School of Education

Department of Education

Bachelor of Education (B.Ed.)

(Undergraduate Programme)

(2023-2024)

PREFACE

K.R. Mangalam University is in process of transforming to National Educational Policy 2021. The Academic Council in consultation with Deans, Faculty Members, Industry Experts and University Alumni constituted department wise committees to draft the model curriculum of B.Ed. course as per the guide lines suggested by the National Council for Teacher Education (NCTE).

The respective Head of Committees, Faculty members along with Industry Experts and Alumni discussed the existing system prevalent in various universities, industry requirements and employability, problem solving approach, need for life-long learning, and after due deliberations, the scheme and syllabus of the B.Ed. has been formalized.

Salient features of this model curriculum are enumerated below:

1. Curriculum has been designed in such a way that it encourages innovation and research as total numbers of credits have been reduced and many new courses have been incorporated in consultation with industry experts.

2. The revised curriculum has been designed where the students can understand the industry requirements and have hands-on experience. The students will develop a problem-solving approach and will meet the challenges of future.

3. Emerging areas in teacher education have been included.

4. Emphasis on hands-on training and experiential learning has been promoted by including School Internship in various renowned schools.

5. Department of Education will ensure the revision of the curriculum to help students to achieve better employability, start-ups, and other avenues for higher studies.

CONTENT

1. INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, education, journalism, management, media and other study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.

2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. OBJECTIVES

1. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.
2. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
3. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
4. Integrate global needs and expectations through collaborative programmes with premier universities, research centers, industries and professional bodies.

3. ABOUT THE SCHOOL OF EDUCATION

3.1. Department of Education

3.1.1. School Vision

The School of Education aspires to become an internationally recognized department through excellence in interdisciplinary arena of education, research and innovation, preparing socially responsible life-long learners contributing to nation building.

3.1.2. School Mission

1. Create socially concerned, spiritually oriented and law abiding teachers with right attitudes and values.
2. Establish the students to lead the dynamic school with the integration of theoretical and practical approach of leadership and administrative tasks.
3. Make students succeed in a rapid changing society with the understanding of the challenges of the sustainability issues.
4. Prepare competent, committed and creative professionals by engaging them in innovative teaching and empirical research activities.

3.1.3. Aims of Bachelor Degree Programme

Since 2016, the School of Education strives to foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute towards students' development. The school brings an attitudinal change in prospective teachers for their advancement into accountable agents of change in the society, who are sensitive to local, national, and global concerns and issues vital for human survival, progress, and development. The School of Education offers diverse programmes of studies that are designed to develop an insight into the nuances of teaching and learning in terms of theoretical perspectives, pedagogical techniques that facilitates the students' understanding of social, emotional, and intellectual ecosystem.

3.1.4. Graduate Attributes

The graduate attributes of School of Education are as follows:

GA 1: **Multidisciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of various disciplines of the programme.

GA 2: **Communication Skills:** Capable of communicating ideas, share views and express feelings by using language skills which will help in preparing and demonstrating lesson plans.

GA 3: **Critical Thinking:** Capable to evaluate practices, policies and theories critically.

GA 4: **Analytical Reasoning:** Capable to evaluate the reliability and relevance of evidence, identify logical flaws, analyze and synthesize data from a variety of sources, draw conclusions and support them with evidence and examples.

GA 5 Research Related Skills: Capable of initiating research by defining problems, formulating and testing hypotheses, interpreting and drawing conclusion from the data.

GA 6 Team Work: Capable to work effectively in groups and act together in unity by showing accountability and ability as a team member.

GA 7 Leadership Qualities: : Capable for mapping out the tasks of a team or an organization, formulating an inspiring vision, setting up direction, building a team who can help achieve the vision by motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

GA 8 Digital Literacy: Capable to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and use appropriate software for achieving learning outcomes.

GA 9 Lifelong Learning: Capable to acquire knowledge and skills, including *"learning how to learn"* which are necessary for participating in learning activities throughout life, with self-paced and self-directed learning outlook aimed at personal development, meeting economic, social and cultural objectives and adapting changing trades and demands of work place through knowledge/skill development.

GA 10 Moral and Ethical Values: Capable to embrace moral/ethical values in conducting one's life, formulate a position/argument on ethical issues from multiple perspectives, and adapting moral practices in various work dimensions.

3.1.5. Programme Educational Objectives (PEO)

PEO 1: To prepare competent and effective teachers who have a strong foundation in their respective subjects and can use a variety of teaching strategies to engage and motivate students.

PEO 2: To develop in student-teachers an understanding of the principles of pedagogy and educational psychology, and how to apply them in classroom settings.

PEO 3: To equip student-teachers with the knowledge and skills needed to create a positive and inclusive learning environment, and to effectively manage classroom behaviour.

PEO 4: To instil in student-teachers a commitment to professional ethics and values, and to prepare them to be responsible and ethical educators.

PEO 5: To encourage student-teachers to engage in lifelong learning and professional development, and to prepare them to be reflective practitioners who can continuously improve their teaching practice.

PEO 6: To prepare student-teachers to use technology effectively in teaching and learning, and to be able to integrate technology into their classroom practices.

PEO 7: To foster in student-teachers an appreciation for diversity and multiculturalism, and to prepare them to be able to teach students from diverse backgrounds.

PEO 8: To prepare student-teachers to be effective collaborators and communicators who can work with colleagues, parents, and other stakeholders to promote student learning and development.

3.1.6. Programme Outcomes (PO)

PO1: Pedagogical Content Knowledge and Skills: Graduates will have a comprehensive understanding of pedagogical theories and practices and will be able to effectively apply them in diverse teaching and learning contexts.

PO2: Subject Matter Competence: Graduates will possess a deep knowledge and understanding of the subject area(s) they specialize in, enabling them to teach the subject(s) effectively at the appropriate grade level(s).

PO3: Curriculum Planning and Instructional Design: Graduates will be able to design and develop appropriate curriculum plans and instructional materials that align with educational standards and cater to the diverse needs of students.

PO4: Assessment and Evaluation: Graduates will be skilled in designing and implementing various assessment methods to evaluate student learning, providing constructive feedback, and using assessment data to inform instructional practices.

PO5: Technology Integration: Graduates will be competent in integrating educational technologies into their teaching practice to enhance instruction, engage students, and facilitate meaningful learning

experiences.

PO6: Inclusive Education: Graduates will be able to create inclusive classrooms that embrace diversity, accommodate the needs of all learners, and promote equitable access to quality education.

PO7: Classroom Management: Graduates will be proficient in managing classroom dynamics, creating a positive learning environment, and establishing clear expectations for student behaviour and engagement.

PO 8 Self Development and Community Engagement: Graduates will be able to engage with the self and demonstrate an understanding of the significance of community engagement in the field of education and possess the knowledge, skills, and attitudes necessary to effectively engage with the community.

PO9: Collaboration and Communication: Graduates will possess strong interpersonal and communication skills, allowing them to effectively collaborate with colleagues, engage with parents and guardians, and build partnerships with the wider community.

PO 10: Lifelong Learning: Graduates will recognize the importance of lifelong learning and professional development, actively seeking opportunities to enhance their knowledge, skills, and expertise in a rapidly changing technological landscape.

PO11: Research and Reflection: Graduates will be equipped with the skills to critically analyze educational research, engage in reflective practice, and continuously improve their teaching methods based on evidence and self-reflection.

PO12: Professionalism and Ethical Practices: Graduates will demonstrate professionalism, ethical behaviour, and a commitment to lifelong learning and professional growth. They will also adhere to ethical guidelines and standards of the teaching profession

4. PROGRAMMES OFFERED BY SCHOOL OF EDUCATION

4.1. Bachelor of Education (B.Ed.)

This Programme aims at complete development of the student in to a teacher; particularly acquiring knowledge and skill, in individual care of the learner and also in the methods and evaluation designed to facilitate learning. It prepares the teachers for upper primary to senior secondary classes at the school

level, according to the National Council for Teacher Education (NCTE) guidelines.

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4.1.1 Eligibility Criteria

1. Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

4.1.2 Course Outline

Bachelor of Education (B.Ed.) Programme is a two years' professional degree programme of teacher education offered after graduation that aims at preparing committed, responsible and professional teachers at the secondary level. This programme is designed to provide a variety of foundation courses that touch upon the psychological, philosophical, sociological aspects of education with extended pedagogical and field experiences through which students can develop the critical insight and skills needed to teach in the modern classroom. Students are free to choose two school subjects as their pedagogy subjects to cultivate inclusive experiences of their subjects in a classroom context. Students are encouraged to develop unique support materials for their internship programs. Students interact and get imparted from scholars and faculties are drawn from different departments. This programme is intensive and focused to prepare teachers by providing a supportive and stimulating environment.

4.1.3   Avenues

Students will be eligible to teach in government as well as private schools/institutions. Exceptional educational practitioners can be appointed as Principal, Head Teacher, and Educational Consultants. Students can also explore the field of development sector/ CSRs. Students have an opportunity to join Higher Education Programme such as M.Ed./M.Phil./Ph.D.

4.1.4   Programme Specific Outcomes (PSO)

PSO 1: Pedagogical Principles and Practices: Design and implement instructional plans and apply various teaching methods that cater to the needs and abilities of diverse learners based on a deep

understanding of the principles, theories, and practices of teaching and learning.

PSO 2: Content Mastery: Acquire in-depth knowledge and understanding of the subject area(s) and demonstrate competence in integrating subject content with pedagogical approaches to facilitate effective teaching-learning process

PSO 3: Classroom Management and Assessment: Develop effective classroom management skills to create a positive and conducive learning environment, design and implement appropriate assessment strategies and tools to evaluate student learning outcomes.

PSO 4: Integration of Technology: Integrate educational technologies into lesson planning and instructional delivery, foster digital literacy skills in students and promote responsible and ethical use of technology.

PSO 5: Professional and Ethical Practices: Demonstrate professionalism, collaboration and communication, ethical behaviour, and commitment to the teaching profession through engagement in continuous professional development to stay updated with the latest educational research, practices, and policies.

PSO 6: Inclusive Education: Promote inclusive practices and provide equitable learning opportunities for students with diverse backgrounds, abilities, and learning styles by applying differentiated instructional strategies to create inclusive classroom environments.

PSO 7 Entrepreneurial Skills Research and Reflective Practice: Demonstrate an entrepreneurial mindset, foster creativity, and innovation and critically reflect on experiences, seek feedback, and use research-based evidence to enhance instructional strategies and classroom interactions.

Programme Scheme: - For B.Ed. Programme Scheme is attached in Annexure.

5 Class Timings

The class will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

6 Programme Duration

The programme duration of Bachelor of Education is

Name of the Programme	Duration
Bachelor of Education	2 Years (4 Semester)

7 Syllabi

The syllabi of the B.Ed. programme offered by School of Education (SOED) are given in the following pages:

TWO YEAR B.Ed. PROGRAMME AT A GLANCE

	Semester I	Semester II	Semester III	Semester IV	Total
Courses	7	8	2	8	25
Credits	20	27	18	22	87

COURSE STRUCTURE FOR B.ED. PROGRAMME

		Semester I	
S.No.	**Course Code**	**Course Title**	**Credits**
1	SEED521A	Childhood and Growing up	4
2	SEED503A	Basic Concepts and Thoughts in Education	4
3	SEED505A	Language Across the Curriculum	2
4	SEED507A	Understanding Disciplines and Subjects	2
5		Open Elective	4
6	SEED509A	EPC1: Reading and Reflecting on Texts	2
7	SEED511A	School Exposure	2
		TOTAL	**20**

		Semester II	
S.No.	**Course Code**	**Course Title**	**Credits**
1	SEED502A	Contemporary India and Education	4
2	SEED554A	Assessing Learners and Learning	4
3	SEED506A	Knowledge and Curriculum	4
4	SEED508A	Communication in Teaching Learning Process	3
5	SEED510A	EPC 2: Art and Craft in Education	2
6	SEED512A	School Attachment Programme and Community Living	2
The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II			
7	SEED514A SEED516A SEED518A SEED520A	***Pedagogy of School Subject-I*** Pedagogy of English Pedagogy of Hindi Pedagogy of Physical Science Pedagogy of Commerce	4
8	SEED522A SEED524A SEED526A SEED528A SEED550A SEED552A	***Pedagogy of School Subject-II*** Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science Pedagogy of Computer Science Pedagogy of Home Science	4
		TOTAL	**27**

Semester III			
S.No.	Course Code	Course Title	Credits
		Internship	
1	SEED553A	School Internship-I	9
2	SEED555A	School Internship-II	9
		TOTAL	18

Semester IV			
S.No.	Course Code	Course Title	Credits
1	SEED530A	Gender, School and Society	4
2	SEED532A	Creating an Inclusive School	4
3	SEED534A	Environmental Education	4
4	SEED556A	EPC 3: Physical, Health and Yoga Education	2
5	SEED538A	EPC 4: Understanding the Self	2
6	SEED540A	EPC 5: Understanding ICT and Its Application	2
7	SEED542A	Disaster Management	4
8	SEED544A	Gandhian Philosophy: Theory and Practices (Value Added Course)	0
		TOTAL	22

*EPC: Enhancement of Professional Capacity

SEED521A	CHILDHOOD AND GROWING UP	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Psychology of Learners and Development				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to :

- Facilitate a complete understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.

- Understand the role of heredity and environment in the development of learner

- Understand the critical role of learning environment

- Acquaint with various psychological attributes of a learner

- Analyze the importance of adjustment and its strategies in their day to day life.

Course Outcomes

On completion of this course, the student-teacher will be able to:
CO1 Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.

CO2 Study of childhood, child development and adolescence.

CO3 Understand learning as divergent process.

CO4 Understand role of heredity and environment in the development of learner

CO5 Understand psychological attributes of individuals.

Catalogue Description

This course endeavours to develop a thoughtful understanding of development processes and learning and some of the major perspectives and theories underlying them. It enables to develop an understanding and appreciation of human diversity and the challenges stemming from it in the institutions and society, especially in the context of India. The course also aims at promoting an appreciation of the role of context and culture on development and learning in culturally diverse societies, the challenges which children experience in their development and learning, particularly in the context of diversity. The socio-cultural perspective of Indian societies would form the context in which teaching, practicum, and course transaction would be placed.

