects of Language Teaching and Recent Trends in Teaching

- Micro Teaching, Unit Planning and Lesson Planning
- Instructional Objectives, Specifications and Teaching aids for:
 - **Prose:** Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - **Poetry:** Methods (Recitation, Song-action), Techniques of Appreciation.
 - **Grammar:** Types (Functional, Formal), Methods (Inductive, Deductive)
- **Recent Trends in Teaching:** E- learning, Open educational resources, MOOCs, and role of social media in teaching.

Unit IV: Professional Growth and Evaluation

- Qualities of a Punjabi Teacher (Linguistic Pedagogical, Psychological, literary, Professional Growth and leadership in the field)
- Meaning and significance of comprehensive and continuous Evaluation in Punjabi
- Action research Concept and Identification of Problem faced by the teachers in the classroom

- Qualities of a good textbook in the subject of Punjabi
- Types of Test Items and development of Achievement Test in Punjabi.

Practical Assignment / Field engagement:

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise
- Collection and Preparation of appropriate reading material in Punjabi for effective and interesting reading by school children
- Critical study of any one text book or literary book (such as poetry, novel, short stories)
- Identifying and Evaluating ICT resources suitable for teaching Punjabi

Course Expected Outcomes:

The students will be able to

CEO ₁	identify key concept of Punjabi language
CEO ₂	apply the understanding of language acquisition in Punjabi.
CEO ₃	evaluate the aspects of Punjabi language teaching and learning resources.
CEO ₄	use different evaluation methods in assessment of learning of Punjabi.

Suggested Readings:

- Dhiman, H.S. (2009). Punjabi Boli, Bhasha Atte Gurbani. Patiala GaganPrakashan
- Gurrey, P – Teaching of Mother Tongue in secondary schools
- Jass, J.S and Kaur, J (2010). Maatra Bhasha Di Sikhiya Vidhi Jalandhar: New Book Company, Joshy, S.S – Punjab.
- Kang, A.S. (1999). AtharviSadi Da Chonva Punjabi Sahitya, New Delhi. National Book Trust
- Kaur, Dhanwant – Punjabi Bhasha Da Adhyapan, Patiala. Punjabi University
- Nandra, I.S. and safaya, R.K. (2010). Adhunik Punjabi Adhiyapan, Ludhiana Vinod Publication.

Course Title: Teaching of Urdu
Course Code: BED124

Credits: 4
MM: 100

Objectives of the course:

- To make the student aware with different genres of Urdu language and literature.
- To make the student aware with the role of lesson plan in teaching learning process.
- To make the student aware with new techniques for effective use of modern teaching aids.
- To get acquainted with the techniques and methods of assessment and evaluation process.
- To critically examine the use of various methods for teaching Urdu

Course Content:

Unit 1: Fundamentals of Language and Skill Development: -

- Nature and types of Language.
- Structure of Urdu Language – its phonetic structure, morphological structure and syntactic structure.
- Translation: Need and Importance.
- Mutual relationship between Urdu and Hindi Language.
- Three language formula and Urdu Language.
- Development of four linguistic skills- listening, speaking, reading and writing.

Unit 2: Teaching Methods and Lesson Planning: -

- Different methods of teaching Urdu language.
- Micro Teaching, Lesson Planning and Unit Planning.
- Teaching of Poetry: Gazal, Nazm, Masnavi, Qaseedah, Marsia, Rubai.
- Teaching of Prose: Dastan, Navil, Afsana, Drama, Swahneh Nigari, Khaka Nigari, Maktoob Nigari.
- Teaching of Grammar
- Teaching other Genes of Literature: Inshaiya, Khatut, Rapotaaz, Qata, Geet.

Unit 3: Co-curricular Activities and Modern Aids in Urdu Language: -

- Co-curricular Activities: concept, need and importance.
- Language supportive classroom activities, need and possibilities.
- Methods of utilizing audio and audio visual resources.
- Smart Classes- introduction and its possibilities.
- The logical link between practical activities and learning outcomes.

Unit 4: Assessment and Evaluation: -

- Assessment: concept and types.
- The importance of assessment in the teaching learning process.
- Evaluation: concept and importance.
- Questionnaire: concept, types and its importance in teaching- learning process.
- Testing and Evaluation.
- Continuous and Comprehensive Evaluation: concept and significance.

Course Expected Outcomes:

The students will be able to

CEO ₁	define the nature and characteristics of Urdu language
CEO ₂	explain the various skills of Urdu language learning
CEO ₃	design lessons using various instructional approaches and methods in teaching of Urdu language
CEO ₄	apply the techniques of evaluation in Urdu language teaching-learning process

Suggested Readings

- Urdu Tadreesiyat Part I and Part II, NCERT, New Delhi.
- Salim Abdullah; Urdu Kaise Padhaye, Educational Book House, Aligarh.
- Moinuddin; Hum Urdu Kaise Padhaye, Maktaba, Jamia Millia Islamia, New Delhi.
- Dr. Riyaz Ahmad; Urdu Tadrees (Jadid, Tarike aur Taqaze), Maktaba Jamia Millia Islamia, New Delhi

Course Title: Teaching of Mathematics
Course Code: BED126

Credits: 4
MM: 100

Objectives of the course:

- To understand the nature and value of mathematics and its place in curriculum.
- To understand the historical developments leading to concepts in modern Mathematics.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To apply appropriate, method, strategies and evaluation techniques in teaching of Mathematics

Course Content

UNIT I: Mathematics in School Curriculum

- Nature and scope of mathematics, nature of mathematical proposition, mathematical proof, structure and logic.
- Meaning & building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications.
- Value of mathematic, Need and importance of Mathematics at secondary stage.
- Critical evaluation of the curriculum in use in Mathematics at the secondary stage.
- Correlation of Mathematics with other subjects
- Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid).
- Vedic Mathematics.
- General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives in terms of learning outcomes

UNITII: Instructional Planning, Designing and Transaction in Mathematics

- Unit Planning and Lesson Planning in Mathematics
- Instructional Approaches: Inductive & Deductive approach, Analytic and Synthetic approach, Constructivist approach
- Instructional Methods: Traditional methods, Problem solving, Heuristic, Project, Activity method, Laboratory Method and cooperative learning, Self-learning, peer learning, and 5E model.
- Instructional Media: Text books, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids and other Media
- Content analysis in mathematics, concepts formation and concepts attainment
- Developing Critical Thinking, Creative Thinking, Problem Solving Skills {Higher Order Thinking Skills (HOTS)}
- Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.

UNIT III: Assessment and Evaluation of Learning and Teaching of mathematics

- Concept and types of Assessment
 - Norm-referenced & Criterion- Referenced,
 - Placement, Formative, Diagnostic & Summative Assessment
- Continuous and Comprehensive Assessment
- Assignments, projects, and portfolios in mathematics.

- Unit test, designing blue prints, item construction, marking scheme.
- Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination
- Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.
- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment
- Diagnostics test and remedial teaching in Mathematics

UNIT IV: Professional Development of Mathematics Teacher

- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc as well as membership of Professional Organisations in Professional development of Teachers, Field Visits for enrichment
- Teacher as a Researcher: Need and Competencies
- Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report

Practical Assignments/Field engagement (Any one):

- Construction and administration of achievement test in Mathematics.
- Identifying and Evaluating ICT resources (MOOCs & OERs) suitable for teaching Mathematics.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation and presentation of lesson based on any one value of teaching Mathematics
- Preparation of album or video on contributions Indian and Western Mathematicians
- Preparation and presentation of an action research report on different problems faced by teachers/students in the mathematics classroom
- Construction of blue print for unit test, achievement test.
- Developing online games, video for mathematical concepts.
- Preparation of case study of slow or gifted learner in mathematics

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the nature of mathematics
CEO ₂	imbibe professional competencies of a Mathematics teacher.
CEO ₃	design lesson plans in teaching mathematics using various pedagogical approaches and methods
CEO ₄	apply appropriate evaluation tools and techniques in teaching of Mathematics.

Suggested Readings:

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT , New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- EdigerMariow (2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), (1984); Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neel Kamal Publication.
- Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
- Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.

Course Title: Teaching of Social Science
Course Code: BED128

Credits: 4
M.M.100

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To acquire knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To identify, prepare and collect different teaching Aids & use them effectively in the classroom.

Course Content:

Unit I: Social Science in School Curriculum

- Nature, Scope & Importance of Social Science
- Difference between Social Science and Social Studies
- Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with special reference to Social Science
- Social Science curriculum at School level - correlation with other subjects
- Critical appraisal of a Social Science Text -Book
- Development of Values through Social Science Teaching
- Importance of Democratic inclusive class room for Social Science teaching

Unit II: Planning, Designing and Transaction

- Micro Teaching, Unit Planning and Lesson Planning.
- Difference between Approaches, strategies and methods
- Approaches: Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences.
- Methods – Story telling, Problem Solving, Project Method, Observation Method, Discussion method, Social enquiry method, Field study method.
- Concept Mapping in Social Science & Instructional strategies for concept learning& Mind-Mapping.
- ICT Integrated Teaching learning Resources in Social Science Class Room.
- Instructional Aids: - Low-cost Teaching Aids, Preparation, improvisation and effective use Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Graphs Time Line, Globe, e-technologies.
- Grouping students for learning: Cooperative learning, Dramatization, Role play and simulation
- Organization and planning of Co-curricular Activities in Social Science – Field Trip/Excursion / Bulletin Board in Social Science& Social science club.
- Challenges in Social Science & Dealing with controversial Issues in Social Science, Current events.

Unit III: Evaluation in Social Science

- Evaluation: Concept, importance and Types of Evaluation
- Assessment: Concept and its types
- ICT Techniques for Evaluation in Social Science
- Comprehensive and Continuous Evaluation in Social science
- Type of Test items and development of Achievement test in social sciences

- Diagnostic testing and remedial measures and Case studies

Unit IV: Professional development of a Social Science Teacher

- Qualities and Competencies of a Social Science Teacher
- Professional Growth and development of Social Science teachers at Individual, Organizational and Governmental levels.
- Need and relevance of participation in, MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by the Social Science teacher in the classroom
- Teacher as a Researcher and a Reflective practitioner
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Social Science at secondary school level
- Challenges Faced by social science Teacher

Practical Assignments/Field engagement (Any one):

- Project report on any topic of social Science.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the aims and objectives of teaching Social Sciences at various levels of Education
CEO ₂	design lesson plans in teaching of Social Sciences using various pedagogical approaches and methods
CEO ₃	integrate technology and its application in teaching of Social Sciences.
CEO ₄	apply suitable evaluation tools and techniques in teaching of Social Sciences

Suggested Readings:

- Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Pub.
- Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications.
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Eklavya. (1998). Social Science Textbooks for Class VI, VII and VIII. Bhopal, M.P.: Eklavya
- National Council of Educational Research & Training. (2014). Position Paper: National Focus Group on Teaching of Social Science. New Delhi: India: NCERT.
- Ministry of Education. (2009). Building Conceptual Understandings in the Social Sciences. New Zealand: Crown.

Course Title: Teaching of Home Science
Course Code: BED130

Credits: 4
MM: 100

Objectives of the Course:

- to understand the nature and scope of Home Science.
- to get acquainted with the various approaches of teaching Home Science.
- to appreciate the usefulness of knowledge of Home Science in everyday life.
- to apply various evaluation procedures in teaching of Home Science.