Course Content

Unit I: 15 Contact Hours
Development of Child at Different Stages

- Concept of Growth and Development
- Difference between Growth and Development
- Basic Principles of Growth and Development
- Educational Implications of Principles of growth and Development
- Factors affecting Growth and Development
- Piaget's concept of Cognitive Development
- Kohlberg's theory of Moral Development
- Erikson's Psycho-social Development theory
- Freud's Psycho-sexual Development
- Parenting styles: influencing developmental aspects of childhood and adolescence
- Impact of Media on growing children and adolescents

Unit II: 12 Contact Hours
Heredity and Environment

- Meaning of Heredity
- Laws and Mechanisms of Heredity
- Meaning of Environment
- Relative importance of heredity and environment in the development of the learner
- Educational implications of heredity and environment
- Individual differences-meaning, determinants
- Educational differences in the organization of educational programmes

Unit III: 15 Contact Hours
Learning to Learn
- Concept of Learning
- Memory and Forgetting
- Behaviouristic Learning Theories (Thorndike, Skinner, Pavlov)
- Gagne's Learning Theory
- Concept of Motivation

- Maslow Theory of Motivation
- Murray Theory of Motivation

Unit IV: **15 Contact Hours**

Psychological attributes of an Individual

- Intelligence- Meaning, Types of Intelligence- Social, Emotional and Spiritual intelligence, Theories of Intelligence, Gardner's Multi Intelligence Theory
- Creativity- Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors
- Socialization-Process of socialization, Group Dynamics, Theory of Kurt Lewin

Assignment/Practicum (Do any one)

- Analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.
- Organizing classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.
- Analyzing influences of media on children's and adolescents' behavior, ambitions, aspirations, body image and identity.
- Identify five students showing maladjustment behavior. List the adjustment problems from which they are suffering and explain their causes

Suggested Text Books

1. Kundu, C.L. and Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers   Pvt. Ltd.
2. Mangal, S. K. (2016) Childhood and Growing Up, Tandon Publications.

Advanced Readings

1. Chauhan, S. S. (2000). Psychology of Adolescence. New Delhi: Vikas Publishers.
2. Mangal, S.K. (2002) *Advanced Educational Psychology*, 2nd edn., New Delhi: PHI Learning Private Limited.
3. Pal, H.R. (2006). Advanced Educational Psychology New Delhi. Delhi University.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development	**PO1**
CO2	Study of childhood, child development and adolescence	**PO1**
CO3	Understand learning as divergent process.	**PO3**
CO4	Understand role of heredity and environment in the development of learner	**PO10**
CO5	Understand psychological attributes of individuals.	**PO3**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED521A	CHILDHOOD AND GROWING UP	3		3							3		3		

1=lightly mapped   2= moderately mapped   3=strongly mapped

	Programme and Course Mapping																		
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1						2												2	
CO2							1							1					
CO3	2																		
CO4																			
CO5											1								

1=lightly mapped   2= moderately mapped   3=strongly mapped

Unit I	Development of Child at Different Stages
Local	Concept of Growth and Development
Regional	•
National	
Global	Principles of Growth & Development Theories of Development Parenting Styles
Employability	
Entrepreneurship	
Skill Development	understanding and application of different theories of growth & development
Professional Ethics	
Gender	patterns of growth & development
Human Values	parenting styles for development of children
Environment & Sustainability	
Unit II	Heredity and Environment
Local	
Regional	
National	
Global	importance of heredity and environment in the development of the learner
Employability	
Entrepreneurship	
Skill Development	Educational differences in the organization of educational programmes
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit III	Learning to Learn
Local	Learning Theories
Regional	
National	
Global	Learning Theories
Employability	

Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	**Psychological attributes of an Individual**
Local	Intelligence and creativity
Regional	
National	
Global	Intelligence and creativity
Employability	
Entrepreneurship	
Skill Development	Computing Intelligence and creativity
Professional Ethics	Individual differences
Gender	
Human Values	Socialization
Environment & Sustainability	Socialization
SDG	Quality primary/ Secondary Education for all (SDG4.1) and Skills for Decent Work (SDG 4.4)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46)
POE/4th IR	Skill Development, Soft Skills

SEED503A	BASIC CONCEPTS AND THOUGHTS IN EDUCATION	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Philosophy of Education				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to :
- Promote reflective thinking among students with relation to the philosophical and sociological perspectives of Education.

- Sharpen their perception of the concepts involved in educational practice.

- Enhance their capacity to formulate responses to the reality of education.

- Critically evaluate and systematically reflect upon general theories of Education.

Course Outcomes

On completion of this course, the student-teacher will be able to:

CO1 Understand the relationship between Philosophy and Education.

CO2 Evolve a deeper understanding of Constitutional Perspective.

CO3 Understand the classroom in social context.

CO4 Critically analyse pedagogic practices of various thinkers.

Catalogue Description

One of the Basic premises underlying the concept of Education is the philosophical and sociological thought. Philosophy of Education is essentially a method of approaching educational experience rather than a body of conclusions. This course will endeavour to develop a basic understanding of philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. It will facilitate the understanding   of the following: Interpretation of human nature, the world and the universe and their relation with man and society. Interpretation of aims and ideals of education, the relationship of various components of the system of education, relationship of education and various areas of national life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.

Course Content

Unit I: **15 Contact Hours**
Basic Concepts in Philosophy of Education

- Teaching, training, learning and education in relationship to the child's nature, growth and development.

- Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics,

Epistemology & Axiology with special reference to school subjects

- Indian Philosophies: Sankhya, Vedanta
- Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
  1. **Activity**: With reference to Dewey's ideas on learning and Gandhi's Nai Talim
  2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
  3. **Dialogue**: With reference to Plato (Allegory of the Cave), the Upanishads (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

Unit II: **15 Contact Hours**
Basic Concepts in the Sociology of Education

- State and Democracy
- Constitutional Perspective: Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- Socialization, Types of Family and their role in Socialization, Role of family and school, conflicts and coherence.
- Political ideology with reference to curriculum and textbooks.
- Determinants of Aims of Education: Culture, Economy and History
- Dominance, conflict and resistance in the context of schooling.

Unit III: **15 Contact Hours**

Introduction to the main ideas of the following thinkers concerning aims of education, school curriculum, pedagogic practices, role of teachers and discipline

- John Dewey
- M. K Gandhi
- Rabindranath Tagore
- Ivan Illich
- J. Krishnamurti
- Sri Aurobindo
- Gijubhai Badheka

Unit IV: **5 Contact Hours**

Practicum

- A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Text Books

1. Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
2. Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.

Advanced Readings

1. Siegel, Harvey (2009) The Oxford Handbook of Philosophy of Education.; Oxford University Press.
2. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
SEED503A	**Course Outcomes (COs)**	**Mapped Programme Outcomes**
CO1	Understand the Relationship between Philosophy and Education.	**PO1**
CO2	Evolve a deeper understanding of constitutional Perspective	**PO3**
CO3	Understand the classroom in social context.	**PO6**
CO4	Critically analyse pedagogic practices of various thinkers	**PO11**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED503A	BASIC CONCEPTS AND THOUGHTS IN EDUCATION	3		2								3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

	Programme and Course Mapping																		
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO2						1								1					
CO3	2																		
CO4																			
CO5								1											

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Regional	
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Global	importance of heredity and environment in the development of the learner
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Gender	
Human Values	
Environment & Sustainability	
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Local	Learning Theories
Regional	
National	
Global	Learning Theories
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
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Regional	
National	
Global	Intelligence and creativity
Employability	
Entrepreneurship	
Skill Development	Computing Intelligence and creativity
Professional Ethics	Individual differences
Gender	
Human Values	Socialization
Environment & Sustainability	Socialization
SDG	Quality primary/ Secondary Education for all (SDG4.1) and Skills for Decent Work (SDG 4.4)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46)
POE/4th IR	Skill Development, Soft Skills

SEED505A	LANGUAGE ACROSS THE CURRICULUM	L	T	P	C
Version 2.0		2	0	0	2
Pre-requisites/Exposure	Language Proficiency				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to:

- Understand the role of mother tongue, bilingualism and multilingualism in the Indian context.
- Introduce the theory and practice of a language across curriculum.
- Build a perspective in the teaching of various subjects using a common language at the school level.
- Guide the students to explore language in subject-specific contexts by relating it to the overall objectives of the curriculum.
- Provide the participants with hands on experience of classroom practices which can be replicated in their specific contexts.
- Understand the complementarity of language skills and subject knowledge of teachers through language across the curriculum.

Course Outcomes

On completion of this course, the student-teacher will be able to:

CO1 Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
CO2 Provide the participants with hands on experience of classroom practices which can be replicated in their specific contexts.
CO3 Understand the complementarity of language skills and subject knowledge of teachers through language across the curriculum.

Catalogue Description

The role of languages across the curriculum is being increasingly documented, it is important for all teachers to understand the importance of language across the curriculum and develop approaches that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is necessarily a language class also. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and

communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. This course is visualized to develop understanding about the nature and importance of classroom discourses, developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts will be made to *build networks across different subjects and language* in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues and pedagogical issues of this course. The students will develop competence in analysing current school practices and coming up with appropriate alternatives for language teaching and learning across school subjects.

Course Content

Unit I: 15 Contact Hours
Nature of Classroom Discourse

- Varied language contexts of the Learners:
  - Dialect
  - Regional Varieties
  - Standard Language
- Understanding Multilingualism in the Classroom: Challenges and Strategies.
- Consequences of using Multilingualism as Resource
- Home Language and School Language
- Classroom Discourse- Strategies for using oral language in the classroom.
- Discussion as a Tool for Learning.
- The nature of Questioning in the Classroom — types of questions and teacher's role.
- Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.

Unit II: 15 Contact Hours
Developing Language Skills Grammar in English

- Language Skills
  - Listening and Speaking
  - Sub skills of Listening and Speaking Skills: Tasks
  - Materials and Resources for developing the Listening and Speaking skills:

- Story- Telling
- Dialogues
- Situational conversations
- Role plays
- Simulations
- Speech, Games and Contexts
- Language Laboratories
- Pictures
- Authentic Materials and
- Multi-media Resources
  - Reading
  - Importance Sub Skills of Reading
    - Reading Aloud and Silent Reading.
    - Extensive and Intensive Reading.
    - Study Skills including using thesauruses, dictionary, encyclopedia etc.

- Writing
  - Stages of Writing.
  - Process of Writing.
  - Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc.
  - Reference Skills.
  - Study Skills.
  - Higher Order Skills.

Practicum (Any Two)

- Discussion on role and importance of dialect and standard language.

- Conduct an interview with various professional persons to find out the reasons for their preference of usage of a particular language.

- Record the conversation with stranger in three intervals. Check the variations in their language variety.

- Write your reflection on medium of instruction as barrier in understanding the texts by the students? Give suggestions on different ways of helping students overcoming these challenges.

- Comprehending and analyzing the texts.

- Narrating / describing a related account from one's life experience.

- Writing-based on the text, e.g. summary of the text, extrapolation of story, converting

a situation into a dialogue, etc.

- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.

- Ask the students to describe a scientific/mathematical/environmental concept in their language and then in the language that they are learning in school.

- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)

- Take different types of texts from content areas. Analyze the language and develop a thematic lesson design.

- Use texts from content areas in the language classroom to develop reading comprehension and reading strategies.

Suggested Text Books
1. Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.

Advanced Readings
1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.

2. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.

 https://onlinecourses.nptel.ac.in/noc19_hs33/preview

 https://www.coursera.org/lecture/wharton-communication-skills/active-listening-wPEgL

https://www.coursera.org/learn/tesol-writing#syllabus

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.	**PO3**
CO2	Provide the participants with hands on experience of classroom practices which can be replicated in their specific contexts.	**PO1**
CO3	Understand the complementarity of language skills and subject knowledge of teachers through language across the curriculum.	**PO2**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED505A	LANGUAGE ACROSS THE CURRICULUM	3	3	3									3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3										3						
CO2	3													3					
CO3		3														3			

Unit I	**Nature of Classroom Discourse**
Local	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles. Home Language and School Language
Regional	Varied language contexts of the Learners: • Dialect • Regional Varieties
National	Consequences of using Multilingualism as Resource Understanding Multilingualism in the Classroom: Challenges and Strategies.
Global	Standard Language Home Language and School Language
Employability	Classroom Discourse- Strategies for using oral language in the classroom
Entrepreneurship	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Skill Development	Discussion as a Tool for Learning. The nature of Questioning in the Classroom — types of questions and teacher's role.
Professional Ethics	Understanding Multilingualism in the Classroom: Challenges and Strategies.
Gender	
Human Values	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Environment & Sustainability	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Unit II	**Developing Language Skills Grammar in English**
Local	Language Skills
Regional	Speech, Games and Contexts

National	Language Skills
Global	Language Skills Study Skills including using thesauruses, dictionary, encyclopedia etc
Employability	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc.
Entrepreneurship	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc.
Skill Development	Language Skills
Professional Ethics	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference Skills.
Gender	
Human Values	▪ Story- Telling ▪ Dialogues ▪ Situational conversations ▪ Role plays
Environment & Sustainability	Language Skills
SDG	Quality primary/ Secondary Education for all (SDG4.1) and Skills for Decent Work (SDG 4.4)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) , Promotion of Indian Languages, Arts & culture (22.1-22.15)and Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46)
POE/4th IR	Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development, Soft Skills and Employability

SEED507A	UNDERSTANDING DISCIPLINES AND SUBJECTS	L	T	P	C
Version 2.0		2	0	0	2
Pre-requisites/Exposure	Nature of School Subjects				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to:
- Understand and explain: knowledge and how it differs from information.

- Know the process of acquisition of knowledge;

- Acquaint with the Structure of knowledge as reflected in different disciplinary streams and subjects;

- Identify the process of evolution of disciplines and also the inter-relationships with their distinctive identities;

- Establish linkages between and among different disciplines and school subjects;

- Know the nature of various school subjects and curricular materials, inter- relationships between curriculum and syllabus;

- Delineate content of various subjects and its organization in school curricula.

Course Outcomes

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

CO1 Understand the concept, nature and scope of disciplines & subjects.

CO2 Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.

CO3 Understand the inter-link between Languages as disciplines and as a school Subject.

Course Description

From time to time different documents on School and Teacher Education curriculum have stressed the need of understanding the perspectives of various disciplines by school teachers. It is also equally important for teachers to understand how knowledge within and among the disciplines are framed; what is the nature of content included in school curriculum; and what pedagogical strategies are employed to transact school curriculum. Focusing on the above concern, the National Curriculum Framework (NCF), 2005, has highlighted the nature of discipline of subjects by making connections across disciplines and bringing out the interrelatedness of knowledge for school experiences of the children. The present Course will enable the students to reflect on the nature and role of disciplinary knowledge and its processes to acquire knowledge in the school curriculum with

discussion on various perspectives (Historical, Philosophical, and Socio-cultural) of teaching subject areas in schools.

Course Content

Unit I: **15 Contact Hours**

Concept of Knowledge

- Defining Knowledge
- Requirements of Knowing
- Three Divisions of Knowledge
- Knowledge and Information Sources and ways of Acquiring Knowledge:
- Knowledge through Intuition
- Knowledge through Authority
    - Knowledge through Tenacity
    - Knowledge through Reason
    - Knowledge through Empiricism
    - Knowledge through Revelation
    - Knowledge through Faith
- Categorization of Knowledge
- Constitution of Disciplinary Knowledge:
    - What is a Discipline?
    - Characteristics of a Discipline
    - What Constitutes a Discipline?
    - Forms of Disciplines
- Implications of Knowledge for Teaching and Learning

Unit II   **15 Contact Hours**

- Discipline Specific Knowledge: Evolution and Framing of Disciplines, Discipline of English, Science, Discipline of Mathematics, Discipline of Social Sciences
- Perspectives of Disciplines Philosophical Perspective, Socio-political and Cultural Perspectives, Historical Perspective
- Inter-relationships between and among Disciplines Inter-relationships between the Disciplines of Social Sciences, Inter-relationships of Language with other Disciplines Inter-relationships between Physics and Mathematics, Inter-relationships between Biology and Chemistry

Assignment/Practicum (Any Two)

- Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc.
- 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 analyzing 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) Investigating perspectives in children's literature and other teaching-learning materials.

Suggested Text Books
1. Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.
2. Sharma, Sharat Understanding Disciplines and subjects, R Lall Publications.

Advanced Readings

1. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges.* New Delhi: Sage.
2. Holt, J. (1990). *Learning All the Time.* New York: Addison-Wesley Publishing Co.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the concept, nature and scope of disciplines & subjects.	**PO1**

CO2	Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.	**PO2**
CO3	Understand the inter-link between Languages as disciplines and as a school Subject.	**PO3**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED507A	UNDERSTANDING DISCIPLINES AND SUBJECTS	3	2	3									3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2				1		2		3		1			2		2			1
CO2		1		2				2		2		2			2			2	
CO3			3			3							3				3		
CO4																			
CO5																			
CO6																			

Unit I	Nature of Classroom Discourse
Local	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.

	Home Language and School Language
Regional	Varied language contexts of the Learners: • Dialect • Regional Varieties
National	Consequences of using Multilingualism as Resource Understanding Multilingualism in the Classroom: Challenges and Strategies.
Global	Standard Language Home Language and School Language
Employability	Classroom Discourse- Strategies for using oral language in the classroom
Entrepreneurship	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Skill Development	Discussion as a Tool for Learning. The nature of Questioning in the Classroom — types of questions and teacher's role.
Professional Ethics	Understanding Multilingualism in the Classroom: Challenges and Strategies.
Gender	
Human Values	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Environment & Sustainability	Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.
Unit II	**Developing Language Skills Grammar in English**
Local	Language Skills
Regional	Speech, Games and Contexts
National	Language Skills
Global	Language Skills Study Skills including using thesauruses, dictionary, encyclopedia etc
Employability	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc.
Entrepreneurship	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc.
Skill Development	Language Skills
Professional Ethics	Formal and Informal Writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference Skills.
Gender	
Human Values	▪ Story- Telling ▪ Dialogues

	▪ Situational conversations ▪ Role plays
Environment & Sustainability	Language Skills
SDG	Quality primary/ Secondary Education for all (SDG4.1) and Skills for Decent Work (SDG 4.4)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) , Promotion of Indian Languages, Arts & culture (22.1-22.15)and Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46)
POE/4th IR	Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development, Soft Skills and Employability

SEED509A	EPC1: READING AND REFLECTING ON TEXTS	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Language Proficiency				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to:

- Develop proficiency in reading and responding to written texts.

- Examine and appreciate authentic literary and non-literary texts.

- Develop study and reference skills.

- Reflect on the ideas expressed in the texts.

- Plan, draft, edit and present a piece of writing related to their understanding of a text.

Course Outcomes

On completion of this course, the student-teacher will be able to:

CO1 develop understanding of the texts by making connections between self-observation, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.

CO2 demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.

Course Description

A number of studies have shown that the teachers as well as student-teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student-teachers to read the given texts and them to the critically examine the ideas presented in the texts and organise debates/discussions around the ideas. The given texts could be extracts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The teachers will select 10-15 books available in their library for teaching the course in the light of its objectives listed below.

The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Course Content

Unit I: **15 Contact Hours**

One or more stories from the following collection

- How I Taught My Grandmother to Read and other Stories- Sudha Murthy Puffin. Books, 2004
- Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co.2001
- Tales of the Open Road- Ruskin Bond- PenguinUK-2006
- Encounters with Animals- Gerald Durrell-Penguin 2012

Excerpts from the following:

- The Diary of a Young Girl: Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.

*'I have a Dream '*Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

Unit II: **15 Contact Hours**
Essays /Excerpts from Educational and Scientific Texts

- Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- Democracy and Education (Ch. -Thinking in Education)-John Dewey, Emereo Publ.
- Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.
- A Brief History of Time- Stephen Hawking, Random House.
- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.

- RTE Act, 2009.
- National Curriculum Framework 2005, NCERT
- Promotion of Indian Languages, Arts, and Culture(NEP 2020

Transaction Mode

A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts.

Suggested Text Books
1. Deepshikha (2019). Reading and Reflecting on Texts, Tandon Publications, Ludhiana.

Advanced Readings

1. Renu (2016). Reading and Reflecting on Texts, Rakhi Prakashan,Agra.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Develop understanding of the texts by making connections between self-observation, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.	**PO2**
CO2	Demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.	**PO1**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED509A	READING AND REFLECTING ON TEXTS	3	3											3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3										3						
CO2	3													3					
CO3		3														3			

Unit I	One or more stories from the following collection
Local	How I Taught My Grandmother to Read and other Stories- Sudha Murthy Puffin. Books, 2004 Tales of the Open Road- Ruskin Bond- PenguinUK-2006
Regional	Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co.2001 Tales of the Open Road- Ruskin Bond- Penguin UK 2006

National	*'I have a Dream '*Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)
Global	
Employability	
Entrepreneurship	
Skill Development	How I Taught My Grandmother to Read and other Stories- Sudha Murthy Puffin. Books, 2004
Professional Ethics	
Gender	How I Taught My Grandmother to Read and other Stories- Sudha Murthy Puffin. Books, 2004 The Diary of a Young Girl: Anne Frank, Random House.
Human Values	How I Taught My Grandmother to Read and other Stories- Sudha Murthy Puffin. Books, 2004 The Diary of a Young Girl: Anne Frank, Random House.
Environment & Sustainability	Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co.2001 The man who planted trees- Jean Giono, Chelsea Green Pub. Encounters with Animals- Gerald Durrell-Penguin 2012
Unit II	**Essays /Excerpts from Educational and Scientific Texts**
Local	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication
Regional	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication
National	Democracy and Education (Ch. -Thinking in Education)-John Dewey, Emereo Publ. RTE Act, 2009 National Curriculum Framework 2005, NCERT
Global	Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury. Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
Employability	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication
Entrepreneurship	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication
Skill Development	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication
Professional Ethics	National Curriculum Framework 2005, NCERT
Gender	
Human Values	Medium of Education (The selected works of Gandhi- Vol.6),

	Navajeevan Publication Democracy and Education (Ch. -Thinking in Education)-John Dewey, Emereo Publ. Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury. A Brief History of Time- Stephen Hawking, Random House RTE Act, 2009
Environment & Sustainability	Medium of Education (The selected works of Gandhi- Vol.6), Navajeevan Publication A Brief History of Time- Stephen Hawking, Random House
SDG	Professional Development of Teachers (SDG 4.c), promote peaceful and inclusive, societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (SDG 16)- the assessing the content developed by them in the form of articles /review article)
NEP 2020	Foundational Literacy and Numeracy: An Urgent & need prerequisite to Learning (2.1-2.9), Promoting High-quality research (18.1 18.9), Promotion of Indian Languages, Arts & culture (22.1-22.15), 20.2 holistic and multidisciplinary Education, Promotion of Indian Languages, Arts & culture (22.1-22.15)
POE/4th IR	simulation and Technical Skills that match Industry Needs

SEED511A	SCHOOL EXPOSURE	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	School Connect				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to:

- Observe classroom environment and its functioning.

- Observe various activities organized for school students.

- Understand the importance of teaching learning materials while teaching.

Course Outcomes

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

CO1. Organize curricular and co-curricular activities for the students.

CO2. Understand classroom management skills during teaching learning.

CO3. Prepare and use teaching learning materials.

CO4. Prepare a detailed report and submit it in the institute.

Course Content

The School Exposure Programme shall be carried out during the first semester in local/nearby school or schools. The students will be engaged with children studying in Govt., Private urban rural and schools for challenged learners. A group of 10 to 12 student-teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student-teachers) needs to visit at least two types of schools. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme.

During this programme, the student-teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organization of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.

After completion of the field exposure programme, student-teachers shall be required to

develop a detailed report and share the same in a seminar/meeting at the Institute.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	**50**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		Mapped Programme Outcomes
	Course Outcomes (COs)	
CO1	Organize curricular and co-curricular activities for the students.	**PO1**
CO2	Understand classroom management skills during teaching learning.	**PO3**
CO3	Prepare and use teaching learning materials.	**PO8**
CO4	Prepare a detailed report and submit it in the institute.	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED511A	SCHOOL EXPOSURE	3		3					3	3			3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

Programme and Course Mapping																			
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PS03	PSO4	PSO5	PSO6	PSO7
CO1	3											2							
CO2		2		3										3					
CO3						3										2			
CO4										3								3	

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1=lightly mapped   2= moderately mapped   3=strongly mapped

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Unit I	
Local	The School Exposure Programme shall be carried out during the first semester in local/nearby school or schools. The students will be engaged with children studying in Govt., Private urban rural and schools for challenged learners. A group of 10 to 12 student-teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.
Regional	
National	
Global	
Employability	A student teacher (or a group of student-teachers) needs to visit at least two types of schools. A brief orientation programme can be arranged before sending the student-teachers to schools to acquaint them with the objectives and modalities of such programme.
Entrepreneurship	
Skill Development	During this programme, the student-teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organization of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.
Professional Ethics	**After completion of the field exposure programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute**
Gender	
Human Values	
Environment & Sustainability	
SDG	**Professional Development of Teachers**
NEP 2020	**Equitable and Inclusive Education**
POE/4th IR	**Skill Development**

SEED502A	CONTEMPORARY INDIA AND EDUCATION	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Contemporary India				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.

- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities

- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.

- Appraise about the policy initiatives taken in education reform during pre- and post-independent India.

- Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.

- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.

- Familiarize with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities

- Develop understanding of the issues, and challenges faced by Indian contemporary Society.

Course Outcomes
On completion of this course, the student-teachers will be able to:

CO1 Contextualize contemporary India and education.

CO2 Evolve a deeper understanding of its purpose and its relationship with society and Humanity.

CO3 Understand the classroom in social context.

CO4 Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.

Catalogue Description

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student-teachers. Study of this course will enable the students to understand socio-economic, linguistic, geographical etc. ethos of the nation, thereby help them effectively discharge their role in the society with numerous diversities. The student-teachers will also understand the role of education as an intervention tool for desired changes in the country. The course will help the students to appreciate the influence of social set-up on education in which it operates.

Course Content

UNIT I: **15 Contact Hours**

Contemporary India

- Social Stratification-forms and function; caste and class; region and religion.
- Types of Society-tribal, Agrarian; industrial, postindustrial society.
- Educational scenario of India: diversity in terms of educational opportunities- religion, caste, class, gender, language, region and tribes.
- Challenges in achieving universal elementary education.
- Demands of diverse social groups towards education.
- Role of education in creating positive attitude towards diversity.
- Impact of Urbanization; Industrialization; Globalization, modernization, economic liberalization and digitalization etc.
- Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth.

UNIT II: **15 Contact Hours**

Constitutional Provisions and Education

- Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others' well- being, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system.
- Aims and purposes of education drawn from constitutional provision.

- Fundamental Rights & Duties of Citizens.
- Constitutional interventions for universalization of education and RTE Act2009.
- Decentralization of Education and Panchayati Raj (specifically though 7^{3rd} and 7^{4th} amendment)
- Role of Central and State governments in the development of education.

UNIT III: **15 Contact Hours**

Policy Framework for Development of Education in India

- Overview of educational reform in the Pre-independence period- Macaulay' minutes, Woods Despatch, Hunter Commission; Sargent Report, Basic Education.
- Education in Post-Independence Period: Mudaliar Commission (1952-53) Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version POA 1992; National Knowledge Commission 2009, NEP 2020
- Emerging trends in the interface between political process and education
- Economic developments and education
- Socio-cultural changes and education
- Idea of Common School System
- National System of Education
- Language Policy
- Learning Without Burden 1993
- Justice Verma Commission 2012

UNIT IV: **15 Contact Hours**

Contemporary Indian Education: Concerns, Issues and Initiatives

- Challenges in Implementation of RTE Act 2009
- Right to Education and Universal Access
- Issues of a) Universal Enrolment b) Universal Retention c) Universal Success
- Issues of Quality and Equity
- School Safety

  The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children.

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- Samagra Shiksha Abhiyan
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalized Group

- ICT In School Education- National Repository of Open Educational Resources (NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
- Equality of Educational Opportunity
- Meaning of equality and constitutional provisions
- Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

Assignment/Practicum (Any One)

- Case study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of nearby locality to find out the causes of low literacy

Suggested Text Books
1. Walia, J.S. (2011). Modern Indian Education and its Problems. Jalandhar: Paul Publishers.
2. Sachdeva, M.S (2015) Contemporary India and Education, twenty First Century Publications.