Course Content:

Unit I: Meaning and Scope of Home Science

- The modern meaning of Home Science and its place in Secondary School
- Objectives of Teaching Home Science at Senior Secondary Level.
- Status of Home Science
- Scope of Home Science in School Curriculum
- Principles of curriculum planning and development of Home Science Syllabus
- Characteristics of a good Home Science text book
- Correlation of Home Science with other subjects and School activities
- SUPW related to Home Science
- Home Science supporting development of Skills

Unit II: Planning and Designing for Effective Instruction in Home Science

- Planning for instructional process – need, advantages and strategies
- Micro Teaching, Unit Planning and Lesson planning.
- Illustrations of Teaching Learning Process in Home Science
- Teaching of Human Development
- Teaching of Foods and Nutrition
- Teaching of Textiles and Clothing
- Teaching Community Resource Management and Extension
- Audio visual aids in teaching of Home Science
- Teaching Aids in Home Science: Meaning, need, importance and types
- Use and Management of Home Science Laboratory

Unit III: Approaches and Methods of Teaching Home Science

- Discussion method and Demonstration method
- Laboratory work
- Project method and Problem-solving method,
- Field trips
- ICT as a resource for Teaching-Learning
- Market survey
- Use of community resources
- Exhibition and displays.
- Brain Storming and Role Play

Unit IV: Evaluation in Home Science

- Evaluation and assessment
- Techniques for assessment in theory and practical
- Monitoring learner's Progress. Preparation of Achievement Test.
- Diagnostic and remedial measures in Home Science
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments /Field Engagement(Any one):

- Identifying and Evaluating ICT resources suitable for teaching Home Science.
- Planning and Organization of Home Science Laboratory
- Organization of any two Co-curricular activities in Home Science
- Develop a Multi-Media lesson using appropriate ICT resources and transact the same before peers in a simulated teaching exercise.

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the aims and objectives of teaching Home Science at various levels of Education
CEO ₂	design instructional plans in teaching of Home Science using community resources and various pedagogical methods
CEO ₃	use various pedagogical approaches and methods of teaching of Home Science.
CEO ₄	conduct evaluation in teaching of Home Science by using various tools and techniques

Suggested Readings:

- Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehartand Winston, New York.
- Das,R.R.& Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
- DevdasR.P.(1976). Teaching Home Science, AI Council for Teaching Science. □ Hall &Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd
- Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally &Co.

Course Title: Teaching of Accountancy
Course Code BED132

Credits: 4
MM: 100

Objectives of the course:

- To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To expand awareness about curricular innovations in Accountancy.
- To develop the competencies for transacting the accountancy curriculum.
- To familiarize with the techniques of evaluation and to analyze the digital platforms and e-assessment for Accountancy.

Course Content:

Unit I: Accountancy in school curriculum

- Meaning, Nature, need, and scope of Accountancy, rationale of its inclusion in the school curriculum.
- Aims and Objectives of Teaching Accountancy, Formulation of Objectives.
- Text Book: Critical appraisal of an Accountancy text book.
- Integration of Accountancy with Business studies, Mathematics & Economics.
- Curriculum Development- Developing Accounting Curriculum for Secondary Classes.
- A Critical Appraisal of Accountancy Curriculum framed by CBSE/ISC/NIOS.
- Values of teaching Accountancy- global citizenship, practical, social, cultural, and vocational.

Unit II: Planning, Designing and Transaction

- Micro Teaching- Concept and different skills of teaching, Practice of Skill of Introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing
- Lesson Planning: Types-Daily, Weekly and unit Plan, Formats of Daily Plans.
- Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.
- Use of software and hardware for the teaching of Accountancy, including the use of computers
- Methods and Techniques of Teaching Accounting: Question- Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).
- New Pedagogic ideas and innovative trends in Accountancy: Blended Learning (With reference to Flex model, Rotation model, A *La Carte* model): Concept, Procedure and Advantages.
- Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of accounting. Quizzes and other group activities.
- ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha
- Learning Resources: Open repositories, Workbooks and Practice sets

Unit III: Evaluation in Accountancy

- Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types
- Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.
- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Achievement tests: their construction, administration and analysis
- Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Accountancy.

Unit - IV: Professional Development of an Accountancy teacher

- Accountancy Teacher: Qualities of an ideal teacher, Avenues available for professional growth. Development of Accounting as a 'Profession'
- Professional Accounting Software: Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets.
- Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher
- Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register etc.
- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia
- Action research: Concept, Identification of problems faced by the teachers in the classrooms.

Practical Assignments/Field engagement (Any one):

- Identifying and Evaluating ICT resources suitable for teaching Accountancy.
- Prepare a workbook choosing any three Accountancy topics.
- Take up a project on any unit of secondary accountancy and write a model report thereon.
- Maintenance and use of practice set
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Prepare and execute a lesson plan for teaching any topic of Accountancy by using any one of the following: Blended learning approach and constructivist approach.
- Critically Analyze textbook of Accountancy of std XI or XII.

Course Expected Outcomes:

The students will be able to

CEO ₁	explain nature and scope of Accountancy
CEO ₂	identify various models to plan, design and transact the syllabus of Accountancy at senior secondary school level.
CEO ₃	apply various techniques of evaluation in teaching of Accountancy.
CEO ₄	implement various approaches of teaching Accountancy at senior secondary school level

Suggested Readings:

- Shokeen, A and Bhatia, S.K.(2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.
- Armitage, A. (2011). Critical Pedagogy and Learning to Dialogue: Towards Reflexive Practice for Financial Management and Accounting Education, Journal for Critical Education Policy Studies. 9(2).104-124.
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner).
- Holtzblatt, M. and Tschakert, N. (2011). Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29, 100-121.
- Lyon Leverett (2015): Methods in Teaching Basic Business Subjects, The Interstate Printers & Publishers, Inc. Danville.
- Reader Martha H. and Linda A. Kurth (2008): Effective Methods of Teaching Business Education in the 21st Century, NBEA, Reston.

Course Title: Teaching of Business Studies
Course Code: BED134

Credits: 4
MM:100

Objectives of the course:

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyze and use the digital platforms and e-assessment.

Course Content:

Unit I: Business studies in School Curriculum

- Meaning, Nature Need/ Importance and scope of Business Studies, rationale of its introduction at senior school level/ secondary level, recent advancements in Business Studies. Evolution of education for business.
- Aims and Objectives of Teaching Business Studies, Formulation of Objectives in Behavioral terms.
- Integration of Business Studies with other subjects:Accountancy, Economics, Social Science and English language
- Curriculum development- Developing Business Studies Curriculum for Schools.
- Reviewing the Business Studies Curriculum developed by CBSE/ ISC/NIOS.
- Values of teaching Business Studies- global citizenship, practical, social, cultural, and vocational.
- Text Book: Critical appraisal of a Business Studies text book.

Unit II: Planning, Designing and Transaction

- Developing different teaching skills through Microteaching mode:
- Skill of Introduction, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Black/White Board Writing
- Lesson Planning and Unit Planning based on various approaches
- Mini lesson plan for teaching through Microteaching mode
- Teaching Methods: Lecture Method, Question- Answer Technique, Discussion Method, Group work & collaborative learning, Project Method, Problem Solving method, teaching through Games, Inquiry Based Method, Discovery Method, and Portfolio.
- Instructional Approaches-, Constructivist, Critical Thinking, Creative Thinking
- Co-curricular activities: Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.
- Instructional Media
 - Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies
 - professional journals for business studies. (Educational tours to any business organization)
- ICT as Learning Resources: Computer assisted learning, Social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha

Unit III: Evaluation in Business studies

- Evaluation: Concept, importance and Types of Evaluation
- Continuous and Comprehensive evaluation
- Assessment: Concept and its types
- Assessment tools in Business studies: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.
- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Achievement tests: their construction, administration and analysis
- Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Business studies.

Unit IV: Professional Development of a Business studies Teacher

- Business studies Teacher: Qualities of an ideal teacher, Avenues available for professional growth
- Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher
- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia
- Membership of Professional Organizations in Professional development of Teachers
- Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Business studies at secondary school level.
- Action research: Concept, Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement (Any one):

- Develop a game for teaching some Business Studies topic (explain step by step, the process of developing this game, giving its rules of participation)
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Organize a co-curricular activity for strengthening the knowledge of any topic taught recently in the class.
- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Experiential Learning and Reflection).
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Business Studies by using any one of the following: Blended learning approach and constructivist approach.

Course Expected Outcomes:

The students will be able to

CEO ₁	elucidate the aims and objectives of teaching of Business Studies at the Senior Secondary School Level
CEO ₂	identify various models to plan, design and transact the syllabus of Business studies at senior secondary school level.
CEO ₃	apply various techniques of evaluation in teaching of Business Studies.
CEO ₄	implement various approaches of teaching Business Studies at senior secondary school level

Suggested Readings

- Brantley, Clarice, P and Bobbye J Davice (1997): The Changing Dimensions of Business Education, NBEA, Yearbook No. 35, Reston, Virginia.
- Brown B. Jean (1973): Qualities of an Effective General Business Teacher, Center for Business and Economic Research, The University of Tennessee, Knoxville.
- Calhoun Calfrey C. (1980): Managing the Learning Process in Business Education, Wadsworth Publishing Co., Belmont, California.
- Douglas Lloyd V. (1963): Business Education, The center for Applied Research in Education, Inc., Washington.
- Siddiqui M. Akhtar, et. al. (1995): Handbook for Teachers of Business Studies, IASE, Jamia Millia Islamia, New Delhi.
- Shokeen, A and Bhatia, S.K. (2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.

Course Title: Teaching of Political Science
Course Code: BED 136

Credits: 4
MM: 100

Objectives of the Course:

- To enrich the knowledge of pupil teachers along with promoting reflective thinking and skill of expression.
- To develop respect for human values such as respect for all persons, empathy, tolerance, gender equality, non-violence, inclusion and equity
- To develop the potential for perspective building located in the Indian socio-political culture through practicum tasks, academic discourse and classroom discussions.
- To develop and inculcate rational and scientific outlook.
- To prepare for responsible citizenship and to inculcate democratic values.

Course Content:

UNIT I: Political Science in School Curriculum at Senior Secondary School level

- Evolution of the Discipline of Political Science
- Meaning, Nature, scope of Political Science, its needs & significance
- Transition from ‘Civics’ to Political Science
- Role of Political Science teaching in School Education.
- Political Science curriculum at school level and its correlation with other subjects.
- Indigenous and critical pedagogy in Political science.
- Aims and Objectives of teaching Political science, in a Democratic, Secular, Republic society, Identifying and stating objectives in terms of content and behavioural outcomes in learning.
- Inclusive and Democratic Classroom in a school
- Text-Book: Features of a good Text-book and its evaluation

UNIT II: Planning, Designing and Transaction

- Micro Teaching and Teaching Skills: Skill of Questioning, Skill of Explanation, Skill of Set Induction, Skill of Reinforcement, and Skill of Chalk Board Writing
- Unit Planning and Lesson Planning using different Approaches and Methods
- Instructional Approaches- Inductive, Deductive, Interdisciplinary, Integrated, Constructivist, Critical Thinking, Creative Thinking
- Instructional Methods:

Lecture, Question-answer, Discussion, Text-book, Story-telling, Dialogue, Problem Solving, Project, Observation, Debate, Excursion, Field study, Dramatization, Empirical, Observation, Community resource, Case study, Source method, Reflective enquiry, Report writing, Activities, Field visits, Group Methods, Concept Mapping

- Instructional Media: Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Mass Media, Teaching Aids and other Media

UNIT III: Evaluation in Political Science

- Evaluation: Concept, importance and Types of Evaluation
- Comprehensive and Continuous Evaluation in Political science
- Assessment: Concept and its types
- Assessment tools in Political Science: observation schedule, checklist, Anecdotal record, Rating Scale, open book examination and online examination

- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Achievement tests: their construction, administration and analysis
- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Political Science

UNIT IV: Professional Development of a Political Science Teacher

- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Political Science Teacher: Personality, Outlook and being a Reflective Practitioner
- Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia etc with respect to Pedagogy and Political Science) at Pre-Service and In-service level.
- Field Visits for Teachers' enrichment, Teacher as a Researcher: Need and Competencies.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report

Suggested Practicum/ Practical Assignments/ Field Engagement (Any one):

- Engagement of Pupil Teachers in an Online Refresher Course in Political Science on 'Swayam' or any other platform
- Planning and conducting Action Research
- Exploring various in-service programmes for Political Science teaching
- Visit to the parliament and Parliament Museum
- Participation in an awareness generation programme- Visit to a Slum Area
- Preparation of One Digital and One Live teaching-learning material
- Identifying and Evaluating ICT resources suitable for teaching Political Science.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Critical Analysis of Political Science Textbook (s)

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the nature and scope of Political Science as a school subject at senior secondary school level
CEO ₂	use various approaches of teaching Political Science and programmed learning at senior secondary school level.
CEO ₃	undertake pedagogical analysis of content in Political Science
CEO ₄	apply various techniques of evaluation in Political Science.

Suggested Readings:

- Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
- Arora, Pankaj. (2015). *A Democratic Classroom*. New Delhi: Nirmal Publication
- Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
- Batra, P. (Ed. 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
- Eklavya. (1998). *Social Science Textbooks for Class VI, VII and VIII*. Bhopal, M.P.: Eklavya.
- Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
- Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street Publication.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book. • Nicholson & Write, *Social Studies for Future Citizen*, George Harrap.
- Hamm, B. (1992). *Europe - A Challenge to the Social Sciences*. *International Social Science Journal* (vol. 44).
- Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.

Course Title: Teaching of Economics
Course Code BED138

Credits: 4
MM: 100

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and Skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of Evaluation.
- To develop awareness about recent advancements in teaching of Economics.

Course Content:

Unit I: Economics in School Curriculum

- Meaning, importance and scope of Economics
- Economics as a part of social science programme in Indian schools.
- Perspectives presented by NCFs (1975,1986,2000,2005)
- Aims and objectives of teaching Economics at secondary and senior secondary level. Instructional objectives of teaching Economics.
- Correlation of Economics with other school subjects
- Place of humanities and social science- Economics subject in the present school curriculum.
- Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism.
- Text Book: Features of a good text book. Criteria for evaluation of Economics textbook

Unit II: Planning, Designing and Transaction

- Micro Teaching, Unit Planning and Lesson Planning
- Teaching Method and Approaches: Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method as discovery modes of transaction and Problem-solving routes to learning. Constructivist (5E), Critical thinking and Creative thinking Approaches.
- Recent advancements in teaching of Economics – Team teaching, Co-operative learning(jigsaw, think pair-share, round table,),
- Computers in teaching of Economics.
- Audio-visual resources- T.V, print media, electronic media, ICT tools, social networking
- Co-Curricular Activities: Type, role and significance of co-curricular activities in teaching of Economics
- Visits: visit to banks, MNCs and industries
- Challenges of teaching Economics, Role of Economics teacher in teaching of Economics and in current affairs.

Unit III: Evaluation in Economics

- Evaluation: Concept, importance and Types of Evaluation
- Comprehensive and Continuous Evaluation in Economics
- Assessment: Concept and its types

- Assessment tools in Economics: observation schedule, checklist, Anecdotal record, Rating Scale, open book examination and online examination, Explore tools and software for evaluation.
- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Achievement tests: their construction, administration and analysis
- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Economics

UNIT IV: Professional Development of an Economics Teacher

- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Economics Teacher: Personality, Outlook and being a Reflective Practitioner
- Need and Relevance of Participation in OERs, MOOCs, Seminars, Workshops, Conferences, Symposia etc. with respect to Pedagogy and Economics) at Pre-Service and In-service level.
- Field Visits for Teachers' enrichment, Geography Literacy
- Teacher as a Researcher: Need and Competencies.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report
- Reading beyond the Text- book: Using text-book with other reference material such as Newspapers and GOI reports

Practical Assignments/Field engagement (Any one):

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- An in-depth study of an economics thinker with pedagogical guidelines; accompanied with classroom presentation.
- Conducting a field study- community and market based .collecting and analysing the data, preparing the report.

Course Expected Outcomes:

The students will be able to

CEO ₁	discuss the nature of economics as a discipline
CEO ₂	demonstrate skill fully various methods and skills of teaching Economics
CEO ₃	implement various approaches of teaching and co-curricular activities in Economics at the Secondary and Senior Secondary School Level
CEO ₄	conduct evaluation in teaching of Economics by using various tools and techniques

Suggested Readings:

- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
- Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
- Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, Bachelor of Education, 122 IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.

Course Title: Teaching of Geography
Course Code: BED140

Credits:4
MM: 100

Objectives of the course:

- To equip the student-teachers to establish correlation between geographic Knowledge and cultural background and to develop geographic sense.
- To understand the inter relationships between different Subjects, Disciplines and Geography
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Course Content:

UNIT I: Geography in School Curriculum

- Meaning, nature and scope of Geography, Evolution of Geography as a discipline
- Curriculum development in Geography: Curriculum planning, Criteria used in the formulation of geography curriculum, Guidelines for course construction
- Correlation of Geography with other subjects
- Geography as a study of spatial differentiation, spatial relationship, spatial organization
- Aims and Objectives of teaching Geography based on Epistemological, Psychological and Sociological perspectives, statement of objectives in Behavioural terms
- Issues in Geography teaching
- Geography Text-Book: Features of a good Text-book and its evaluation

UNIT II: Planning, Designing and Transaction

- Micro Teaching and Teaching Skills: Skill of Questioning, Skill of Explanation, Skill of Set Induction, Skill of Reinforcement, and Skill of Chalk Board Writing
- Unit Planning and Lesson Planning using different Approaches and Methods
- Instructional Approaches- Inductive, Deductive, Interdisciplinary, Integrated, Constructivist, Critical Thinking, Creative Thinking
- Instructional Methods: Lecture, Question-answer, Discussion, Text-book, Modern: Problem Solving, Project, Observation, Debate, Excursion, Field study, Dramatization, Empirical, Observation, Laboratory/ scientific experimental, Narrative, Portfolio
- Instructional Media: Textbooks, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids, Maps and diagrams, GIS, Satellite images, Aerial photograph, photographs and slides
- Development of map reading skills
- Spatial conceptualization – use of cognitive/mental maps, Concept Maps
- Geography Laboratory: Design, Organization, Equipment and Management

UNIT III: Evaluation in Geography

- Evaluation: Concept, importance and Types of Evaluation
- Comprehensive and Continuous Evaluation in Geography
- Assessment: Concept and its types
- Assessment tools in Geography: observation schedule, checklist, Anecdotal record, Rating Scale, open book examination and online examination
- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Achievement tests: their construction, administration and analysis

- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Geography

UNIT IV: Professional Development of a Geography Teacher

- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Geography Teacher: Personality, Outlook and being a Reflective Practitioner
- Need and Relevance of Participation in OERs, MOOCs, Seminars, Workshops, Conferences, Symposia etc. with respect to Pedagogy and Geography) at Pre-Service and In-service level.
- Field Visits for Teachers' enrichment, Geography Literacy
- Teacher as a Researcher: Need and Competencies.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report

Practical Assignments/Field engagement (any one):

- Prepare a brief report on the topography of a given area.
- Presentation of Geographic data through maps and diagrams.
- Identifying and Evaluating ICT resources suitable for teaching Geography
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Visit to the Nehru Planetarium, the National Crafts Museum and Hastakala Academy,
- Planning and conducting Action Research
- Explore various in-service programmes for Geography teaching
- Preparation of videos and films related to Geography/ Geography education
- Review of Geography based documentaries

Course Expected Outcomes:

The students will be able to

CEO ₁	discuss the scope of Geography in Secondary School Curriculum.
CEO ₂	undertake pedagogical analysis of content in Geography.
CEO ₃	implement various approaches of teaching and co-curricular activities in Geography at the Secondary and Senior Secondary School Level.
CEO ₄	conduct evaluation in teaching of Geography by using various tools and techniques

Suggested Readings:

- ⑩ Arora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
- ⑩ Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.

- ⑩ Chorely R. J. (1970), *Frontiers in Geography Teaching*, London: Mathews and Co. Ltd.
- ⑩ Dhamija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
- ⑩ Huckle J. (1983), *Geographical Education Reflection and Action*, London: Oxford University Press.
- ⑩ Leong, Goh Chey (1976), *Certificate of Human and Physical Geography*, Singapur: Oxford University Press.
- ⑩ Morrey D.C. (1972), *Basic Geography*, London: Hien Manns Edu. Book Ltd.
- ⑩ Mohd. Z.U. Alvi (1984), *TadreesJugrafia*, Taraqqi Urdu Board
- ⑩ National Council of Educational Research & Training. (2014). *Position Paper: National Focus Group on Teaching of Social Science*. New Delhi: India: NCERT.

Course Title: Teaching of History
Course Code: BED 142

Credits: 4
MM: 100

Course Objectives:

- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centered methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Course Content:

Unit I: History in School Curriculum

- Meaning, nature, scope and Importance of History
- Curriculum development in History
- Aims and objectives of teaching with particular reference to Indian History
- Types of objectives, Statement of objectives & behavioural- Outcomes
- Correlation of History with other subjects
- Importance of History in understanding the current problems of country and society
- Development of values through History teaching.
- Challenges & Controversial Issues in Indian History
- Preconception and Misconception in History
- Critical appraisal of a History Text -Book

Unit II: Planning, Designing and Transaction

- Micro Teaching, Unit Planning and Lesson Planning.
- Difference between Approaches, strategies and methods
- Teaching Approaches: Inductive, deductive, constructivist, multidisciplinary & integrated approach and other modern approaches in History.
- Teaching Methods – Story telling, Problem Solving, Project Method, Observation Method, Discussion method, Question-answer method, Source method, Field study method, Symposium.
- Concept Mapping in Social Science & Instructional strategies for concept learning & Mind-Mapping.
- ICT Integrated Teaching learning Resources and MOOCs.
- Instructional Aids: - Low-cost Teaching Aids, Preparation, improvisation and effective use Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Graphs Time Line, Globe, e-technologies.
- Grouping students for learning: Cooperative learning, Dramatization, Role play and simulation
- Organization and planning of Co-curricular Activities in Social Science – Field Trip/Excursion / Bulletin Board & History club.

Unit IV: Evaluation in History

- Difference between Measurement, Assessment and Evaluation
- Continuous and Comprehensive Evaluation :Need and Use in History
- Evaluation devices: Written Tests, Open Book Examination, Verbal Tests, Observation Schedule, Anecdotal records.

- Action research: Concept and Identification of problems faced by the teachers in the classroom
- Planning & Preparation of an Achievement test.
- ICT Techniques for Evaluation in History.
- Diagnostic testing and remedial measures and Case studies

Unit IV: Professional development of a History Teacher

- Qualities and Competencies of a History Teacher
- Professional Growth and development of History teachers at Individual, Organizational and Governmental levels.
- Need and relevance of participation in, MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by the Teacher in the classroom
- Teacher as a Researcher and a Reflective practitioner
- Challenges Faced by social science Teacher

Practical Assignment/Field engagement (Any one):

- Fields trip to History Museums, Historical monuments
- Dramatization of any Historical event.
- Analysis of life and character of a (any two of the following) Historical Figures: Shaheed Bhagat Singh, Rani Laxmi Bai, Sardar Vallabhbhai Patel, Sarojini Naidu, Jawaharlal Nehru, Subhash Chandra Bose.
- Identifying and Evaluating ICT resources suitable for teaching History
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the aims and objectives of teaching History at various levels of Education
CEO ₂	design instructional plans in teaching of History using community resources and various pedagogical methods
CEO ₃	use various pedagogical approaches and methods of teaching of History
CEO ₄	conduct evaluation in teaching of History by using various tools and techniques

Suggested Readings:

- Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
- Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
- Carr, E.H. (1961). What is History? England: Penguin.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
- Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press
- Gunning, Dennis (1978), The Teaching of History, London: Goom Helm Ltd.
- Khan S.U. (1998), History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
- Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.