Advanced Readings
1. Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Contextualize contemporary India and education.	**PO1**
CO2	Evolve a deeper understanding of its purpose and its relationship with society and Humanity.	**PO3**
CO3	Understand the classroom in social context.	**PO7**
CO4	Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.	**PO11**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED502A	CONTEMPORARY INDIA AND EDUCATION	3		2				3				3	3	2	

1=lightly mapped   2= moderately mapped   3=strongly mapped

		Programme and Course Mapping																
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1								1										
CO2							2											
CO3						2												
CO4					2											2		

1=lightly mapped   2= moderately mapped   3=strongly mapped

Unit I	Contemporary India
Local	Social Stratification
	Types of Society
	Demands of diverse social groups towards education

Regional	Social Stratification Types of Society Demands of diverse social groups towards education
National	Social Stratification Types of Society Demands of diverse social groups towards education
Global	Social Stratification Types of Society Demands of diverse social groups towards education
Employability	
Entrepreneurship	Impact of Urbanization; Industrialization; Globalization, modernization, economic liberalization and digitalization on education
Skill Development	
Professional Ethics	
Gender	
Human Values	Educational scenario of India
Environment & Sustainability	
Unit II	**Constitutional Provisions and Education**
Local	
Regional	
National	Constitutional provisions on education that reflect National ideals
Global	Democracy and the values of equality, justice, freedom, concern for others' well- being, secularism, respect for human dignity and rights.
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Fundamental Rights & Duties of Citizens
Environment & Sustainability	Constitutional interventions for universalization of education and RTE Act2009
Unit III	**Policy Framework for Development of Education in India**
Local	
Regional	
National	Educational reform in the Pre-independence period Education in Post-Independence Period
Global	interface between political process and education
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Socio-cultural changes and education Idea of Common School System
Environment & Sustainability	National System of Education

Unit IV	Contemporary Indian Education: Concerns, Issues and Initiatives
Local	Challenges in implementation of RTE Act 2009
Regional	Implementation of RTE Act 2009
National	Implementation of RTE Act 2009 Educational policies and schemes
Global	Inequality in schooling
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Schemes for girls, SC, ST and Marginalized Group
Human Values	Equality of Educational Opportunity
Environment & Sustainability	
SDG	Quality primary/ Secondary Education for all (SDG4.1) Gender Equality and Equal Access for All (SDG 4.5)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) , Promotion of Indian Languages, Arts & culture (22.1-22.15)and Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46); Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels (3.1-3.7)
POE/4th IR	Updated Curriculum

SEED554A	ASSESSING LEARNERS AND LEARNING	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Assessment Practices				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)
- Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need
- develop the skill in preparing, administering and analysing diagnostic test
- familiarize with new trends in assessment
- develop the skill necessary to compute basic statistical estimates and interpret the test scores

Course Outcomes

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

CO1 Acquaint with basic concepts and practices of assessment and evaluation in teaching learning.

CO2 Examine different dimensions of learning and related assessment procedures, tools and techniques.

CO3 Develop different tools and task to assess learners' performance.

CO4 Apply various statistical methods to interpret the data.

Catalogue Description

This Course – as its title suggests – The course proposes that student-teachers become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed

by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Assessment is integral to school education and more specifically to teaching- learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of which dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

Course Content

Unit I: **12 Contact Hours**
Assessment, Measurement, Evaluation and Revised Bloom's Taxonomy

- Concept of Assessment, Measurement, Evaluation and Examination.

- Importance and Principles of Assessment.

- Difference among Assessment, Measurement and Evaluation.

- Examination as a tool for Assessment.

- NCF's 2005 vision of Assessment for Learning.

- Revised Bloom's Taxonomy for Instructional Objectives.

- 5 Es Approach

- Teacher as a facilitator in Assessment,

Unit II: **15 Contact Hours**

Tools and Techniques of Assessment

- Characteristics of a good Assessment tool

- Assessment Approaches: Formative (Assessment for Learning) and Summative (Assessment of Learning)

- Quantitative and Qualitative

- Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record

- Self-assessment and Feedback

- Planning and Preparation of an Achievement test (Including blue print)

- Objective Type Test

- Subjective Type Test

Unit III: 15 Contact Hours

New Trends and Issues in Assessment:

- Semester System, Grading System, Credit system

- Online Examination System, Question Bank, Open Book System

- Flexibility in Examination, Exam on Demand

- Diagnostic and Remedial Teaching for Qualitative Assessment.

- Using ICT for Innovation in Examination: Administration and Execution.

Unit IV: 15 Contact Hours
Statistical Methods and Interpretation of Scores

- Meaning, Need and Importance of Statistics in Educational Assessment.

- Organization and Graphical Presentation of Data

- Scales of Measurement.

- Measures of Central Tendency: Mean Median and Mode.

- Measures of Variability: Range, Quartile Deviation and Standard Deviation.

- Normal Probability Curve: Concept and Characteristics.

- Co-efficient of Correlation: Spearman's Rank Difference Method.

- Percentile and Percentile Rank.

Assignment/Practicum (Do Any One)

- Analysis of a range of assessment tools collected from different schools

- Developing worksheets and other tasks/tools for learning and assessment in one's specific subject area

- Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment

- Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same.

- Observing, interviewing and writing comprehensive profile of a student.

- Project on: Online Exam and On Demand Exam.

- Preparation of Diagnostic Test.

- Preparation of Achievement Test and Its Analysis

Suggested Text Books
1. Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
2. Mangal & Mangal (2016). Assessment for Learning, Bookman Publications.

Advanced Readings

1 Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.

2. Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.

3. Bhatia, S.K (2017). Assessment for Learning, Paragon International Publishers.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Acquaint with basic concepts and practices of assessment and evaluation in teaching learning.	**PO1**
CO2	Examine different dimensions of learning and related assessment procedures, tools and techniques.	**PO3**
CO3	Develop different tools and task to assess learners' performance.	**PO8**
CO4	Apply various statistical methods to interpret the data.	**PO5**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED554A	ASSESSING LEARNERS AND LEARNING	3		3		3			3					3	2

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2									3		2				1		
CO2	2		1			3		1						3			3		
CO3	3			4					2	2		4			1				2
CO4	4				1		3									2			
CO5																			
CO6																			

Unit I	Contemporary India
Local	Social Stratification Types of Society Demands of diverse social groups towards education
Regional	Social Stratification Types of Society Demands of diverse social groups towards education
National	Social Stratification Types of Society Demands of diverse social groups towards education
Global	Social Stratification

	Types of Society Demands of diverse social groups towards education
Employability	
Entrepreneurship	Impact of Urbanization; Industrialization; Globalization, modernization, economic liberalization and digitalization on education
Skill Development	
Professional Ethics	
Gender	
Human Values	Educational scenario of India
Environment & Sustainability	
Unit II	**Constitutional Provisions and Education**
Local	
Regional	
National	Constitutional provisions on education that reflect National ideals
Global	Democracy and the values of equality, justice, freedom, concern for others' well- being, secularism, respect for human dignity and rights.
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Fundamental Rights & Duties of Citizens
Environment & Sustainability	Constitutional interventions for universalization of education and RTE Act2009
Unit III	**Policy Framework for Development of Education in India**
Local	
Regional	
National	Educational reform in the Pre-independence period Education in Post-Independence Period
Global	interface between political process and education
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Socio-cultural changes and education Idea of Common School System
Environment & Sustainability	National System of Education
Unit IV	**Contemporary Indian Education: Concerns, Issues and Initiatives**
Local	Challenges in implementation of RTE Act 2009
Regional	Implementation of RTE Act 2009
National	Implementation of RTE Act 2009 Educational policies and schemes
Global	Inequality in schooling
Employability	

Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Schemes for girls, SC, ST and Marginalized Group
Human Values	Equality of Educational Opportunity
Environment & Sustainability	
SDG	Quality primary/ Secondary Education for all (SDG4.1) Gender Equality and Equal Access for All (SDG 4.5)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) , Promotion of Indian Languages, Arts & culture (22.1-22.15)and Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46); Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels (3.1-3.7)
POE/4th IR	Updated Curriculum

SEED506A	KNOWLEDGE AND CURRICULUM	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Development of Curriculum				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.

- Make distinctions between 'knowledge and information', and 'reason and belief' based on epistemological basis of education, to engage with the enterprise of education.

- Comprehend the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.

- Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.

- Impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc.

- Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.

- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

Course Outcomes

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

CO1 Explain the process of construction of knowledge.

CO2 Relate the various curriculum framework and policies in his teaching learning process

CO3 Discuss the Concept and Need of Curriculum Frameworks as well as differentiating curriculum framework, curriculum and syllabus.

CO4 Critically examine the role of school and teacher in transacting the curriculum.

Catalogue Description

One of the important role of teachers concerns facilitation of construction, transfer, re- enforcement and refining of knowledge during interaction with students. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This course familiarizes the students with the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels, analysing text books and related educational material in the context of aims and objectives of education and learning outcome. The course enables the students to understand the role of ideology and power in influencing curriculum development and also lends an understanding to know the gaps in the curriculum. Student-teachers are equipped in dealing with various dimensions of knowledge and its transaction in a social environment.

Course Content

Unit I: **15 Contact Hours**
Knowledge and Knowing

- Knowledge: Meaning and nature
- Differences between information, knowledge, belief and truth.
- Knowing Process: Different ways of knowing; Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and the known in knowledge transmission and construction
- Facets of Knowledge- Different facets of knowledge and relationship, such as: (local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school with an emphasis on understanding special attributes of 'school knowledge.)
- Role of culture in knowing
- Reflection on knowledge
- Views of M. K Gandhi, Rabindranath Tagore, B.R Ambedkar, Jyotiba Phule on knowledge and education

Unit II: **10 Contact Hours**
Forms of Knowledge and Conceptual Framework of Curriculum-

- Sources of knowledge: Empirical Vs Revealed knowledge
- Forms of Knowledge-
a) Priori knowledge
b) Posteriori knowledge

c) Para Vidya
d) Apara Vidya
e) Explicit knowledge.
f) Implicit knowledge
g) Tacit knowledge

-
- Meaning of curriculum, perspectives of curriculum- Traditionalist

- Understanding the meaning and nature of curriculum: need for curriculum in schools.

- Concept of Core curriculum, Hidden curriculum, and Spiral curriculum School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.

- Curriculum framework, curriculum and syllabus; their significance in school education

Unit III: 12 Contact Hours
Curriculum Determinants and Considerations

- Broad determinants of curriculum making:(At the nation or state-wide level)

    - Socio-political aspirations, including ideologies and educational vision

    - Cultural orientations;

    - National priorities;

    - System of governance and power relations

    - International contexts.

    - Considerations in curriculum development:(At school level)

    - Forms of knowledge and its characterization in different school subjects

    - Socio-cultural context of students – multi-cultural, multilingual aspects

    - Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit IV: 12 Contact Hours
Curriculum Development (at School Level)

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.

- Process of curriculum making

- Formulating aims and objectives (based on overall curricular aims and syllabus)

- Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects

- Construction of curriculum visa-a-vie teachers' role and support in transacting curriculum, developing curriculum, researching curriculum

- Teachers' role in generating dynamic curricular experiences through flexible

interpretation of curricular aims; and contextualization of learning; varied learning experiences.

- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media)
- Process of curriculum evaluation and revision
- Feedback from learners, teachers, community, and Administrators
- Models of Curriculum Development-
- Ralph Tyler's Model
- Administrative Model
- Hilda Taba's Curriculum Development Model
- Demonstrative Model
- Grass Root Model
- System Analysis Model

Practicum (Any One)

Each student-teacher is required to submit two assignments selecting one from each group given below:

Group I

- Analyze the state curriculum of your state in the light of NCF 2005 and how various issues like gender, inclusiveness, ICT are integrated in the curriculum?
- Discussion on purpose of curriculum framework
- Interaction with school teachers and principal, how they operationalize the prescribed curriculum into an action plan;
- Analysis of any one text book with regard to incorporation of gender issue
- How curriculum is evaluated and revised

Group II

- Critical appraisal on overview of salient features of the 'philosophy and practice' of education advocated by any two following thinkers and their presentation
- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education
- Sri Aurobindo: Integral education

Suggested Text Books
1. Sen Gupta, M (2020) Knowledge and Curriculum, PHI Publications.
2. Saxena, Swaroop(2018) Knowledge and Curriculum, R Lall Publications.

Advanced Readings

1. Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration. Meerut: R. Lall Book Depot.

2. Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.

3. Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the process of construction of knowledge.	**PO1**
CO2	Relate the various curriculum framework and policies in his teaching learning process	**PO3**
CO3	Understand the Concept and Need of Curriculum Frameworks as well as differentiating curriculum framework, curriculum and syllabus.	**PO10**
CO4	Examine critically the role of school and teacher in transacting the curriculum.	**PO6**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED506A	KNOWLEDGE AND CURRICULUM	3		3			3				2		3	3	

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2									3		2				1		
CO2	2		1			3		1						3				3	
CO3	3			3					2	2		3			1				2
CO4	3				1		3									2			
CO5																			
CO6																			

Unit I	**Knowledge and Knowing**
Local	Social Stratification Types of Society Demands of diverse social groups towards education
Regional	Social Stratification Types of Society Demands of diverse social groups towards education
National	Social Stratification Types of Society Demands of diverse social groups towards education
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Employability	
Entrepreneurship	Impact of Urbanization; Industrialization; Globalization, modernization, economic liberalization and digitalization on education
Skill Development	
Professional Ethics	
Gender	
Human Values	Educational scenario of India
Environment & Sustainability	
Unit II	**Constitutional Provisions and Education**
Local	
Regional	
National	Constitutional provisions on education that reflect National ideals
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Employability	

Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Fundamental Rights & Duties of Citizens
Environment & Sustainability	Constitutional interventions for universalization of education and RTE Act2009
Unit III	**Policy Framework for Development of Education in India**
Local	
Regional	
National	Educational reform in the Pre-independence period Education in Post-Independence Period
Global	interface between political process and education
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Socio-cultural changes and education Idea of Common School System
Environment & Sustainability	National System of Education
Unit IV	**Contemporary Indian Education: Concerns, Issues and Initiatives**
Local	Challenges in implementation of RTE Act 2009
Regional	Implementation of RTE Act 2009
National	Implementation of RTE Act 2009 Educational policies and schemes
Global	Inequality in schooling
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Schemes for girls, SC, ST and Marginalized Group
Human Values	Equality of Educational Opportunity
Environment & Sustainability	
SDG	Quality primary/ Secondary Education for all (SDG4.1) Gender Equality and Equal Access for All (SDG 4.5)
NEP 2020	Equitable and Inclusive Education: Learning for All (6.1- 6.20) , Promotion of Indian Languages, Arts & culture (22.1-22.15)and Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46); Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels (3.1-3.7)
POE/4th IR	Updated Curriculum

SEED508A	COMMUNICATION IN TEACHING LEARNING PROCESS	L	T	P	C
Version 2.0		3	0	0	3
Pre-requisites/Exposure	Language Proficiency				
Co-requisites	--				

Course Objectives

The course will enable the student-teacher to:

- Develop the competencies of students to become effective communicators.
- Acquaint the students with the factors responsible for shaping interaction in the classroom.
- Familiarize the students with the language and ethics of communication in the classroom.
- Develop the reading and writing skills of the students.