Course Title: Teaching of Integrated Science
Course Code: BED144

Credits:4
MM:100

Objectives of the Course:

- To analyze critically the curriculum and textbooks from the dimensions of integration at various levels of school.
- To acquire and learn skills of preparing lesson plans using various approaches and methods.
- To acquire and learn specific laboratory skills to conduct practical work in science
- To develop and use the techniques for evaluation of students' performance.
- To understand the importance of Professional Development of a science teacher

Course Content:

Unit I: Science in School Curriculum

- Nature, Need and Scope of teaching Integrated Science in school
- Structure of Science-Concepts, Facts, Principles, Theories and laws
- Aims & Objectives of Teaching Science, formulation of objectives in behavioral terms with special reference to Integrated Science
- Correlation of Integrated Science with other subjects
- Integrated Science Books: Qualities of good Integrated Science books, Effective use; Criteria for evaluation of integrated science textbook
- Process Skills in Science
- Recent trends in Science Curriculum with special reference to National Curriculum Framework-2005(NCF-2005) & NEP-2020 (National Education Policy).

Unit II: Planning, Designing and Transaction

- Micro Teaching
- Development of Unit plan and Lesson Plan using variety of approaches.
- Concept Map: Preparation and usage
- Teaching Methods and approaches: Lecture cum Demonstration, Laboratory Method, Inquiry skills, Project Method, Problem Solving Method, Heuristic Method, Constructivist Approach and Multimedia Approach
- Instructional Aids:
 - Teaching Learning Material: Preparation, Improvisation and Effective use
 - ICT based Teaching Learning Material: preparation, selection and effective use
- Planning and execution of Extended Experiences: - Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club
- Science Laboratory: Organization & Management.
- Science learning resources

Unit-III: Evaluation in Science

- Concept, Types and Techniques of Evaluation for Theory & Practical
- Assessment: Concept and its types
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress
- Achievement test-its construction & administration.
- Assessment through creative expressions: Drama, Poster and ICT based Test/quizzes

Unit-IV: Professional development of an Integrated Science Teacher

- Qualities and Competencies of an Integrated Science Teacher
- Professional Growth and development of science teachers at Individual, Organizational and Governmental levels.
- Need and relevance of participation in, MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by the Science teacher in the classroom
- Teacher as a Researcher and a Reflective practitioner
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTEQ) in science at secondary school level

Practical Assignments/ Field Engagement (Records to be maintained)

- Identifying and conducting at least 5 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
- Preparing Multimedia Lesson plan (MMLP)

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the aims and objectives of teaching Science at various levels of Education
CEO ₂	design lesson plans in teaching of science using various pedagogical approaches and methods
CEO ₃	integrate technology and its application in teaching of science
CEO ₄	apply suitable evaluation tools and techniques in teaching of science

Suggested Readings

- Ahmad, J. (2014), Teaching of Biological Sciences, IInd Edition, 3rd Print, PHI Learning Pvt. Ltd. (Erstwhile Prentice Hall of India), New Delhi.
- Ahmad, J. (2019), Pedagogy of Science-Reflective Practices, Sage Texts, Sage Publications India Pvt. Ltd., New Delhi.
- Arul Sekar J.M &Thiyagu.K (2007), Information and Communication Technology in Education. Prophet Publishers, Trichy.
- Chauhan. S.S (1985), Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Kulshreshtha, S.P (2005), Teaching of Biology, Surya Publications, Meerut.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
- Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, NaiSarak, Delhi.

Course Title: Teaching of Physics
CourseCode:BED146

Credits: 4
MM: 100

Objectives of the Course:

- To develop an understanding of the nature of Physics and its interface with society.
- To acquire and learn specific laboratory skills for conducting and facilitating practical and laboratory work in Physics.
- To develop and use the techniques for assessment of student's performance.
- To critically analyze the Curriculum and textbooks from the dimension of development of Scientific Values.
- To acquaint with advancements in technology and their integration with pedagogy.

Course Content:

Unit I: Physics in School Curriculum

- Nature, Need and Scope of teaching Physics in school
- Aims & Objectives of Teaching of Physics and formulation of objectives in behavioural terms
- Correlation of Physics with other subjects
- Characteristics of an effective Physics Curriculum: Holistic, Integrated, Enjoyable and Engaging Curriculum
- Physics Text Books: Qualities, Effective use and Criteria for its evaluation
- Critical analysis of Physics Curriculum with special reference to National Curriculum Framework-2005(NCF-2005) & NEP-2020 (National Education Policy).

Unit II: Planning, Designing and Transaction

- Micro Teaching
- Development of Unit plan and Lesson Plan using variety of approaches.
- Concept Map: Preparation and usage
- Teaching Methods and approaches (Illustration of the use of these approaches/methods taking examples from specific content in Physics): Lecture cum Demonstration, Investigatory method, Laboratory Method, Project Method, Problem Solving Method, Experimentation, Constructivist Approach and Multimedia Approach
- Instructional Aids:
 - Teaching Learning Material: Preparation, Improvisation and Effective use
 - ICT based Teaching Learning Material: preparation, selection and effective use
- Planning and execution of Extended Experiences: - Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club
- Physics Laboratory: Organization & Management.

Unit III: Evaluation in Physics

- Concept, Types and Techniques of Evaluation in Physics for Theory & Practical
- Assessment in Physics: Concept and its types
- Assessment tools in Physics: observation schedule, checklist, Anecdotal record, open book examination and online examination
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Physics
- Achievement test in Physics-its construction & administration.
- Assessment through creative expressions in Physics: Portfolios, Peer Assessment, Drama, Poster and ICT based Test/quizzes

Unit IV: Professional development of a Physics Teacher

- Qualities and Competencies of a Physics Teacher
- Professional Growth and development of a Physics teacher at Individual, Organizational and Governmental levels,
- Need and relevance of participation in MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by Physics teachers in the classroom
- Physics Teacher as a Researcher and a Reflective practitioner
- Preparing the Physics Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in science at secondary school level

Suggested Practicum/ Practical Assignments/ Field Engagement (Any one):

- Planning and conducting Action Research
- Explore various in-service programmes for Physics teachers
- Developing OERs for Physics on contemporary themes
- Identifying and conducting at least 5 experiments/demonstrations from the Physics syllabus individually or in small groups
- Content Analysis of a Physics Textbooks

Course Expected Outcomes:

The students will be able to

CEO ₁	explain nature of Physics as a discipline in science
CEO ₂	develop lessons in transaction of Physics curriculum at school level.
CEO ₃	analyse various approaches of teaching-learning of Physics at school level.
CEO ₄	apply various techniques of evaluation in teaching of Physics

Suggested Readings:

- Anderson R.D. (1970), Developing Children's Thinking Through Science, New Delhi: PrenticeHall.
- Barbe, R.H. (1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
- Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt.Ltd.
- Edigar M. and Rao D.B. (1996), Science Curriculum, New Delhi: Discovery PublishingHouse.
- Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K. (1997), Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt.Ltd
- Maitre, K. (1991), Teaching of Physics, New Delhi: Discovery PublishingHouse.
- Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery PublishingHouse.
- Prakash, R. and Rath, T.N. (1996), Emerging Trends in Teaching of Physics, New Delhi: KanishaPublishers.
- Vanaja, M. (1999), Inquiry Training Model, New Delhi: Discovery PublishingHouse.
- Venkataiah, N. (1993), Curricular Innovations for 2000 AD, New Delhi: Ashish Publishing.

Course Title: Teaching of Chemistry
Course Code: BED148

Credits: 4
MM: 100

Objectives of the Course:

- To analyze critically the curriculum of teaching of Chemistry in school.
- To develop the abilities for planning and organizing chemistry laboratory.
- To understand various learning experiences and usage of teaching aids in chemistry.
- To develop professional competencies skills related to teaching Chemistry at school level.
- To construct appropriate assessment tool for evaluating chemistry.

Course Content:

Unit I: Chemistry in School Curriculum

- Nature, Need and Scope of Chemistry as a discipline in science
- Significance of chemistry in daily life and its relevance to Social and Environmental Issues
- Aims & Objectives of Teaching Chemistry and formulation of objectives in behavioural terms
- Correlation of Chemistry with other subjects
- Democratizing Chemistry Learning: Vocational Integration of Curriculum and Inclusion
- Characteristics of an effective Chemistry Curriculum: Holistic, Integrated, Enjoyable and Engaging Curriculum
- Chemistry Text Books: Qualities, Effective use and Criteria for its evaluation
- Critical analysis of Chemistry Curriculum with special reference to National Curriculum Framework-2005(NCF-2005) & NEP-2020 (National Education Policy).

Unit II: Planning, Designing and Transaction

- Micro Teaching
- Development of Unit plan and Lesson Plan using variety of approaches.
- Concept Map: Preparation and usage
- Teaching Methods and approaches (Illustration of the use of these approaches/methods taking examples from specific content in Chemistry) : Lecture cum Demonstration, Investigatory method, Laboratory Method, Project Method, Problem Solving Method, Experimentation, Constructivist Approach, Critical Thinking Approach, Inquiry Approach and Multimedia Approach
- Instructional Aids:
 - Teaching Learning Material: Preparation, Improvisation and Effective use
 - ICT based Teaching Learning Material: preparation, selection and effective use
- Planning and execution of Extended Experiences: - Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club
- Chemistry Laboratory: Organization, Management and Competencies associated with laboratory techniques.
- Maintenance of Chemistry Lab.: Safety, security and preventive measures.

Unit III: Evaluation in Chemistry

- Concept, Types and Techniques of Evaluation in Chemistry for Theory & Practical
- Assessment in Chemistry: Concept and its types

- Assessment tools in Chemistry: observation schedule, checklist, Anecdotal record, open book examination and online examination
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Chemistry
- Achievement test in Chemistry-its construction & administration.
- Assessment through creative expressions in Chemistry: e-portfolios, Peer Assessment, Drama, Poster and ICT based Test/quizzes
- PARAKH: Performance assessment, review& analysis of knowledge for Holistic Development: performance-based assessment
- CBSE New Pattern Uniform System of Assessment

Unit IV: Professional development of a Chemistry Teacher

- Qualities and Competencies of a Chemistry Teacher
- Professional Growth and development of a Chemistry teacher at Individual, Organizational and Governmental levels
- Need and relevance of participation in MOOCs,OERs,SWAYAM, DIKSHA, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- VIRTUAL LAB for professional development
- NRF(National Research Foundation): boost research & Innovation: Consider Artificial Intelligence & virtual reality
- DIGITAL Repository including Multisensory Modalities, Augmented Reality, apps &Gamification: Need and Relevance for Professional Development
- Action research: Concept and Identification of problems faced by Chemistry teachers in the classroom
- Chemistry Teacher as a Researcher and a Reflective practitioner
- Preparing the Chemistry Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in science at secondary school level

Practical Assignments /Field Engagement (Records to be maintained)

- Identifying and conducting at least 5 experiments/demonstrations from the Chemistry syllabus individually or in small groups
- Preparing Technology Integrated lessons of chemistry.
- Developing ICT resources such as audio-cassettes, quiz games, practical demonstrations
- Prepare Technology-based Question Bank competency-based items
- Creation and curation of E-Content,
- Planning and conducting Action Research
- Explore various in-service programmes for Chemistry

Course Expected Outcomes:

The students will be able to

CEO ₁	explain nature of Chemistry as a discipline in science.
CEO ₂	develop lessons in transaction of Chemistry curriculum at school level
CEO ₃	analyse various approaches of teaching-learning of Chemistry at school level
CEO ₄	apply various techniques of evaluation in teaching of Chemistry.

Suggested Readings:

- Dass, Passi & Singh Effectiveness of Micro – Teaching in Training of Teachers, NCERT, New Delhi
- Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
- NCERT, National Curriculum Framework 2005
- NCERT, position paper of NFG on Examination Reform and on Aims of Education
- NCERT, position paper of NFG on Education for peace
- Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
- T.N. Rathor & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
- Waddington, D.J. (1984), Teaching of School Chemistry, UNESCO.
- Wellington, Jerry (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York.

Course Title: Teaching of Biology
Course Code: BED150

Credits: 4
MM: 100

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- To acquire and learn specific laboratory skills and technological skills to conduct practical work in Biology.
- To develop the techniques of regular assessment for continuous review of progress of students' performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Course Content:

Unit I: Biology in School Curriculum

- Nature, Need and Scope of Biology as a discipline in science
- Significance of Biology in daily life and its relevance to Social and Environmental Issues
- Aims & Objectives of Teaching Biology and formulation of objectives in behavioral terms
- Correlation of Biology with other subjects
- Characteristics of an effective Biology Curriculum: Holistic, Integrated, Enjoyable and Engaging Curriculum
- Biology Text Books: Qualities, Effective use and Criteria for its evaluation
- Critical analysis of Biology Curriculum with special reference to National Curriculum Framework-2005(NCF-2005) & NEP-2020 (National Education Policy).

Unit II: Planning, Designing and Transaction

- Micro Teaching
- Development of Unit plan and Lesson Plan using variety of approaches.
- Concept Map: Preparation and usage
- Teaching Methods and approaches (Illustration of the use of these approaches/methods taking examples from specific content in Biology): Lecture cum Demonstration, Project Method, Problem Solving Method, Experimentation Method, Constructivist Approach, Inductive-deductive Approach, Critical Thinking Approach, Inquiry and Multimedia Approach
- Instructional Aids:
 - (a) Teaching Learning Material: Preparation, Improvisation and Effective use, Real objects and Specimens, Making low-cost equipment and improvised material from locally available resources in teaching of Biology.
 - (b) ICT based Teaching Learning Material: preparation, selection and effective use
- Planning and execution of Extended Experiences: - Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club, Virtual trips
- Biology Laboratory: Design, Organization, Management and Competencies associated with laboratory techniques.
- Virtual Laboratory, Biological Museum (Botanical and Zoological), Terrarium, Vivarium and Herbarium

Unit III: Evaluation in Biology

- Concept, Types and Techniques of Evaluation in Biology for Theory & Practical
- Assessment in Biology: Concept and its types
- Assessment tools in Biology: observation schedule, checklist, Anecdotal record, open book examination and online examination
- Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Biology
- Achievement test in Biology-its construction & administration. Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment through creative expressions in Biology: e-portfolios, Peer Assessment, Drama, Poster, Laboratory work, Group-based work and ICT based Test/quizzes

Unit IV: Professional development of a Biology Teacher

- Qualities and Competencies of a Biology Teacher
- Professional Growth and development of a biology teacher at Individual, Organizational and Governmental levels
- Need and relevance of participation in MOOCs, OERs, Seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Field Visits for teacher enrichment: botanical gardens, biodiversity parks, zoological parks.
- Action research: Concept and Identification of problems faced by Biology teachers in the classroom
- Biology Teacher as a Researcher and a Reflective practitioner
- Preparing the Biology Teachers for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in science at secondary school level

Practical Assignments /Field Engagement (any one):

- Identifying and conducting at least 5 experiments/demonstrations from the Biology syllabus of Class 11 & 12, individually or in small groups
- Collection of news and articles on recent developments in Biology
- Creating posters/timelines/ concept maps for historical development of biological concepts
- Exploring common misconceptions related to Biology
- Preparation of Achievement test
- Making one improvised apparatus for teaching Biology
- Explore various in-service training programmes for Biology teaching
- Content Analysis and concept mapping of different topics
- Planning of unit plans and lesson plans on major topics of biology using combination of approaches
- Exploring ICT resources for Biology teaching

Course Expected Outcomes:

The students will be able to

CEO ₁	explain nature of Biology as a process and as a body of knowledge
CEO ₂	develop lessons in transaction of Biology curriculum
CEO ₃	analyse various approaches of teaching-learning of Biology
CEO ₄	apply various techniques of evaluation in teaching of Biology.

Suggested Readings:

- Amanda Berry, et.al. (2015). Re-examining Pedagogical Content Knowledge in Science Education (Teaching and Learning in Science Series). Routledge: New York
- David Sang & Robert Frost (2005). Teaching Secondary Science Using ICT.
- Ahmad, J. (2014), Teaching of Biological Sciences, IInd Edition, 3rd Print, PHI Learning Pvt. Ltd. (Erstwhile Prentice Hall of India), New Delhi.
- Ahmad, J. (2019), Pedagogy of Science-Reflective Practices, Sage Texts, Sage Publications India Pvt. Ltd., New Delhi.
- Minkoff, E. C. & Baker, P. T. (2004) Biology Today – An Issues Approach (III Ed.), Garland Science.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Siddiqi and Siddiqi. (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
- Wallace, J and Louden, W. (Eds.) (2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.

ELECTIVE

Course Title: MOOCs

Credits: 4x2=8
MM:100

Students are required to successfully complete two MOOCs in order to get requisite number of credits and marks due for this semester.

SEMESTER- III

Semester- III

INTERNSHIP

Course Code: BED251, BED253, BED255 & BED257

Credits: 20
M.M: 400

Rationale and Aim

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the teacher education institutions. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

School Experience Details during Internship I:

- During the school-internship the student teacher is expected to observe classroom
- Teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.
- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken.
- The entries of Reflective Journals will be analytical answering ‘what’ is new and different from their previous understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and ‘how’ these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in e-Portfolios and Reflective Journals.

This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the pupil teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations during the internship at schools.

School Internship Part I

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (BED251 & BED253)

Credits: 10

MM: 200 Marks

S.No	COMPONENTS	MARKS	
1	Simulated Teaching (5 in each) (offline /online)	10	10
2	Discussion lessons (2 in each pedagogy course) Total 4 Discussion lessons (10 X 4) If online (2 Online class observations by mentor)	20	20
3	50 Lesson Plans (in each pedagogy course) (25x2) (offline /online)	25	25
4	Achievement test report (ATR) (Only in one subject)	-	20
5	Any e- resource /online class/multi-media lesson to be delivered in each pedagogy course through the use of power-point (10 x2)	10	10
6	Textbook review (only one)	20	-
7	Peer group observation (online/offline)	5	5
8	Pupil Teacher’s diary	10	10
	TOTAL	100	100

Course Expected Outcomes:

The students will be able to

CEO₁	develop Instructional Planning according to the diverse needs and individual difference of the learners using various approaches and methods of teaching, use of Teaching-Learning Materials (TLMs) and application of ICT therein.
CEO₂	plan, develop and administer an Achievement test and analyse the scores obtained by students qualitatively and quantitatively.
CEO₃	identify a good text-book from other others for the benefit of their students
CEO₄	critically reflect and discuss experiences and practices during School Internship with peers and mentors for enhanced knowledge base and skills of effective teaching.

School Internship Part II (BED255 & BED257)

Credits:10
MM: 200

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the pupil teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the pupil-teachers and each shall carry 100 marks.

Course Expected Outcomes:

The students will be able to

CEO₁	plan and design Instructional Plan by use of appropriate approaches among various Teacher- controlled, Group controlled and Learner-controlled Methods of Instruction.
CEO₂	make use of ICT Technology in the classroom for promoting learning judiciously.
CEO₃	demonstrate various teaching skills effectively
CEO₄	apply various reinforcement techniques in classroom teaching and learner evaluation.

SEMESTER- IV

Course Title: Gender, School and Society
Course Code: BED210

Credits: 4
MM: 100

Objectives of the Course:

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education.
- To analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation.
- To foster gender sensitization in the classroom.

Course Content:

Unit I: Key Concepts in Gender

- Conceptual Foundation: Sex, Gender, Sexuality, Third Gender,
- Masculinity and Feminism
- Gender bias, Gender Equality and Gender Stereotypes
- Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and assessing Status of Education.

Unit II: Gender Studies: Paradigm Shift

- Paradigm shift from Women's studies to Gender Studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
 - Socialization theory
 - Gender difference
 - Structural theory
 - Deconstructive theory

Unit III: Society, Gender Issues and Education

- Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.
- Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).
- Gender and Media, Gender Based Violence and Crime against girls & women.
- Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.

Unit IV: Gender and School

- Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).
- Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions
- Working towards gender sensitization and gender equality in the classrooms
- Analyzing gender with subject choice selection at secondary level.

Practical Assignments /Field Engagement (Any one):

- Preparing Analytical report on gender issues in print or electronic media.
- A Comparative Study of the daily routine of a girl and a boy from the same family.

- Creation of an OER on any one content area of the course curriculum.
- Analysis of the Films post screening of any two of the following: Bawander, India's Daughter, Water.
- Analysis of textual materials from the perspective of gender bias and stereotype.
- Organizing debates and discussions on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

The above discussion / debates to be documented in the form of an e-portfolio.

Course Expected Outcomes:

The students will be able to

CEO ₁	identify key concepts in gender issues with respect to equality and equality in education
CEO ₂	apply the understanding of theories on gender in the Indian context.
CEO ₃	evaluate the changing perceptions about gender, power, education and legal provisions
CEO ₄	work towards gender equality in classrooms and in the society

Suggested Readings:

- Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: NewDelhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom:Prevention and Remediation. Grune& Stratton: NewYork.
- Geetha, V. (2007). Gender. Stree:Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, AnilSethi.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash &K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: NewDelhi.
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education andFemale Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.
- Kumar, Krishna.2013 Choodi bazar meinlabdki.rajkamal-New Delhi.
- Lips, Hilary M. (1989). Sex and Gender an Introduction. California: Mountainview, Mayfield PublishingCompany.

Course Title: Knowledge and Curriculum Perspectives in Education
Course Code: BED212

Credits: 4
MM: 100

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- To gain insight about Knowledge and Construction of Knowledge

Course Content:

Unit I: Curriculum and School

- Understanding the Meaning and Nature of Curriculum
- Foundations of Curriculum: Philosophical, Psychological and Sociological
- Components and Principles of Curriculum, Need and Importance
- Facets of Curriculum: Significance in Indian context
 - Core curriculum & Hidden Curriculum
 - Centralized & Decentralized Curriculum
- Significance of Curriculum in School Education with referenceto-
 - (a) Curriculum Framework
 - (b) Curriculum & Syllabus
- Interrelationship between Curriculum, Society and Learner.
- Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020)

Unit II: Construction of Knowledge

- Meaning and Nature of knowledge
- Differences between Information, Knowledge, Belief, and Truth
- Sources of Knowledge: Empirical Vs Revealed knowledge
- Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge
- Relevance of Knowledge construction through dialogue
- Contestations to 'Knowledge'-
 - (a) Dominance
 - (b) Marginalisation
 - (c) Subversion
 - (d) Process of Knowing

Unit III: Curriculum Planning, Construction and Transaction (At School Level)

- Broad determinants of Curriculum Construction-
 - (a) Learner and his/her interest and developmental context
 - (b) Diversity- socio- cultural- geographical- economic and political
 - (c) National and International contexts
- Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development Curriculum
- Different Approaches to Curriculum Development-
 - (a) Subject-centered

- (b) Learner centered
- (c) Constructivist
- (d) Competency based
- (e) Process of Curriculum designing
- Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit
- Curriculum Evaluation

Unit IV: School: The site of Curriculum Engagement

- Meaning of Curriculum Engagement
- School as Curricular Sites: Available Infrastructure and Resources.
- Role of Teacher as a Critical Pedagogue in Curriculum Transaction
- Contemporary relevance of NaiTalim, Work Education, Experiential Learning and Community Engagement.
- Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET.