Course Outcomes

On completion of this course, the student-teacher will be able to:

CO1 Develop language and ethics of communication in the classroom.

CO2 Develop effective communication skills, including the ability to listen and observe.

CO3 Improve language Proficiency in oral and written mode.

Catalogue Description

Communication in Teaching – Learning as viewed as a subject that aids in developing the student into effective communicators, who can efficiently and effectively articulate their thoughts, feelings and emotions. Communication is more than just pronunciation, intonation or articulation. Communication involves the teachers' classroom discourse and interaction that deepen thinking to help students internalize and process subject content. This course in Communication takes into account the context and purpose for which teachers and students are communicating. Given the emphasis on 21st century competencies, more demands are being made on the students to explain, justify and reason through problem-solving strategies. Teaching is not be seen as a one-sided activity, where in teacher is disseminating information, but two-way with teacher and/or students responding to each other to deepen content learning. The interaction among students as they co-construct knowledge becomes important too. The students play an active role in recognizing the role of language in meaning making, and see communication as a collaborative activity. Teachers and students co-construct knowledge together, particularly in the subjects that involve multimodal aspects of communication, for example, visual data such as graphs, charts, and statistics.

Course Content

Unit: I: **10 Contact Hours**
Teacher as Communicator

- Awareness of audience as a key factor in communication
- Children as learners
- Communication and curriculum
- Using knowledge about learner psychology as a factor in shaping classroom interaction
- Interpreting response in oral interaction;
- Feedback as communication;
- Communication as a factor in Institutional Ethos;
- Communication, language and ethics.

Unit II: **8 Contact Hours**

Reading as Resource

- Reading as resource;
- Choice of readings;
- Analyzing a text from the perspective of students;
- Communication through different media.

Unit III: **12 Contact Hours**

Writing Skills for Teachers

- Writing letters, applications, reports, minutes, and essays;
- Research Writing;
- Writing annotations,
- References and Bibliography;
- Writing journals and Reflective diaries, etc.
- Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing;

Advanced Readings

1. Rose, D. & Martin, J. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Sheffield, United Kingdom: Equinox Publishing.

2. Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge: Brookline Books.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Develop language and ethics of communication in the classroom.	**PO4**
CO2	Develop effective communication skills, including the ability to listen and observe.	**PO2**
CO3	Improve language Proficiency in oral and written mode.	**PO1**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO 8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED508A	COMMUNICATION IN TEACHING LEARNING PROCESS	3	3		3								3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PS03	PSO4	PSO5	PSO6	PSO7
												Programme and Course Mapping							
CO1	3											2							
CO2		2		3										3					
CO3					3										2				
					1=lightly mapped 2= moderately mapped 3=strongly mapped														

Unit I	**Teacher as Communicator**
Local	Awareness of audience as a key factor in communication
Regional	Children as learners
National	Concept of language across the curriculum
Global	Communication and curriculum
Employability	Interpreting response in oral interaction
Entrepreneurship	Communication as a factor in Institutional Ethos
Skill Development	Feedback as communication
Professional Ethics	Communication, language and ethics.
Gender	
Human Values	Awareness of audience as a key factor in communication
Environment & Sustainability	
Unit II	**Reading as resource**
Local	Reading as resource
Regional	Choice of readings
National	Choice of readings
Global	Choice of readings
Employability	Communication through different media.
Entrepreneurship	Communication through different media.
Skill Development	Analyzing a text from the perspective of students
Professional Ethics	Reading as resource
Gender	
Human Values	Analyzing a text from the perspective of students
Environment & Sustainability	
Unit III	**Writing Skills for Teachers**
Local	Writing letters, applications, reports, minutes, and essays Writing annotations
Regional	Writing about research
National	Writing about research References and bibliography
Global	References and bibliography Writing about research
Employability	Writing journals and reflective diaries, etc.
Entrepreneurship	

Skill Development	Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing Writing about research
Professional Ethics	References and bibliography
Gender	
Human Values	Writing journals and reflective diaries, etc.
Environment & Sustainability	
Unit IV	**Speaking Skills**
Local	Dialogue Public Speech
Regional	Dialogue Group Discussion Public Speech
National	Group Discussion Interview Public Speech
Global	Group Discussion Interview Presentations
Employability	Group Discussion Interview Presentations
Entrepreneurship	Group Discussion Interview Presentations
Skill Development	Role Play/Extempore Presentations
Professional Ethics	Group Discussion Interview
Gender	
Human Values	Public Speech Role Play/Extempore
Environment & Sustainability	
SDG	Create sound policy frameworks Quality primary/ Secondary Education for all Skills for Decent Work Youth and Adult Literacy Safe and Inclusive Learning Environments Professional Development of Teachers
NEP 2020	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Equitable and Inclusive Education Learning for All Towards a More Holistic and Multidisciplinary Education Optimal Learning Environments and Support for Students Teacher Education Promoting High-quality research Technology Use & Integration
POE/4th IR	Global Education Knowledge Practical Courses from Industry/Alumni Technical Skills that match Industry Needs Updated Curriculum Team Work Simulations

SEED510A	EPC 2: ART AND CRAFT IN EDUCATION	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Integration of arts as pedagogy				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to

- Understand basics of different art forms.
- Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression.
- Acquire skills for integrating different art forms across school curriculum for better learning and development.
- Develop awareness of the rich cultural heritage of the country.

Course Outcomes

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

CO1 Appreciate the role of fine arts in enhancing the creative potentials of an individual.

CO2 Describe the concept and basics of different art forms (all the visual and performing arts)

CO3 Enhance skills for integrating different Art forms across school curriculum at secondary level.

Catalogue Description

Arts Education as one of the domains of knowledge is taught as a compulsory curricular area up to class X. There is a need to integrate arts education in the formal schooling of students to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher.

In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical

and critical thinking among students and learning through the arts and its related skills will help the student-teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.

Course Content

Unit I: **10 Contact Hours**

Appreciation of Arts

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose).

- Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences. Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.

- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

Unit II: **10 Contact Hours**
Practicum

Visual Arts and Crafts

- Hands on experience of working in different media and materials (drawing, painting, clay modeling, collage making etc. with pencil, pen, crayons, dry and watercolors, clay, paper, etc.), methods and techniques (block printing, collage making, clay modeling, relief work, heritage crafts etc.) to learn visual art processes and its pedagogical aspects related to other subject areas.

- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.

- Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.

Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum.

- Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student-teachers.

- Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.

Text Book

1. K Ravikant Rao & Kumar (2017). Drama and Art in Education, Neelkamal Publications.

Advanced Readings

1. National Art Education Association (1999). Standards for art teacher preparation. Reston, va: National Art Education Association.

2. Gailbraith, Lynn. (1993). "Familiar, interactive, and collaborative pedagogy: changing practices in preservice art education." Art Education 46 (5):6–11.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Appreciate the role of fine arts in enhancing the creative potentials of an individual	**PO1**
CO2	Describe the concept and basics of different art forms (all the visual and performing arts)	**PO2**
CO3	Enhance skills for integrating different Art forms across school curriculum at secondary level	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED510A	EPC 2: ARTS IN EDUCATION	3	3							3				3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1					3											3			
CO2						3													
CO3							3											3	

Unit I	Appreciation of Arts
Local	
Regional	
National	Understanding Craft Traditions of India and its relevance in education Knowledge of Indian Art – from earliest to the contemporary; Visual Arts
Global	
Employability	Identification of different performing styles and its artists; dance, music, theatre, puppetry Understanding Craft Traditions of India and its relevance in education Knowledge of Indian Art – from earliest to the contemporary; Visual Arts
Entrepreneurship	Identification of different performing styles and its artists; dance, music, theatre, puppetry Understanding Craft Traditions of India and its relevance in education

	Knowledge of Indian Art – from earliest to the contemporary; Visual Arts
Skill Development	Identification of different performing styles and its artists; dance, music, theatre, puppetry Understanding Craft Traditions of India and its relevance in education Knowledge of Indian Art – from earliest to the contemporary; Visual Arts
Professional Ethics	
Gender	
Human Values	Understanding Craft Traditions of India and its relevance in education Knowledge of Indian Art – from earliest to the contemporary; Visual Arts Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4th IR	Employability, Entrepreneurship, Skill Development
Unit II	**Visual Arts and Crafts**
Local	
Regional	
National	Hands-on experience of working in different media and materials Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts. Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.
Global	
Employability	
Entrepreneurship	
Skill Development	Hands-on experience of working in different media and materials Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts. Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.
Professional Ethics	
Gender	
Human Values	Hands-on experience of working in different media and materials Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.

	Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4ᵗʰ IR	Employability, Entrepreneurship, Skill Development
Practicum	**Performing Arts: Dance, Music, Theatre and Puppetry**
Local	
Regional	
National	
Global	
Employability	Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.
Entrepreneurship	
Skill Development	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum. Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.
Professional Ethics	
Gender	
Human Values	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum. Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self.
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4ᵗʰ IR	Employability, Entrepreneurship, Skill Development

SEED512A	SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	School and community connect				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Observe various curricular and co-curricular activities of the schools.

- Observe classroom management during teaching learning.

- Understand cultural practices of the community.

Course Outcomes

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

CO1. Organize curricular and co-curricular activities for the students.

CO2. Implement classroom management skills during teaching learning.

CO3. Prepare a detailed report and submit it in the institute.

Course Content

A. School Attachment Programme

Duration: 1 week

One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, and Special Schools.

During this programme, the student-teachers shall observe: (i) various curricular activities,

e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules.

Community Living

Duration: 1 week

Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining

community's perception about and aspirations from formal education system.

At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Organize curricular and co-curricular activities for the students.	**PO7**
CO2	Implement classroom management skills during teaching learning.	**PO1**
CO3	Prepare a detailed report and submit it in the institute.	**PO3**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED512A	SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING	3		3				3					3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7

CO1																				
CO2																				
CO3																				
CO4																				
CO5																				
CO6																				

Unit I	One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, and Special Schools. During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules.
Local	sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management
Regional	sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management
National	sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management
Global	the teaching-learning process in the classroom, ICT use, student participation, classroom management
Employability	classroom management
Entrepreneurship	
Skill Development	ICT use
Professional Ethics	eaching-learning process in the classroom
Gender	
Human Values	
Environment & Sustainability	
Unit II	**Community Living**

	Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.
Local	spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.
Regional	spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.
National	spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.
Global	preparing school development plan, sharing cultural practices, holding cultural programmes
Employability	preparing school development plan
Entrepreneurship	
Skill Development	preparing school development plan
Professional Ethics	gaining community's perception about and aspirations from formal education system.
Gender	
Human Values	
Environment & Sustainability	
SDG	SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
NEP 2020	5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. 6.8 Community based interventions
POE/4th IR	Skill Development and Employability

SEED514A	PEDAGOGY OF ENGLISH	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of English				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Understand the different roles of language.

- Appreciate authentic literary, non- literary (media) and translated texts.

- Understand the use of language in context such as grammar and vocabulary.

- Identify methods, approaches and materials for teaching English at various levels in the Indian context.

- Develop activities and tasks for learners including audio-video materials, ICT and Internet.

- Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.

Course Outcomes
On completion of this course, the student-teachers will be able to:

CO1 Understand the structure and nature of English as a discipline.

CO2 Understand the aims and curriculum framework of English teaching at secondary level.

CO3 Understand the importance, purpose and basic element of lesson planning

CO4 Develop and design appropriate teaching learning material

Catalogue Description

The two year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Course Content

Unit I: **12 Contact Hours**

Language, Linguistic System and Society

- The organization of sounds
- The structure of sentences
- Nature and Structure of meaning; Phonetics, Morphology Syntax and Semantics, etc.,
- The concept of Universal Grammar
- Innate hypotheses
- Error Analysis.

Unit II: **12 Contact Hours**

Role and Position of Languages

- Constitutional Provisions and Policies of Language Education
- Position of English as Second Language in India
- English and Indian languages;
- Teaching of English language in context to Kothari Commission (1964-66), NPE-1968, POA- 1992, NCF- 2005 , NEP 2020.
- English as a Link Language in Global Context.
- Challenges of Teaching and Learning English.

Unit III: **15 Contact Hours**

Approaches, Methods and Techniques in English Language Teaching

- The Grammar Translation Method
- The Direct Method
- The Reading Method
- The Behaviorist – Structuralism Paradigm
  - The Structural Approach
  - The Audio-Lingual Method
- Another Paradigm Shift: Communicative Language Teaching
  - Communicational Teaching
  - The Humanistic Approach
  - Community Language Learning
- Total Physical Response

- The Constructivist Paradigm
  - Discourse Perspective in Constructivism
  - Vygotsky's Theory of Social Constructivism
- The Post Modern Era
- Other Pedagogical Approaches

  - Constructivist Approach (7E's)

  - Communicative Approach (Concept & Procedure)

  - Inductive-Deductive Approach
- Other Techniques of Teaching-

  - Expository (Narration, Dramatization, Concept Mapping)

  - Interactive Techniques (Discussion, Questioning, Brainstorming)
- Ways of Appreciation of Poems
- Maxims of Teaching

Unit- IV   **15 Contact Hours**

Planning, Assessment and Evaluation of Teaching of English and Use of ICT in ELT

- Lesson Planning- Format and Construction
- Micro Teaching
- Use of Multimedia in ELT

  - Online Resources for ELT
  - Definition, Importance of
     Online Resources,
  - ELT and Social Networking
     Websites
  - Authentic Materials for ELT
  - Teaching Aids and their Uses
- Essential Qualities of a Good English Teacher.
- Authentic Materials for ELT
- Assessment and Evaluation in the English Language
- Techniques of Evaluation
- Characteristics of a Good Test
- Tools of Evaluation
- Preparation of Tests for different skills of Language
- Preparation of SAT Record

.**Practicum (Any One)**

Take a few passages from Science, Social Science and Mathematics textbooks of classes VI to VII and analyze:

- How the different registers of language have been introduced?