Practical Assignments/Field Engagement:

CDs/DVDs to be screened for the Student-teachers and report to be prepared with respect to the issues touched upon in the form of an e-portfolio (Any two):

- CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
- Debrata Roy DVD *The Poet & The Mahatma*
- Krishnamurthy Foundation India DVD *The Brain is Always Recording*
- NCERT CD ROM *Battle For School* by ShantaSinha
- NCERT CD ROM *Globalisation and Education*

Course Expected Outcomes:

The students will be able to

CEO ₁	identify various aspects of the curriculum in school education and their relationship with the teacher education curriculum
CEO ₂	describe the meaning, nature, sources of knowledge and the process of construction of knowledge.
CEO ₃	compare different approaches and models of curriculum development
CEO ₄	appreciate the role of teachers, school and apex educational bodies in effective transaction of curriculum

Suggested Readings:

- Apple, Michael W. (1979). *Ideology and Curriculum*; Routledge and K.Paul.
- Arends, Richard I.; *Learning to Teach- Fifth Edition*; McGraw Hill Higher Education; NewYork.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); *A Guide to Teaching Practice- Fifth Edition*; Routledge Falmer-Taylor and Francis Group;London.

- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
- Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.

Course Title: Guidance and Counselling
Course Code: BED214

Credits: 4
MM: 100

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor;
- To develop capacity of applying the techniques and procedures of guidance and Counselling;
- To facilitate career development of all the different types of students;

Course Content:

Unit I: Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics
- Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social)guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

Unit II: Understanding Counselling

- Counselling: Meaning, Principles, Approaches (Directive, Non-Directive,Eclectic), Types (Individual, Group)
- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- Counseling Services for Students: Face to Face andOnline
- Counsellor: Qualifications and Qualities (including Skills for Listening,Questioning, Responding,Communicating).
- Differences between Guidance andCounselling
- Professional ethics and code of conduct of Teacher as aCounsellor.
- Role of Guidance and Counselling in Distance Education

Unit III: Major Concerns in Guidance and Counselling

- Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Programme in School: Various Guidance Services in School
- Orientation Services
- Appraisal Service/Pupil Inventory Service
- Occupational Information Service
- Counselling Service
- Placement Service
- Follow up Service

Unit IV: Guiding students for Career Development

- Meaning and Types of Differently-abled (DA)Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)
- Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information. Career

Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students

- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines, RPwD Act 2016.

Practical Assignments/Field Engagement (Any one):

- Group Guidance – One Career Talk
- Design a Questionnaire to collect information on Students 'Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and Teachers in India.
- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts working as Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellor setc.

Course Expected Outcomes:

The students will be able to

CEO ₁	apply principles of providing and organizing guidance program in school
CEO ₂	analyse the vital role of a teacher in providing counselling services to students
CEO ₃	identify various areas, tools and techniques in Guidance and Counselling.
CEO ₄	manage psychological, ethical, inclusive and career issues in school.

Suggested Readings:

- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarupand Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt.
- Goswami, M. (2016). Essentials of Guidance and Counselling, Lakshmi Publishers and Distributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarupand Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Mifflin.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.
- Nanda & Walia., (2002). Educational and Vocational Guidance and counselling, Vinod Publications, Ludhiana.
- Nayak, A. K., (2009). Guidance and counselling, A. P. H Publishing Cooperation, New Delhi.
- Mehdi B. & Stone., (1978). Guidance in School, New Delhi, NCERT.

Course Title: Environmental Education
Course Code: BED216

Credits: 4
MM: 100

Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and for the environment.
- To develop awareness about sustainable development goals.

Course Content:

Unit I: Nature and scope of environmental education

- Nature, need and scope of environmental education and its conservation
- Present status of environmental education at various levels
- Role of individual and community in conservation of natural resources: energy and minerals
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Role of information technology, media and ecotourism in environment
Awareness/consciousness

Unit II: Community Participation and Environment

- Community participation in natural resource management – water, forests, etc.
- Change in forest cover overtime and deforestation in the context of tribal life
- Sustainable land use management
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Traditional knowledge and biodiversity conservation
- Sustainable development goals given by UNDP for environmental protection
- Issues of Sustainable Development: Need and challenges to sustainable Development, Study of alternative approaches to sustainable development
- Notion of development as continued Social, Political and Economic progress, significance of Well-being of the global community
- Shifting cultivation and its impact on environment

Unit III: Environmental Issues and concerns

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: positive and negative impacts.
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present -day world
- Alternative sources of energy
- Heat production and green housegas emission and ozone depletion
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Sustainable use of forest produces

- Rain water harvesting and water resource management
- Biomedical waste management

Unit IV: Initiatives by various agencies for Environment Education

- Environmental conservation in the globalised world in the context of global problem
- Impact of natural-disaster/man-made disaster on environment
- Impact of industry/mining/transport on environment.
- Role of Teachers: Development of skills and abilities to deal with curricular areas related to Environment in the classroom
- Environmental legislation: awareness and issues involved in enforcement, government and non-government initiatives
- Supreme Court order implementation of Environmental Education(EE)

Practical Assignments/Field Engagement (Any one):

- A study of major initiatives taken by NCERT regarding environmental education.
- Study of Development of slum area and their inhabitants in a nearby area/institute
- A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
- Develop a road map for implementation of Environmental Education as suggested by NCF 2005.
- Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report through Google form and videoconferencing.

Course Expected Outcomes:

The students will be able to

CEO ₁	discuss the concept and scope of environment education and its relation to human beings
CEO ₂	examine the role of community participation for sustainable resource management and biodiversity conservation.
CEO ₃	highlight various global environmental issues and concerns and their management
CEO ₄	appreciate the initiatives by various agencies for environment education

Suggested readings:

- Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education Activities
- NCERT (2005). National Curriculum Framework. New Delhi:NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi:NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad – The Journey of Environmental Education–A Source book, Centre for Environment Education, Ahmadabad.
- SCERT (2011). Paryavaranadhyayan aur vigyanshikshan, D.El.Ed.-ODL Course: Chhattisgarh.
- Springer (2006). Science Literacy in Primary Schools and Pre-Schools.
- The Green teacher (1997). Ideas, Experiences and Learning in Educating for the environment: Centre for Environment Education
- UNESCO (1990). An Environmental Education Approach to the Training of Middle Level
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools:UNICEF.

Course Title: Creating an Inclusive School
Course Code: BED218

Credits: 4
MM: 100

Objectives of the Course:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Course Content:

Unit I: Inclusive Education

- Concept of social Exclusion and Inclusion
- Understanding Diversities: Linguistic, socio-cultural, Economic, Gender and Disability
- Philosophical and social basis of Inclusive Education.
- Benefits of Inclusive Education to children without special needs.
- Historical and contemporary perspectives to disability and inclusion

Unit II: Children with Special Needs

- Range of learning problems across various disabilities
- Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups.
- Assessment of learning problems in children with various disabilities.
- Assistive devices, equipment's and technologies for different disabilities.
- Constitutional Provisions, Provisions, Policies, Programmes and Acts and international instruments like UNCRPD

Unit III: School's Preparedness for Inclusion

- Addressing the diverse needs of children with disabilities with reference to Pedagogical, infrastructural, technological and attitudinal readiness
- Support services required in the school to facilitate inclusion: Role and functions of the following personnel:
 - General Educator
 - Special Education Teacher
 - Audiologist cum speech therapist
 - Physiotherapist
 - Occupational therapist, Counselor
 - Role of NGOs in promoting inclusion in the schools.

Unit IV: Inclusive Practices in the Classroom

- Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring, Social Learning, Buddy system, reflective teaching, Multisensory teaching

- Strategies of Evaluation to facilitate inclusion
- Provisions pertaining to appearing in examination for facilitating differently bled students (As available in CBSE and ICSE)

Practical Assignments/Field Engagement (Any one) –

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices
- The student-teachers shall explore spaces for inclusion inschools
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents, community

Course Expected Outcomes:

The students will be able to

CEO ₁	demonstrate knowledge of historical, philosophical and social bases of inclusive education with special reference to India
CEO ₂	identify the educational needs of and the legal provisions for children with special needs
CEO ₃	support school management and personnel in preparing schools for inclusion
CEO ₄	use specific pedagogical strategies, innovative practices and learner-friendly evaluation procedures, inclusive in nature.

Suggested Readings:

- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999). Inclusive Education, London: Kogan.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
- Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi

ELECTIVE-1

Course Title: Human Rights and Value Education
Course Code: BED220

Credits: 4
MM:100

Objectives of the Course:

- To understand the need and importance of value-education and education for Human Rights as a duty.
- To orient themselves on duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- To comprehend the process of moral personality development vis-à-vis as a means of their cognitive and social development.
- To draw lessons from principles of life and converting them into moral learning towards moral education.

Course Content:

Unit I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human Values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as a Duty
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Commonalities of all religions at Philosophical levels.

Unit II: Response to Value Crisis and Impact of Modern Education & Media on Values

- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. Abdul Kalam
- Gandhian Values for globalized society.
- Impact of Modern Education and Media on Values- Role of a teacher in the preservation of tradition and culture, Role of family, tradition & community in value development, Impact of Science and Technology, Effects of Printed Media and Television on Values, Effects of computer aided media on Values

Unit III: Conceptualizing Human Rights and Human Rights Education

- Human Rights, Rationale and Evolution, UDHR and its Articles (particularly 1, 3, 7, 10, 18, 19)
- UDHR and Duties: Article 26, Receiving Rights subject to performing duties.
- National Human Rights Commission and its role

- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of Human Rights and Fundamental Duties Article 51A

Unit IV: Issues, Movements and Promotion of Human Rights

- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.
- Human development and Gender development with special reference to Human development index (HDI) and Gender development index (GDI).

Practical Assignments/Field Engagement (Any one):

- Application of one strategy of value inculcation among school children and its report.
- Awareness Camp to promote Human Rights Education
- Series of Street plays (nukkadnaatak) about Human Rights Education
- Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective

Course Expected Outcomes:

The students will be able to

CEO ₁	elucidate the nature of values, moral values, value education in a pluralistic world.
CEO ₂	explain the impact of modern education and media on values and the role of teacher in response to value crisis
CEO ₃	evaluate the role of the Indian Constitution, Human Rights Commission and UDHR in fostering values of human unity and peace
CEO ₄	engage in various activities to promote the ethics of Human rights at National and International level.

Suggested Readings:

- Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), “Value Education” University book House (P) Ltd. Chaura Rasta, Jaipur.
- Chitkara, M.G, (2009), “Education and Human values”, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi.
- Delors J., Learning the Treasure within, UNESCO, 1997.
- Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
- Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.

- Sathya Sai International Center for Human Values, New Delhi. Education for Human Values (2009)
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary,(2010), “ Peace and human rights education , A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
- UNESCO: Learning the treasure within, Delors Commission Report.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Mascarenhas, M. &Justa, H.R., (1989)., Value Education in Schools and Other Essays, Delhi Konark.
- Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: GianPub.
- Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
- Khan, Wahiduddin. (2010) Family Life, Goodword Books, NewDelhi,

Course Title: Health and Physical Education
Course Code: BED222

Credits: 4
MM: 100

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

Unit I: Health, Hygiene and Wellness

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.
- Health and Wellness.

Unit II: Areas of Concern for Health, Hygiene and Wellness

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuse.
- Health and Physical Education and its relation with other subjects like science, Social Science and Languages
- Sex Education and concerns for HIV/AIDS.

Unit III: Physical Education and Integrated Personality

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Organization and administration: planning, budgeting, fixture (Knock out and league)
- Athletic meet – Meaning, need and importance. Process to organize athletic meet at School level
- Concept of integrated personality and its realization through physical education program.
- Tournaments -Types, inter-house competition, sports meet.
- Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

Unit IV: Yoga and Physical Fitness

- Introduction, Meaning and mis-concepts about Yoga
- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
- Effects of asana on our body and relation of Psychology with Yoga
- Meaning and Importance of Pranayama and Shudhikriya

- Importance of Meditation in school
- Physical fitness: Meaning, importance. Motor component of physical fitness (strength, flexibility, endurance, speed, Agility and neuro-muscular coordination).
- Training methods of physical fitness.

Practical Assignments/Field Engagement (Any one):

- Prepare a Project Report on: Three types of Sports Grounds.
- Organize sports meet at school level.
- Participate in any two games and sports activities of your choice in your institution
- Perform any three Yoga Asanas in supervision of your faculty mentor at an appropriate time of the day conducive for the same through Online Interacting Platforms.
- Prepare a plan of activities for three days out door camp.
- Prepare a league-cum-knockout fixture for teams(10-20) in number.

Course Expected Outcomes:

The students will be able to

CEO ₁	establish relationship between the concept, determinants and dimensions of health, hygiene and wellness
CEO ₂	discuss the various areas of concern for health, hygiene and wellness
CEO ₃	appreciate the role of physical education programs in developing integrated personality at different school levels.
CEO ₄	implement Yoga and Meditation as a way of life.

Suggested Readings:

- Kangane, Sopan&Sonawane, Sanjeev. (2007). Physical Education. Pune:Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics& Advertiser Pvt.Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt.Ltd.
- Singh, Ajmer. (2003). Essentials of Phys;lical Education. Ludhiana: Kalyani publishers.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nded.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friend's publisher.
- Kamlesh, M.L. &Sangral, M.S. (1986). Methods in Physical Education,Ludhiana: Prakash Brothers.
- Atwal &Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P.Publisher,

Course Title: Adult and Population Education
Course Code: BED224

Credits:4
MM: 100

Objectives of the Course:

- To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
- To be aware of the population trends and spread of AIDS in the world.
- To understand that population becomes stable when there is little difference between birth and death rates.

Course Content:

Unit I: Adult and Continuing Education

- Meaning, Concept and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- National Literacy Mission – Aims, objectives and strategies.

Unit II: Teaching – Learning process in Adults

- Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation.
- Adult teaching — Different methods, Role of Mass-media.
- Adult Education, lifelong learning and continuing Education
- Adult Education and Continuing education
- Role of ICT in Adult Education

Unit III: Population and AIDS Education

- Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to effect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition
- Symptoms of AIDS – causes, Prevention of AIDS – AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2each]

Unit IV: Integrated Population Education

- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

Practical Assignments/Field Engagement:

- Conducting any one of the following surveys in the local area and prepare a report: Progress in the field of literacy AIDS awareness

Course Expected Outcomes:

The students will be able to

CEO ₁	explain the concept, need and importance of Adult and Continuing Education
CEO ₂	discuss the various teaching-learning processes and evaluation techniques for Adult Education
CEO ₃	discuss the causes of population explosion, importance of Population Education and AIDS Education.
CEO ₄	evaluate the role of government, non-governmental agencies, schools and the teacher in Population Education programs

Suggested Readings:

- Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGrawHill, Pub.House, 1985.
- Ambasht, N.K. (2014)., Foundations of Adult Education in adult andlifelonglearning,Indian Adult Education Association, New Delhi.
- Ghosh, B.N. (1978) Population Theories and Demographic analysis, MeenakshiPrakashan, New Delhi
- Jacobson WellardJU, (1979) Population Education; A knowledge base, NY, Teachers College ColumbiaUniversity.
- Mohankumar,V.(2014), Adult and lifelong learning: Selected articlesIndian Adult EducationAssociation.
- Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND,NCERT
- Shah, S.Y. (1999) Encyclopaedia of Adult Education, NLM, New Delhi. Bachelor ofEducation
- Prepared by Dr. Mukesh kumar, Mr. Rameez, MS. Yamini Bhanot, Ms. Vimmikumar

Course Title: Peace Education
Course Code: BED226

Credits: 4
MM: 100

Objectives of the Course:

- To understand the concept of peace as an umbrella concept of all positive values.
- To understand the importance of peace education in personality development.
- To imbibe the knowledge, attitudes and skills of culture of peace needed to achieve and sustain a global culture of peace and values.
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life and learn to deal with them through unilateral ethics
- To analyse the need for Peace Education to foster National and International Understanding.

Course Content:

Unit I: Peace Education: Concept and Scope

- Meaning of Peace: Umbrella term of all positive values to build a positive personality
- Meaning, Nature and Concepts of Peace Education
- Aims and Objectives of Peace Education
- Status of peace education in the curriculum and its relevance in present global scenario
- Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- Classification of Peace: Individual and social; positive and negative peace
- Method of Peace in Mind: Learning Positive Lessons from Negative Experiences

Unit II: Integrating Peace Education in the Present Curriculum

- Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management
- Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, and Experience-Sharing Sessions
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability
- Educating for a Culture of Peace: Learning mutual respect, duty consciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness

Unit III: Violence for Peace and conflict Resolution

- Peace, Violence and conflict: conflict and violence—in life, media—a normal part of life; importance of not considering it a crisis but managing them to maintain peace
- Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life
- Non-Violent Activism: Speech, Behaviour and Action with others based on non-violence takes the justification of acting violently away from others; role of peace education in learning nonviolence
- Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Coexistence

Unit IV: Global Issues and Peace Movements

- Human Rights as a Duty: Learning to give human rights to others.
- Preservation of Ecology, population control, Economic Exploration: Limited Use as Duty-Conscious citizen; not indiscriminate use as rights-conscious citizens.
- Different peace Movements in India after independence
- Role of World Organizations in Promoting Peace Education: Case Study of UNESCO's Culture of Peace Program in global scenarios and suggestions

Practical Assignments/Field Engagement (Any one):

- Hold a Peacemaking Workshop in the School to understand the use of Conflict Management techniques
- Make a Report on how problems can be taken as challenges, not deprivation. What is its importance in personality and social development
- Develop a Personality Development Program that incorporates the Culture of Peace and Peacemaking techniques

Course Expected Outcomes:

The students will be able to

CEO ₁	discuss the concept and scope of Peace Education and peace as a concomitant of Human values
CEO ₂	practice steps of building a culture of Peace in schools through integration in curriculum and attitudinal development.
CEO ₃	appreciate the role of Conflict Management, Non- violent activism and Peace Education in dealing with violence and conflicts
CEO ₄	evaluate the global issues and various Peace Movements initiated by world organizations to foster National and International understanding.

Suggested Readings:

- Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global movement.
- Civilization. London: SAGE Publications, 1996.
- Diwaar, R.R., & Agarwal (1984). Peace education. New Delhi: Gandhi peace foundation.
- Education for Human Values (2003), sathyasai instructional centre for Human Values: New Delhi.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
- Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
- Morrison, M.L. (2003) Peace Education. Australia: McFarland.
- Passi, B.K., &Singh,P. (1999). Value education. Agra: Psychological Corporation.
- Ruhela, S.P. (1986) . Human Values and Education. New Delhi: Sterling publishing.
- Salomon, G., &Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
- Singh, Y.K. ,&Natha, R. (2008) Value Education. New Delhi: A.P.H. Publishing Corporation.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- UNESCO. Learning the Way of Peace: Teacher's Guide.
- UNICEF. The State of the World's Children (reports of the last five years).

Course Title: Work Education
Course Code: BED228

Credits: 4
M.M:100

Objectives of the Course:

- To acquire knowledge of the various aspects of vocational education in India.
- To understand the dynamics of the development of vocational programmes in India with respect to those which play a significant role in increasing productivity.
- To develop healthy attitude towards vocational education
- To appreciate the significant changes in the field of vocational education in India.

Course content:

Unit 1: Work Education

- Meaning and concept of work education, Objectives and scope of work education, Objectives and scope of work education.
- Gandhi's philosophy of work education, Wardha Commission report 1938, its recommendations.
- Nai Talim/Basic education: Meaning, concept, Need and Importance with its Merits and Demerits
- Commissions and education policies and their recommendations on work experience/ work education, post-independence: Education Commission 1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), National Educational Policy 2020
- Work experience- concept- distinction between the work education and vocational education
- Vocational education : Meaning and concept

Unit 2: Integrating of work in education

- Integration of work education and present curriculum
- Concept of work and rationale for integration of work in education
- Concept of work and Hands on activities
- Capacity building scheme
- Vocals for local /skill development/Swayam/MOOCs

Unit 3: Objectives, methods and Evaluation for Work Education

- ICT based Skill Development in Classroom and various uses of Hardware and software in Classroom sessions
- Essential and Elective Work Education
- Techniques/ methods of teaching work education.
- Objectives, Need and Significance and objectives of Work Education
- Concept of reduce, recycle and reuse and its significance
- Evaluating students work (Preparing Rating scales, check list, Anecdotal records)

Unit 4: Integrating Work Education with Curricular Subjects

- Theories of integrated education and its educational implications
- Pedagogy of teaching learning of work education
- Planning lessons integrating work in education
- Significance of integrating work in Education
- Linkages of community and school.

Practical Assignments/Field Engagement (Any one):

- Integrating ICT: Preparing Posters, newsletter, invitation cards, calendars, visiting cards using, MS publisher. Searching visuals through internet search for using them as learning aids.
- Preparing visual aids and Bulletin Boards related to curricular subject
- Preparing creative work for cultural activities in school.
- Visits to places of any one of the ,NGOs working in the field of Education
- Small scale industries / polytechnics /employment exchanges, etc.

Course Expected Outcomes:

The students will be able to

CEO ₁	describe the concept and historical evolution of Work Education in India.
CEO ₂	elucidate the psychological basis of and rationale for integrating Work in education
CEO ₃	apply various teaching as well as evaluation methods and techniques of Work Education
CEO ₄	plan teaching lessons and creative work integrating Work Education in curricular subjects.

Suggested Readings:

- Banerjee N P (1995) Work Experience in General Education, Ambala, Associated Publishers
- Education commission (1964-66), Report of Government of India
- Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance and
- Development Journal of Indian Education 8(5) p11-16
- Mahmood S (1996) Work Experience, Its Role in Educational Process in Co-Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group On Work And Education, NCF2005, NCERT.
- Report National Policy on Education 1986 , Govt. of India Government of India,
- M.K. Gandhi (1927) The story of my experiments with truth, Navjivan Trust
- Tarun Rashtriya, Vocational Education(2005), APH Publishing Corporation, New Delhi,

Course Title: Education of the Marginalized Groups
Course Code: BED230

Credits: 4
M.M:100

Objectives of the Course:

- To acquaint the student-teachers of their constitutional rights and duties.
- To sensitize students towards the paradigm shift from welfare approach to development
- To the rights-based approach
- To understand the relevance of Right to Education as a tool for socialempowerment of the marginalized sections of India.