- Do a survey of five schools in your neighborhood to find out-

  - Level of Introduction of English]

  - Materials (textbooks) used in the classroom.

  - Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

- Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, andPOA-1992.

- Visit 5 schools in the neighborhood and prepare a report on the three-language formula being implemented in the schools.

- Discussion on the topic 'Mother Tongue and Other Tongue'

  Keeping in view the needs of the children with special needs prepare two activities for English teachers.

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.

- On the basis of the English textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language & Gender (ii) Language & Values. Write a report on their reflection in the textbooks.

- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.

- Have a discussion on the topic 'Difference Between Spoken and Written Language'

- Prepare activities for listening, speaking, reading and writing. (5Each)

- Prepare 3 activities to develop the reading skills of class VI students.

- Make Phonemic Chart of your own language and find out the different sounds available in the phonemic chart in other classmates.

Suggested Text Books

1 Percy, R. (2012). Teaching of English. Hyderabad: Neelkamal Publications Pvt. Ltd.

2 Sachdeva, M. S. (2013). Teaching of English. Patiala: Twenty first century Publication.

Advanced Readings

1 A.L. Kohli (2013). Techniques of Teaching English, Dhanpat Rai Publishing Company Private Limited, New Delhi.

2 Jeremy Harmer (1998). The Practice of English Language Teaching, Longman Handbooks for Language Teachers.

3 M.L. Tikoo (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers, Orient Black Swan.

4. National Curriculum Framework (2005). Position Paper, National Focus Group on Teaching of English; NCERT, 2006.

https://www.coursera.org/learn/teaching-verb-tenses-modals

https://onlinecourses.swayam2.ac.in/cec20_ed03/preview

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the structure and nature of English as a discipline.	**PO1**
CO2	Understand the aims and curriculum framework of English teaching at secondary level.	**PO3**
CO3	Understand the importance, purpose and basic element of lesson planning	**PO11**
CO4	Develop and design appropriate teaching learning material	**PO8**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED514A	PEDAGOGY OF ENGLISH	3		2					3			3	2	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3													3					
CO2			3													3			
CO3											3						3		
CO4							3												3

Unit 1	Language, Linguistic System and Society
Local	The organization of sounds
Regional	The structure of sentences
National	Nature and Structure of meaning Phonetics, Morphology, Syntax and Semantics, etc.
Global	The concept of Universal Grammar
Employability	Nature and Structure of Meaning Phonetics, Morphology, Syntax, and Semantics, etc.
Entrepreneurship	Error Analysis

Skill Development	The structure of sentences
Professional Ethics	Innate hypotheses
Gender	
Human Values	Innate hypotheses
Environment & Sustainability	The concept of Universal Grammar
Unit II	**Role and Position of Languages**
Local	Position of English as Second Language in India
Regional	English and Indian languages
National	Constitutional Provisions and Policies of Language Education
Global	English as a Link Language in Global Context
Employability	Teaching of English language in context to Kothari Commission (1964-66), NPE 1968, POA 1992, NCF 2005
Entrepreneurship	Position of English as Second Language in India
Skill Development	Challenges of Teaching and Learning English
Professional Ethics	Constitutional Provisions and Policies of Language Education
Gender	
Human Values	English and Indian languages
Environment & Sustainability	English as a Link Language in Global Context
Unit III	Approaches, Methods and Techniques in English Language Teaching
Local	The Grammar Translation Method, The Direct Method, The Reading Method
Regional	The Behaviorist – Structuralism Paradigm, The Structural Approach, The Audio Lingual Method
National	Another Paradigm Shift: Communicative Language Teaching Communicational Teaching The Humanistic Approach, Community Language Learning Total Physical Response
Global	The Constructivist Paradigm, Discourse Perspective in Constructivism, Vygotsky's Theory of Social Constructivism, The Post Modern Era
Employability	Other Techniques of Teaching-Expository (Narration, Dramatization, Concept Mapping), Interactive Techniques (Discussion, Questioning Brainstorming)
Entrepreneurship	Other Pedagogical Approaches - Constructivist Approach (7Es) - Communicative Approach (Concept & Procedure) - Inductive-Deductive Approach
Skill Development	Other Techniques of Teaching-Expository (Narration, Dramatization, Concept Mapping), Interactive Techniques (Discussion, Questioning Brainstorming)
Professional Ethics	Maxims of Teaching
Gender	
Human Values	Ways of Appreciation of Poems

Environment & Sustainability	Maxims of Teaching
Unit IV	Planning, Assessment and Evaluation of Teaching of English and Use of ICT in ELT
Local	Lesson Planning Format and Construction, Micro Teaching Characteristics of a Good Test
Regional	Authentic Materials for ELT
National	Use of Multimedia in ELT Online Resources for ELT- Definition, Importance of Online Resources
Global	ELT and Social Networking Websites
Employability	Teaching Aids and their Uses Essential Qualities of a Good English Teacher:
Entrepreneurship	Use of Multimedia in ELT
Skill Development	Preparation of Tests for different skills of Language Preparation of SAT Record
Professional Ethics	Online Resources for ELT- Definition, Importance of Online Resources
Gender	
Human Values	Essential Qualities of a Good English Teacher:
Environment & Sustainability	Assessment and Evaluation in the English Language, Techniques of Evaluation & Tools of Evaluation
SDG	SDG 4 Quality education for all (SDG 4.c) Professional Development of Teachers
NEP2020	Towards a more holisitic and multidisciplinary education,Online and digital education: ensuring Equitable use of technology
POE/4th IR	Skill Development, Soft Skills Hands-on Experience Projects,

SEED516A	Pedagogy of Hindi	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Basic Knowledge of Hindi Bhasha, Vyakaran and Literature				
Co-requisites	--				

Course Objectives

इस पाठ्यक्रम का उद्द्येश्य है,

- विद्यार्थी शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भी भाषा-कौशलों के विकास केलिए सतत प्रयत्नशील रहेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

Course Outcomes

इस कोर्स के पूरा होने **के परिणामतः छात्र निम्नलिखित ज्ञान प्राप्त कर पाएंगे:**

CO1: हिंदी शिक्षण शास्त्र के सम्यक अध्ययन के पश्चात् विद्यार्थी हिंदी भाषा और साहित्य के विभिन्न आयामों से विधिवत रूप से परिचित हो पाएंगे।

CO2: इस पठन विषय के अंतर्गत विद्यार्थी शिक्षा के क्षेत्र में वैदिक काल से लेकर वर्तमान कल तक आए परिवर्तनों के सन्दर्भ में ऐतिहासिक परिपेक्ष्य से लेकर वर्तमान वस्तुस्थिति का समुचित ज्ञान अर्जित कर सकेंगे।

CO3: इस शिक्षण से वे व्याकरण के विभिन्न आयामों जैसे- ध्वनि विचार, वर्ण विचार, शब्द विचार और वाक्य विचार के अध्यवसाई बन पाएंगे।

CO4: इस पठन विषय को पढ़कर विद्यार्थी भाषा कौशलों , भाषा और साहित्य में साम्य साहित्य के विभिन्न अंगों , यथा गद्य और पद्य शिक्षण व्याकरण आदि का ज्ञान अर्जित कर सकेंगे। उन्हें हिंदी शिक्षण में सूचना प्रद्योगिकी और संचार माध्यमों का ज्ञान होगा और वे विभिन्न शिक्षण उपकरणों तथा प्रविधियों के ज्ञान को आत्मसात कर सकेंगे।

Catalog Description

वर्तमान समय में हिंदी के क्षेत्रमें रोजगार की अपार संभावनाएं सृजित हुई हैं जैसे विज्ञापनों में हिंदी के प्रयोगमें वृद्धि, अन्य भाषा के चलचित्रों का हिंदीभाषा में अनुवाद होना, विभिन्न कार्यक्रमों में हिंदी उद्घोषकों की बढ़ती मांग, हिंदी में ऑनलाइन सामग्री में वृद्धि होना इत्यादि | इसके अतिरिक्त विभिन्न क्षेत्रों में हिंदी अधिकारी, अनुवादकों और हिंदीभाषा सीखने वाले शिक्षकों की मांग बढ़ती जा रही है | सुचना प्रौद्योगिकी की घर गांव तक पहुंच ने हिंदीको आज जन भाषा बना दिया है | इसके कारण हिंदी भाषा को सीखने बोलने वालों का नया वर्ग उभरकर सामने आ रहा है, जो हिंदी को ज्ञान संधान की भाषा मानने के प्रति गंभीर है | इसी कारण हिंदी शिक्षक को भी हिंदी भाषा के क्षेत्र में हो रहे इन परिवर्तनों और सम्भावनाओको दृष्टिगत रखकर ही अध्ययन - अध्यापन करना होगा | इसी सम्बन्ध में इस पठन - विषय की रचनाकी गयी है | इस पठन - विषय के निर्माणमें यह प्रयास सश्लिस्ट है की इस विषयको पढ़ाकर विद्यार्थी हिंदी शिक्षणशास्त्र की सम्यक आवश्यकताओं, विधियों, प्रविधियों, कौशलों, ऐतिहासिक तत्थों, नवचारों, शिक्षण - अधिगम त्रुटियों, निदानो, व समुचित रूप से परिचित होकर विद्यालयों मे हिंदीभाषा को आसानीसे सीखने में शिक्षार्थियों की सहायता कर सकेंगे |

Course Content

Unit I: 12 Contact Hours

हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन
- हिन्दी की व्याकरणिक व्यवस्था - ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- हिन्दी शिक्षण के उद्देश्य-
  प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

Unit II: 12 Contact Hours

भाषा कौशलों का विकास

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- श्रवण कौशल -
  तात्पर्य, महत्त्व, उद्देश्य, प्रकार, शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल -
  तात्पर्य, महत्त्व, उद्देश्य, प्रकार, मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकासक क्रियाएँ, मूल्यांकन
- पठन कौशल -
  तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ, उद्देश्यों के संदर्भ में पठन के प्रकार, सस्वर तथा मौनपठन, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष-कारण तथा निराकरण
- लेखन कौशल - तात्पर्य, महत्त्व, शिक्षण-
  उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविधरूप, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचनाशिक्षण-
  निर्देशित लेखन, स्वतंत्र लेखन
- उच्चस्तरीय भाषिक कौशलों का विकास

Unit III: 15 Contact Hours
- **हिन्दी भाषा तथा साहित्य का शिक्षण: हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ**

- भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौंदर्य बोध के तत्त्व
- कविता का रसास्वादन - महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता –शिक्षण के पक्ष-भाव एवं कलापक्ष, शिक्षण-विधियाँ, आस्वादन में शिक्षक की भूमिका,सौंदयाबोध विकासक युक्तियाँ, मूल्यांकन
- गद्य शिक्षण – महत्त्व, उद्देश्य, गद्यविधाओं के विविधरूप (निबंध एवं निबंधेतर) तथा उनकी शिक्षण-विधियाँ, गहन अध्ययन निष्ठ पाठ एवं विस्तृत अध्ययन निष्ठपाठों की शिक्षणविधि में अंतर, मूल्यांकन
- भाषा एवं साहित्य की विभिन्नविधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास, हिन्दी भाषा और जनसंचार, जनसंचार के विविधरूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

Unit IV: 15 Contact Hours
हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन

- हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें – हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रकिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
- हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण – शैक्षिक उपकरणों का महत्त्व एवं उनकी उपयोगिता, उपकरणों के विविधरूप- यांत्रिक एवं अयांत्रिक उपकरण, हिन्दी शिक्षण में सूचनाप्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग
- पाठ्यचर्या सहगामी क्रियाएँ- स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान
- मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक / लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रकिया, सभी प्रकार के प्रश्नों के निर्माण का अभ्यास
- विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य

प्रायोगिकपक्ष (कोई एक)

- आस–पास के किसी क्षेत्र के किसी विशिष्ट समुदाय के लोगों की भाषा का सवेक्षण और उनकी शब्दावली का अध्ययन–विश्लेषण
- भाषा कौशलों संबंधी भाषा खेल निर्माण
- कल्पना प्रधान एवं भावप्रधान मौलिक निबंधलेखन के लिए विषयसूचीनिर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं, नई समकालीन साहित्यिक पुस्तकों का अध्ययन–विश्लेषण
- पाठ्यपुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती–जुलती रचनाओं का संकलन
- पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन
- पाठ्य पुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते-जुलते मुहावरों, लोकोक्तियों का संकलन
- हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी

रचनाओं की सूची का निर्माण

• पाठ्य पुस्तको में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण

Suggested Text Books

1. चतुवेदी, रामस्वरूप (2005), हिन्दी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, दिल्ली
2. तिवारी, भोलानाथ(1990), हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली
3. गोस्वामी, कृष्णकुमार (1990), साहित्य भाषा और साहित्य शिक्षण, उच्चशिक्षा और शोधसंस्थान , दक्षिण भारत हिन्दी प्रचार सभा, हैदराबाद

Advanced Readings

• अग्रवाल, पुरुषोत्तम
एवंकुमार,संजय (2000), हिन्दी: नईचालमेंढली: एकपुनर्विचार, देशकालप्रकाशन, नईदिल्ली
• अज्ञेय, सच्चिदानंद हीरानंद वात्स्यायन (2010), वत्सल निधि प्रकाशन माला: संविति, सस्ता साहित्य मण्डल प्रकाशन, नईदिल्ली
• कुमार, कृष्ण (2004), बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तकन्यास, नई दिल्ली
• कौशिक, जयनारायण (1987), हिन्दीशिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़
• गुप्ता, मनोरमा (1984), भाषा अधिगम, केंद्रीय हिन्दी संस्थान, आगरा
• गोस्वामी, कृष्ण कुमार शुक्ल   एवं देवेन्द्र (1992), साहित्यशिक्षण, उच्चशिक्षा और शोधसंस्थान, मद्रास
• जोसेफ,जेस्सी(1997), भाषा की जैविकता, ज्ञानोदय प्रकाशन, धारवाड़
• तिवारी, पुरुषोत्तम(1992), हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी
• पाण्डेय, रामशकल (1993), हिन्दी शिक्षण,विनोद पुस्तकमंदिर, आगरा
• पांडेय, हेमचन्द्र (2001), भाषिक सम्प्रेषण और उसके प्रतिदर्श
• प्रसाद, केशव (1976), हिन्दी शिक्षण, धनपतराय एंड संस, दिल्ली
• बाछोतियाहीरलाल (2011), हिन्दी शिक्षण: संकल्पना और प्रयोग, किताब घर प्रकाशन, दिल्ली
• नागोरी,शर्मा एवं शर्मा (1976),हिन्दी भाषा एवं साहित्य शिक्षण,राजस्थान प्रकाशन
• लहरी,रजनीकान्त (1975),हिन्दी शिक्षण, रामप्रसाद एंड संस, आगरा
• व्यागात्सकी (2009), विचार और भाषा(अनू॰), ग्रंथशिल्पी प्रकाशन, नई दिल्ली
• श्रीवास्तव, रवीन्द्रनाथ (2009),भाषाई अस्मिता और हिन्दी, वाणी प्रकाशन, नई दिल्ली
• शर्मा,रामविलास (1978),भारत की भाषा समस्या,राजकमल प्रकाशन,नई दिल्ली
• सिंह, निरंजनकुमार (1981),माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
• कुमार, सुरेश (2001), शैलीविज्ञान, वाणी प्रकाशन, नईदिल्ली

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination/Attendance

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	हिंदी शिक्षण शास्त्र के सम्यक अध्ययन के पश्चात् विद्यार्थी हिंदी भाषा और साहित्य के विभिन्न आयामों से विधिवत रूप से परिचित हो पाएंगे।	PO1, PO3, PO11
CO2	इस पठन विषय के अंतर्गत विद्यार्थी शिक्षा के क्षेत्र में वैदिक काल से लेकर वर्तमान कल तक आए परिवर्तनों के सन्दर्भ में ऐतिहासिक परिपेक्ष्य से लेकर वर्तमान वस्तुस्थिति का समुचित ज्ञान अर्जित कर सकेंगे।	PO5, PO7
CO3	इस शिक्षण से वे व्याकरण के विभिन्न आयामों जैसे- ध्वनि विचार, वर्ण विचार, शब्द विचार और वाक्य विचार के अध्यवसाई बन पाएंगे।	PO5, PO9,
CO4	इस पठन विषय को पढ़कर विद्यार्थी भाषा कौशलों , भाषा और साहित्य में साम्य साहित्य के विभिन्न अंगों , यथा गद्य और पद्य शिक्षण व्याकरण आदि का ज्ञान अर्जित कर सकेंगे। उन्हें हिंदी शिक्षण में सूचना प्रद्योगिकी और संचार माध्यमों का ज्ञान होगा और वे विभिन्न शिक्षण उपकरणों तथा प्रविधियों के ज्ञान को आत्मसात कर सकेंगे।	PO2, PO8

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical Thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Developmental tasks PSO1	Diverse Needs PSO2	Research and Entrepreneurial Skills PSO3
SEED 516A	**Pedagogy of Hindi**	3	2	3		3		2	3	2	2	3	2	3	

1=lightly mapped,   2= moderately mapped,   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PS03	PSO4	PSO5	PSO6	PSO7
								Programme and Course Mapping											
CO1	3											2							
CO2		2		3										3					
CO3						3									2				
CO4									3								3		
					1=lightly mapped			**2= moderately mapped**				**3=strongly mapped**							

Unit I	हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य
Local	• भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
Regional	• भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
National	
Global	
Employability	•भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन •हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार, •भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति
Entrepreneurship	
Skill Development	भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन हिन्दी शिक्षण के उद्देश्य- प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क
Professional Ethics	
Gender	
Human Values	

Environment & Sustainability	
Unit II	**भाषा कौशलों का विकास**
Local	
Regional	
National	
Global	
Employability	•भाषा कौशलों से अशभप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
Entrepreneurship	
Skill Development	•श्रवण कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार, शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन •मौखिक अभिव्यक्ति कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार,मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण,कौशल विकासक क्रियाएँ, मूल्यांकन •पठन कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ,उद्देश्यों के संदर्भ में पठन के प्रकार,सस्वर तथा मौनपठन, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष-कारण तथा निराकरण •लेखन कौशल – तात्पर्य, महत्त्व,शिक्षण-उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविधरूप,लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचनाशिक्षण-निर्देशित लेखन, स्वतंत्र लेखन
Professional Ethics	उच्चस्तरीय भाषिक कौशलों का विकास
Gender	
Human Values	
Environment & Sustainability	
Unit III	
Local	
Regional	
National	
Global	
Employability	•हिन्दी भाषा तथा साहित्य का शिक्षण: हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ •भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौंदर्य बोध के तत्त्व •भाषा एवं साहित्य की विभिन्नविधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास, हिन्दी भाषा और जनसंचार, जनसंचार के विविधरूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका
Entrepreneurship	
Skill Development	•कविता का रसास्वादन - महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता –शिक्षण के पक्ष-भाव एवं कलापक्ष, शिक्षण-विधियाँ, आस्वादन में शिक्षक की भूमिका,सौंदयबोध विकासक युक्तियाँ, मूल्यांकन •गद्य शिक्षण – महत्त्व, उद्देश्य, गद्यविधाओं के विविधरूप (निबंध एवं निबंधेतर) तथा उनकी शिक्षण–विधियाँ, गहन अध्ययन निष्ठ पाठ एवं विस्तृत अध्ययन निष्ठपाठों की शिक्षणविधि में अंतर, मूल्यांकन

Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	**हिन्दी–शिक्षण: साधन, सामग्री और मूल्यांकन**
Local	
Regional	
National	
Global	
Employability	•हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण – शैक्षिक उपकरणों का महत्त्व एवं उनकी उपयोगिता, उपकरणों के विविधरूप- यांत्रिक एवं अयांत्रिक उपकरण, हिन्दी शिक्षण में सूचनाप्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग
Entrepreneurship	
Skill Development	•पाठ्यचर्या सहगामी क्रियाएँ- स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान •मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक / लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रकिया, सभी प्रकार के प्रश्नों के निर्माण का अभ्यास •विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य
Professional Ethics	•हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें – हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रकिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
Gender	
Human Values	
Environment & Sustainability	
SDG	**Multicultural competence, Comminication Skills, Anaylytic Reasoning, reflecting thinking**
NEP 2020	**Foundational Literacy, Curriculum and Pedagogy in Schools, Teachers, Towards a More Holistic and Multidisciplinary Education Teacher Education Promoting High-quality research Promotion of Indian Languages Technology Use & Integration Online and Digital Education**
POE/4ᵗʰ IR	"Employability Skill Development Soft Skills Hands-on Experience Projects "

SEED518A	PEDAGOGY OF PHYSICAL SCIENCE	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Science				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to :

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning

- Appreciate the fact that every child possess natural curiosity about her natural surroundings

- Appreciate that science is a dynamic and expanding body of knowledge

- Understand the process of science and role of laboratory in teaching- learning situation

- Appreciate various approaches of teaching-learning of physical science

- Use effectively different activities/ experiments / laboratory experiences for teaching-learning of physical science

- Identify the concepts of physical science that are alternatively conceptualized by teachers and students in general

- Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept

- Integrate knowledge in physical science with the other school subject.

- Facilitate development of scientific attitudes in learners

- Construct appropriate assessment tools for evaluating leaning of physical science.

- Examine the different pedagogical issues in the content of learning physical science

Course Outcomes

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

CO1 Understand the structure and nature of physical science as a discipline.

CO2 Understand the aims and curriculum framework of physical science teaching at secondary level.

CO3 Understand the importance, purpose and basic element of lesson planning

CO4 Develop and design appropriate teaching learning material

CO5 Understand the application of appropriate evaluation techniques in Physical Science.

Course Description

Science is an organized system of knowledge based on inquiry born out from natural curiosity, logical reasoning and experimentation. Therefore, students- teachers are expected to appreciate the fact that every child possesses natural curiosity about her surroundings and every child is unique. That is why; the course on Pedagogy of Physical Science is to be developed by integrating content and process skills of science with pedagogy. The syllabus focuses to develop the proficiency in the student-teachers to design teaching-learning situations keeping in consideration the nature of science, learning needs, context of all children through a variety of approaches. The course is intended to enable students-teachers to design and organize learner-centred, activity based, participatory learning experiences through observation, inquiry, dialogue, discussion, experiments, projects and field work. This goal will be realized only if teacher-educators actively involve student-teachers in the construction of their knowledge by providing such opportunities to student-teachers and thinking critically on the relevant issues. It is suggested that student-teachers perform various activities – based on the Units given below interacting with their classmate, textbooks of Upper Primary, Secondary and Higher Secondary stages and materials in the immediate surroundings to contextualize their teaching –learning experiences.

Course Content

Unit I   **15 Contact Hours**

Meaning, Nature and significance of Physical Science

- Meaning and nature of Physical Science,
- Scope of physical science and rationale of teaching physical science as a compulsory subject at secondary level
- Aims and objectives of teaching physical science at secondary stage
- Framing objectives in behavioral terms according to Bloom's taxonomy

- Significance of physical science in daily life and its relevance to social and environmental issues major contributions and landmarks of Indian scientists in the field of science.
- Promotion of Science Education in India

Unit II   **15 Contact Hours**

Approaches, Methods and Techniques of Teaching Physical Science

- Critical evaluation of the science curriculum at the secondary stage with reference to NCF-2005
- Approaches and methods of teaching physical science: activity-based approach: investigatory approach, laboratory method, project method and constructivist approach
- Concept mapping approach: meaning of concept, concept formation with reference to concept maps
- Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
- Development of lesson plan.
- Contents Analysis, Pedagogical
- Analysis and their comparison.
- Pedagogical analysis of any one of the following topics:
-

Unit III   **15 Contact Hours**

Instructional Teaching Learning Material

- Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs
- Instructional teaching learning material: preparation, improvisation and effective utilization
- Textbooks in physical science: relevance and use
- Critical evaluation of science text books at secondary stage/ senior secondary stage
- Application of ICT in pedagogy of physical science

Unit IV   **15 Contact Hours**

Evaluation in Teaching of Physical Science

- Evaluation in physical science

- Evaluation tools
- Need and use of diagnostic testing and remedial teaching
- Continuous and comprehensive evaluation
- Formative and summative evaluation
- Criterion and norm reference test
- Preparation of an achievement test
- Professional development of science teachers.

Practicum (Any One)

1. Conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
2. Preparation of an Achievement test on any topic.
3. Preparation of a working model / tool / device based on any principle of Physical Sciences.
4. Preparing a Multimedia Lesson of Physical Science.

Suggested Text Books
1. Mangal, S.K (2017). Pedagogy of Physical Sciences. Arya Book Depot.
2. N. Venkat Rao (2016). Pedagogy of Physical Sciences. New Delhi: Neelkamal Publishers.

Advanced Readings
1. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
2. Radha, M. (2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
3. Sonika, R. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the structure and nature of physical science as a discipline.	**PO1**
CO2	Understand the aims and curriculum framework of physical science teaching at secondary level.	**PO3**
CO3	Understand the importance, purpose and basic element of lesson planning	**PO11**
CO4	Develop and design appropriate teaching learning material	**PO8**
CO5	Understand the application of appropriate evaluation techniques in Physical Science.	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO 8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED518A	PEDAGOGY OF PHYSICAL SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2									1	3	3					
CO2	1	3	3				1			2			2	2		2		2	
CO3	2	2	3				1			3		1	3	2		3	1	2	

CO4	3	1	1	1	3		2	3				3	1		3		3	3
CO5		1		3				3		2	1		3		2	1	

Unit I	Meaning, Nature and significance of Physical Science
Local	Meaning and nature of Physical Science, Aims and objectives of teaching physical science at secondary stage
Regional	Meaning and nature of Physical Science, Aims and objectives of teaching physical science at secondary stage
National	Promotion of Science Education in India
Global	
Employability	Significance of physical science in daily life and its relevance to social and environmental issues major contributions and landmarks of Indian scientists in the field of science. Framing objectives in behavioral terms according to Bloom's taxonomy
Entrepreneurship	
Skill Development	
Professional Ethics	Scope of physical science and rationale of teaching physical science as a compulsory subject at secondary level Framing objectives in behavioral terms according to Bloom's taxonomy
Gender	
Human Values	
Environment & Sustainability	
Unit II	Approaches, Methods and Techniques of Teaching Physical Science
Local	o Approaches and methods of teaching physical science: activity-based approach, investigatory approach, laboratory method, project method and constructivist approach
Regional	o Approaches and methods of teaching physical science: activity-based approach, investigatory approach, laboratory method, project method and constructivist approach

National		o **Critical evaluation of the science curriculum at the secondary stage with reference to NCF-2005**
Global		
Employability		o **Concept mapping approach: meaning of concept, concept formation with reference to concept maps** o **Development of lesson plan**
Entrepreneurship		
Skill Development		
Professional Ethics		o **Approaches and methods of teaching physical science: activity-based approach, investigatory approach, laboratory method, project method and constructivist approach**
Gender		
Human Values		
Environment & Sustainability		
Unit III	Instructional Teaching Learning Material	
Local		o **Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs** o o **Textbooks in physical science: relevance and use** o **Critical evaluation of science text books at secondary stage / senior secondary stage** o **Application of ICT in pedagogy of physical science**
Regional		
National		o **Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs**
Global		
Employability		o **Application of ICT in pedagogy of physical science** o **Instructional teaching learning material: preparation, improvisation and effective utilization**
Entrepreneurship		
Skill Development		o **Instructional teaching learning material: preparation, improvisation and effective utilization**
Professional Ethics		o **Textbooks in physical science: relevance and use** o **Critical evaluation of science text books at secondary stage / senior secondary stage**

Gender	
Human Values	
Environment & Sustainability	
Unit IV	Evaluation in Teaching of Physical Science
Local	o Evaluation in physical science
Regional	o Need and use of diagnostic testing and remedial teaching
National	o Continuous and comprehensive evaluation o Formative and summative evaluation
Global	o Evaluation tools
Employability	o Preparation of an achievement test o Criterion and norm reference test o Evaluation tools o
Entrepreneurship	
Skill Development	o Preparation of an achievement test
Professional Ethics	o Professional development of science teachers
Gender	
Human Values	
Environment & Sustainability	
SDG	
NEP 2020	
POE/4th IR	

SEED520A	PEDAGOGY OF COMMERCE	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Commerce				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Gain insight on the meaning and nature of commerce for determining aims, and strategies of teaching learning
- Identify and relate everyday experiences with learning commerce and understand lesson planning and evaluation aspects in teaching commerce
- Apply the knowledge in analyzing higher secondary commerce contents in terms of the techniques and aids for the purpose of teaching commerce
- Understand the different types of curriculum, classroom management techniques and technology in education to teach commerce
- Develop interests in knowing the recent development in teaching methodology and technological developments in commerce

Course Outcomes

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

CO1 Understand the structure and nature of commerce as a discipline.