Unit I: Marginalization in Indian Context

- Marginalization - Concept, Definitions and Implications for education
- Types of marginalization - Social, Political, Economic, Educational, Psychological
- Scope and importance of the study of marginalization
- Marginalization vs. Social Exclusion, Individual Exclusion vs. Community/Group Exclusion
- Marginalization, Discrimination and Disadvantage
- Reasons of Marginalization- Disadvantage, Deprivation, Economic, Political

Unit II: Educational Status of Marginalized Groups in India

- Perspectives on marginalization - Role of ideology in marginalization: Views of Mahatma Jyotiba Phule, Periyar E. V. Ramasamy, B. R. Ambedkar and RamManoharLohia
- Concept of Marginalized Groups, Characteristics of MarginalizedGroups
- Identification of Marginalized Groups - Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically WeakerSections.
- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curbDiscrimination
- Role of Education and Right to Education Act, 2009 in Reproducing DominanceandChallengingMarginalization
- Role of Massive Open Online Courses (MOOCs) in Student Equity and Social Inclusion

Unit III: Important International Treatise and International Laws for Protection of Human Rights

- Human rights in India, role of organizations working forit
- India's commitment at international level for protection of humanrights
- India's Constitutional and legal framework for protection of fundamental rights and humanrights
- Constitutional rights of women, minorities and those on Schedules (SC,ST)
- States obligations for development of women, minorities, SCs, STs others-Plans and Programmes

Unit IV: Issues, Concerns and Future Perspectives

- Issues – Social security, educational development, vocational courses andavenues,
- Contextualization of education, partnership in governance and decision-making process
- Educational problems of marginalized groups- Enrolment, drop out, low achievement,
- Assimilation, equal rights to work
- Human rights issues related with equity andequality
- Repercussions and Consequences- Health related problems, rise in crimeand violence,

- Disharmony, rise in terrorism, social conflicts.
- Coping strategies and interventions required for resolution of the consequences of Marginalization.
- Future Perspectives and Policy directives in India Practical Assignments/Field Engagement (Anyone):
- Case Study on one ongoing work for upliftment of marginalized people in your City/surrounding.
- The students shall be engaged with the community through projects wherein they would
- Look at the implementation of different aspects of RTE especially the clause on EWS.
- The students would also be engaged in conducting a bridge course for students lagging behind in academics due to any reasons.

Course Expected Outcomes:

The students will be able to

CEO ₁	differentiate between concepts of Marginalization, Social Exclusion, Discrimination and Disadvantage
CEO ₂	identify the various Marginalized Groups in India and trace progress in their educational status.
CEO ₃	state the Constitutional and legal framework, International Treatises for protection of Human Rights with special reference to the Marginalized Groups in India.
CEO ₄	engage in community work through projects for educational and social empowerment of Marginalized Groups in India

Suggested Readings:

- Ahuja, R. (2014). Social Problems in India, New Delhi: Rawat Publications.
- Basu, D. D. (2003) Shorter Constitution, Prentice Hall, New Delhi.
- Centre for Development and Human Rights (2004), The Right to Development–A Primer, New Delhi: Sage Publications.
- Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University Press.
- Kumar, C., Kaur A., Rani K. & Lata S. (2018). Historical and Sociological Foundations Of Education, Patiala: Twentyfirst Century Publications
- Naila Kabeer (ed), Geetha B. Nambissan, Ramya Subramanian (2003) Child-Labour And the Right to Education in South Asia, New Delhi: Sage Publications.
- United Nations Development Programme, Human Development Report 2019.

Course Title: Life Skills Education
CourseCode: BED232

Credits: 4
MM: 100

Objectives of the Course:

- To familiarize student-teachers in the theoretical foundations of LifeSkills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility in students and enhance social and emotional wellbeing

Unit I: Introduction

- Life Skills & Life Skills Education: Concept, need and importance of Life Skills & its education for human beings (especially teachers).
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit II: Process and Methods Enhancing the Life Skills

- Classroom Discussions
- Brainstorming and Role-plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.

[MOOC with videos of explanation, PPTs and quiz to be conducted on Google Doc; Projects on the above activities]

Unit III: Core Life Skills (I)

- Skills of Self-awareness and Empathy: Concept, Importance for Teachers in Particular, Integration with the teaching learning process, learning to live Together with other living beings. Acceptance of diversity in perspectives of Different societies and cultures. Acceptance and importance of all living beings as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing Self-awareness & empathy; Reducing Stress & Understanding emotions; maintaining interpersonal relationships]

Unit IV: Core Life Skills (II)

- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing creative thinking, critical thinking, problem solving skills, Decision making skills & enhancing communication skills]

Practical Assignments/Field Engagement (Any one):

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with Respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse Issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional Animal/with human being.

Course Expected Outcomes:

The students will be able to

CEO ₁	describe the theoretical foundations of Life Skills and Life Skills Education
CEO ₂	apply various methods of nurturing life skills among the learners
CEO ₃	practice core life skills of self-awareness, empathy, coping with stress and emotion and effective communication & building interpersonal relationships
CEO ₄	demonstrate core life skills of critical and creative thinking, decision making and problem solving

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>

Course Title: School Leadership
Course Code: BED234

Credits: 4
MM: 100

Objectives of the Course:

- To develop a critical understanding of the notion of school organization.
- To develop a comprehensive understanding of context-specific notions of school effectiveness.
- To develop an understanding of school leadership and challenges to management.
- To help in making overt connections between field-based project work, educational leadership and change facilitation.

Unit I: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies,
- Roles and responsibilities of education functionaries
- Governance rules and financial management of different types of school.
- Relationships between support organizations (Affiliating, Regulating and Financing bodies) and the school.
- Understanding and interpreting educational policies that impact schools
- Concepts of school culture, Role of school activities such as assemblies, annual days etc., in the creation of school culture.

Unit II: School Effectiveness and School Standards

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education
- Classroom management, effective communication and motivational skills. Learner- centered educational and inclusive Education.
- Discipline – Meaning and concept of discipline, causes and remedies of indiscipline

Unit III: School Leadership and Management

- Administrative and academic leadership Styles of leadership
- Team leadership
- Conflict Management
- Leadership and Management. Stress Management
- Total Quality Management
- Time Management

Unit IV: Change Facilitation in Education

- Issues in educational and school reform.
- Preparing for and facilitating change in education through Teacher Education system as prime mover.
- Role and functions of IASEs, DIETs, CTE, UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Samagra Shiksha Abhiyan Accountability and Professional Ethics

Practical Assignments/Field Engagement (Any one):

- The students shall be required to study the role of the supervisors and principals in a school.
- The students may look at the working of a school and prepare a school improvement plan.

Course Expected Outcomes:

The students will be able to

CEO ₁	describe the structure and processes of governance of the Indian Education System
CEO ₂	discuss the concept of School Effectiveness and School Standards for inclusive development
CEO ₃	identify the role and responsibilities of School Leadership for motivation and desirable change
CEO ₄	appreciate the role and functions of various Institutions and Educational Programmes in India

Suggested Readings:

- Shrivastav, C and Kumar, N. (2016). Education Policies, School Leadership and Management. Rakhi Prakashan.
- Goel, Sonia.(2017). School Leadership and Management. Bookman.
- School Leadership and Management (Sch Leader Manag) Publisher: Taylor & Francis (Routledge).
<https://www.researchgate.net/journal/School-Leadership-and-Management-1364-2626>

PRACTICAL

Course Title: Reflection on School Experience
Course Code: BED252

Credits: 2
MM: 100

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Reflection involves linking a current experience to previous learning (a process called *Scaffolding*). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Valuing Reflection

The art of teaching is the art of assisting discovery.

—Mark Van Doren

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning of their experiences. They organize Teaching-Learning so that students are the producers, not just the consumers, of knowledge. These teachers approach their role as that of "facilitator of meaning making by inculcating the habit of reflection in Students. In the role of facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned and from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of *engaging* the mind that *transforms* the individual into a self-actualized human being. Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students *are* asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get in the habit of reflecting deeply on their work—and if we want them to Bachelor of Education use Habits of Mind such as applying past knowledge to new situations, thinking about thinking (meta-cognition), and remaining open to continuous learning—we must teach them strategies to derive rich meaning from their experiences.

Setting the Tone for Reflection

Most classrooms can be categorized in one of two ways: active and a bit noisy, with students engaged in hands-on work; or teacher oriented, with students paying attention to a presentation or quietly working on individual tasks. Each of these teaching environments sets a tone and an expectation. For example, when students work actively in groups, we ask them to use their "six-inch" voices. When we ask them to attend to the teacher, we also request that they turn their "eyes front." When they work individually at their desks, we ask them not to bother other learners. Teachers must signal a shift in tone when they ask students to reflect on their learning. Reflective teachers help students understand that the students will now look back rather than

Move forward. They will take a break from what they have been doing, step away from their work, and ask themselves, "What have I (or we) learned from doing this activity?" Some teachers use music to signal the change in thinking. Others ask for silent thinking before students write about a

lesson, an assignment, or other classroom task. In the reflective classroom, teachers invite students to make meaning from their experiences

Overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their met cognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learning to new and novel situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from *all* their experiences.

The following Strategies would guide student - teachers along with their faculty mentors in engaging in reflection on their School Experience during all the three previous Semesters too. (Records of the engagements in activities to be recorded in a Reflective Journal)

Guiding Student Reflection

To be reflective means to mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.

Course Content:

Teachers use many strategies to guide students through a period of reflection. We offer several here: discussions, interviews, questioning, and logs and journals.

• Discussions

Sometimes, encouraging reflection is as simple as inviting students to think about their thinking. Students realize meaning making is an important goal when reflection becomes the topic of discussion. For example, conduct discussions about students' problem-solving processes. Invite students to share their meta-cognition, reveal their intentions, detail their strategies for solving a problem, describe their mental maps for monitoring their problem solving process, and reflect on the strategy to determine its adequacy. During these kinds of Rich discussions, students learn how to listen to and explore the implications of each other's met cognitive strategies. The kind of listening required during such discussions also builds the Habits of Mind related to empathy, flexibility, and persistence.

• Interviews

Interviews are another way to lead students to share reflections about their learning and their growth in the Habits of Mind. A teacher can interview a student, or students can interview classmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or a school year—to question each other about what has been learned. Guide students to look for ways they can apply their learning to future settings. Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.

• Questioning

Well-designed questions—supported by a classroom atmosphere grounded in trust—will invite students to reveal their insights, understandings, and applications of their learning and the Habits of Mind. Here are possible questions to pose with each student:

As you reflect on this semester's work, which of the Habits of Mind were you most aware of in your own learning? What meta-cognitive strategies did you use to monitor your performance of the

Habits of Mind? Which Habit of Mind will you focus on as you begin our next project? What insights have you gained as a result of employing these Habits of Mind? As you think about your future, how might these Habits of Mind be used as a guide in your life?

• **Logs and Journals**

Logs and journals are another tool for student reflection. Periodically ask students to reread their journals, comparing what they knew at the beginning of a learning sequence with what they know now. Ask them to select significant learning, envision how they could apply these Learning to future situations, and commit to an action plan to consciously modify their Behaviors.

• **Modeling Reflection**

Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to the design the element of reflection as the way to tell a story. Teacher Educators while engaging the learners in reflection exercises should make sure those the following three traits are inculcated while the student-teachers are involved in Reflecting on

Their school experience:

- Thinking flexibly.
- Managing impulsivity.
- Remaining open to continuous learning.

Course Expected Outcomes:

The students will be able to

CEO₁	appreciate the process and importance of reflection in school experience.
CEO₂	adopt innovative strategies for reflection on their development as a learner
CEO₃	undertake reflective writing for meta-cognition and behavior modification
CEO₄	think flexibly and remain open to continuous and lifelong learning.

Course Title: Drama and Art in Education
Course Code: BED254

Credits: 2
MM: 100

Objectives of the Course:

- To develop basic understanding of different Art forms – impact of Art forms on the human mind
- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- To develop skills for integrating different Art forms across school curriculum at secondary level
- To create awareness of the rich cultural heritage, artists and artisans Course Content:

Course Content:

Unit I: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists of Indian craft Traditions; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose

Unit II: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, Calligraphy etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.

Unit III: Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach by establishing connections between the subjects.
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Practical Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Approach for Teaching–learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.
- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student teachers must organise and participate in the celebrations of festivals, functions, special days, etc.
- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.
- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student –teachers engage in the same including their reflection on the experience.

Course Expected Outcomes:

The students will be able to

CEO₁	develop sensibility and aesthetic appreciation in visual arts and crafts
CEO₂	identify various classical and regional performing art forms of India
CEO₃	apply concepts in aesthetics in various domains such as visual art, theatre and India's heritage crafts
CEO₄	integrate drama, art and craft in curricular areas for learners at school.