CO2 Understand the aims and curriculum framework of commerce teaching at secondary level.

CO3 Understand the importance, purpose and basic element of lesson planning

CO4 Develop appropriate teaching learning material

CO5 Understand the application of appropriate evaluation techniques in commerce.

Course Description

This paper attempts to prepare reflective teachers who are prepared to address the needs of a Commerce classroom. After studying this course, the students will be able to reflect on appropriate teaching needs of the commerce classroom, based on individual differences in learners and the school context. They will also develop new and use existing resources for teaching of commerce.

Unit I   **15 Contact Hours**
Meaning and Nature of Commerce

- Foundation and context of commerce,

- Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,

- Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).

Unit II   **15 Contact Hours**
Lesson Planning and Pedagogical Analysis

- Understanding terminology of commerce,

- Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level,

- Micro teaching skills, lesson planning in commerce,

- Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.

Unit III   **15 Contact Hours**
Teaching learning material

- Teaching learning material, its meaning and importance,

- Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF-2005,

- Teaching learning material: textbook & reference books and their dynamics of in teaching,

- Learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking).

Unit IV   **15 Contact Hours**

Approaches and Evaluation in Teaching

- Meaning, importance of evaluation and types of evaluation in commerce,

- Classroom processes and evaluation in commerce,

- Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process,

- Development of test items: essay, short answer and objective types,

- New approaches to assessment: question bank, open book examination & grading,

- Construction of an achievement test: concept and steps.

Practicum (Any One)

1. Visits to Banks, Insurance houses, Warehouse, Trade-Centers, Companies and other Business Houses.

2. Collection of business documents, newspaper and magazines articles (cuttings), business forms, Collection of e-learning resources in Commerce.

3. Exploring how currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.

4. Developing a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Text Books

1. Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi Vikas Publishing House Pvt. Ltd.

2. Umesh (2009) Teaching of Commerce. New Delhi: Tandon Publications.

Advanced Readings

1. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.

2. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

<table>
<tr><td colspan="3" align="center">Mapping between COs and POs</td></tr>
<tr><td></td><td align="center">Course Outcomes (COs)</td><td align="center">Mapped Programme Outcomes</td></tr>
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Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED520A	PEDAGOGY OF COMMERCE	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1									3			3							
CO2			3											3			2		
CO3							3								3				

Unit I	Meaning and Nature of Commerce
Local	Foundation and context of commerce,
Regional	Foundation and context of commerce,
National	Foundation and context of commerce,
Global	Foundation and context of commerce,
Employability	Foundation and context of commerce, Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).
Entrepreneurship	Foundation and context of commerce, Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).
Skill Development	Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).
Professional Ethics	Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).
Gender	
Human Values	Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,

Environment & Sustainability	**Foundation and context of commerce,** **Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,** **Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).**
Unit II	**Lesson Planning and Pedagogical Analysis**
Local	**Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
Regional	**Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
National	**Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
Global	
Employability	o Understanding terminology of commerce, o Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level, Micro teaching skills, lesson planning in commerce **Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
Entrepreneurship	Understanding terminology of commerce, Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level,
Skill Development	Micro teaching skills, lesson planning in commerce **Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
Professional Ethics	Micro teaching skills, lesson planning in commerce **Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.**
Gender	
Human Values	**Relationship between lesson planning and pedagogical analysis,**

	innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.
Environment & Sustainability	Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.
Unit III	**Teaching learning material**
Local	Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF 2005
Regional	Learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking).
National	Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF 2005,
Global	
Employability	Teaching learning material, its meaning and importance Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF-2005 Learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking). o
Entrepreneurship	Teaching learning material, its meaning and importance
Skill Development	Learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking).
Professional Ethics	Teaching learning material, its meaning and importance
Gender	
Human Values	Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF-2005
Environment & Sustainability	Teaching learning material, its meaning and importance
Unit IV	**Approaches and Evaluation in Teaching**
Local	Classroom processes and evaluation in commerce
Regional	
National	Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process
Global	Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process
Employability	**Meaning, importance of evaluation and types of evaluation in commerce,** Classroom processes and evaluation in commerce

	Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process Development of test items: essay, short answer and objective types, New approaches to assessment: question bank, open book examination & grading, Construction of an achievement test: concept and steps
Entrepreneurship	Classroom processes and evaluation in commerce Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process Development of test items: essay, short answer and objective types, New approaches to assessment: question bank, open book examination & grading, Construction of an achievement test: concept and steps
Skill Development	Development of test items: essay, short answer and objective types Classroom processes and evaluation in commerce Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process Development of test items: essay, short answer and objective types, New approaches to assessment: question bank, open book examination & grading, Construction of an achievement test: concept and steps
Professional Ethics	Classroom processes and evaluation in commerce Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process Development of test items: essay, short answer and objective types, New approaches to assessment: question bank, open book examination & grading, Construction of an achievement test: concept and steps
Gender	
Human Values	Classroom processes and evaluation in commerce
Environment & Sustainability	Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process
SDG	**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG-8)** **Professional Development of Teachers (SDG-4c)**
NEP 2020	**Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1- 4.46)** **Teachers (5.1- 5.29)** **Standard setting and Accreditation for School Education (8.1- 8.11)** **Motivated, Energized, and Capable Faculty (13.1- 13.7)** **Optimal Learning Environments and Support for Students (12.1- 12.10)** **Professional Education (17.1- 17.5)** **Technology Use & Integration (23.1- 23.13)**
POE/4th IR	**Technical Skills that match Industry Needs, Updated Curriculum, Focus on Employability Skills (Local/Regional and Global) / Employability, Skill Development**

SEED522A	PEDAGOGY OF ECONOMICS	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Economics				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Understand the nature and purpose of economics courses introduced in schools for Indian children.

- Develop the required competencies to present the subject matter of economics from a social science perspective.

- Understand pedagogical analysis of the subject matter they are to teach at different levels.

- Acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.

- Identify basic economic concepts, as integral in the syllabus and plan the suitable methodology to teach.

- Analyze critically on the economic issues, problems, policies and solutions from the local, national and international perspective.

Course Outcomes

On completion of this course, the students will be able to:

CO1 Understand the structure and nature of economics as a discipline.

CO2 Understand the aims and curriculum framework of economics teaching at secondary level.

CO3 Discuss the importance, purpose and basic element of lesson planning

CO4 Develop and design appropriate teaching learning material.

CO5 Understand the application of appropriate evaluation techniques in economics.

Course Description

Economics has gained enormous relevance post Liberalization, Privatization and Globalization (LPG), and the merging of the world economy. The purpose of economic education is to create responsible citizens and effective decision makers. The importance of economic education goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the working of the economy. Economics can be taught by generating new knowledge with the help of exposing students to real life learning

environments and experiences. Teaching economics in this twenty –first century requires teachers to implement effective technology –integrated teaching and assessment strategies not only to achieve cross critical outcomes, but providing on-going support to digital natives .The programme has been designed to impart advanced learning in economics and business, analysis of economic problems, and evaluation of the implications of economic policy and business planning and strategy.

Course Content

Unit I: **15 Contact Hours**
Economics: Context and Concerns

- Historical development of Economics as a school subject

- Meaning, Nature and Scope and Values of Teaching Economics in present scenario

- Understanding Economics in relation to Commerce, History, Geography, Mathematics and Agriculture.

- Aims and Objective of teaching of Economics at Secondary Level in light of NCF-2005

- Comparative analysis of prescribed syllabus of Economics by CBSE & ICSE

Unit II: **12 Contact Hours**

Methods & Skills of Teaching Economics

   Methods of teaching:

- Lecture method

- Discussion method

- Inductive- deductive method

- Project method

- Survey method

- Co-operative learning method

   Techniques of teaching:

- Supervised study

- Dramatization

- Brain-storming

- Field trip and simulation

- Challenges of teaching economics and role of economics teacher in teaching of social science and in current affairs

- Use of ICT in economics and designing resource plans for effective transaction

Unit III: **12 Contact Hours**

Instructional Media & Co-curricular Activities

- Instructional media: concept
- importance and types of instructional media and their use in teaching of economics
- Co-curricular activities: type
- role and significance of co-curricular activities in teaching of economics
- Text book: features of a good text book.
- Criteria for evaluation of economics text book
- Micro-teaching
- Unit planning and lesson planning

Unit IV: **15 Contact Hours**

Approaches and Evaluation in Teaching

- Evaluation: meaning, significance of evaluation and its role in education process.
- Methods of assessment: formative, summative, diagnostic
- Evaluation procedure for appraising learners performance, planning and preparation of achievement test in economics
- Informal assessment techniques
- Observation recording
- Performance assessment-preparation of performance standards
- Continuous and Comprehensive evaluation (CCE)

Practicum (Any One)

- Critical study of any one Economics book.

- Preparation of achievement test report.

- Development and organization of co-curricular activities.

- Identifying and Evaluating ICT resources suitable for teaching Economics.

- Develop a Multi-Media lesson using appropriate ICT resources and transact the same.

Suggested Text Books

1. Aggarwal, J.C. (2005). Teaching of Economics: A Practical Approach, Vinod Pustak Mandir: Agra.

2. Siddiqi, M.H. (1998). Teaching of Economics: New Delhi; Ashish Publishing House.

Advanced Readings

1. Bawa M. S. (ed.) (1998). Source Book on Strategies of Teaching Social Sciences, IASE, Dept. of Education, Delhi University.

2. Chakravorty, S. (1987). Teaching of Economics in India, Bombay, Himalaya Publishing.

3. Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the structure and nature of economics as a discipline.	**PO1**
CO2	Understand the aims and curriculum framework of economics teaching at secondary level.	**PO3**
CO3	Discuss the importance, purpose and basic element of lesson planning	**PO11**
CO4	Develop and design appropriate teaching learning material.	**PO8**
CO5	Understand the application of appropriate evaluation techniques in economics.	**PO9**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED522A	PEDAGOGY OF ECONOMICS	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1									3			3							
CO2			3											3			2		
CO3							3								3				

Unit I	Meaning, Nature and significance of Physical Science
Local	Meaning and nature of Physical Science, Aims and objectives of teaching physical science at secondary stage
Regional	Meaning and nature of Physical Science, Aims and objectives of teaching physical science at secondary stage
National	Promotion of Science Education in India

Global	
Employability	Significance of physical science in daily life and its relevance to social and environmental issues major contributions and landmarks of Indian scientists in the field of science. Framing objectives in behavioral terms according to Bloom's taxonomy
Entrepreneurship	
Skill Development	
Professional Ethics	Scope of physical science and rationale of teaching physical science as a compulsory subject at secondary level Framing objectives in behavioral terms according to Bloom's taxonomy
Gender	
Human Values	
Environment & Sustainability	
Unit II	Approaches, Methods and Techniques of Teaching Physical Science
Local	o Approaches and methods of teaching physical science: activity-based approach investigatory approach, laboratory method, project method and constructivist approach
Regional	o Approaches and methods of teaching physical science: activity-based approach investigatory approach, laboratory method, project method and constructivist approach
National	o Critical evaluation of the science curriculum at the secondary stage with reference to NCF 2005
Global	
Employability	o Concept mapping approach: meaning of concept, concept formation with reference to concept maps o Development of lesson plan
Entrepreneurship	
Skill Development	
Professional Ethics	o Approaches and methods of teaching physical science: activity-based approach investigatory approach, laboratory method, project method and constructivist approach
Gender	
Human Values	
Environment & Sustainability	

Unit III	Instructional Teaching Learning Material
Local	- Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs - Textbooks in physical science: relevance and use - Critical evaluation of science text books at secondary stage/ senior secondary stage - Application of ICT in pedagogy of physical science
Regional	
National	Planning and execution of extended experiences: science club, science exhibitions, science excursions, science quizzes and science fairs
Global	
Employability	- Application of ICT in pedagogy of physical science - Instructional teaching learning material: preparation, improvisation and effective utilization
Entrepreneurship	
Skill Development	Instructional teaching learning material: preparation, improvisation and effective utilization
Professional Ethics	- Textbooks in physical science: relevance and use - Critical evaluation of science text books at secondary stage/ senior secondary stage
Gender	
Human Values	
Environment & Sustainability	
Unit IV	Evaluation in Teaching of Physical Science
Local	Evaluation in physical science
Regional	Need and use of diagnostic testing and remedial teaching
National	- Continuous and comprehensive evaluation - Formative and summative evaluation
Global	Evaluation tools
Employability	- Preparation of an achievement test - Criterion and norm reference test

	o Evaluation tools o
Entrepreneurship	
Skill Development	o Preparation of an achievement test
Professional Ethics	o Professional development of science teachers
Gender	
Human Values	
Environment & Sustainability	
SDG	
NEP 2020	
POE/4th IR	

SEED524A	PEDAGOGY OF SOCIAL SCIENCES	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Social Sciences				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Get an insight into the nature of social science curriculum and its pedagogical issues.

- Enquire critically the aims and objectives of social science education.

- Explore and establish the Inter-disciplinarily in social science.

- Comprehend the uniqueness of teaching-learning process of social science at secondary level.

- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.

- Develop appropriate evaluation mechanisms in social science.

- Understand the needs and processes for professional development of social science teachers as researchers.

Course Outcomes

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

CO1 Describe the structure and nature of social science as a discipline.

CO2 Explain the aims and curriculum framework of social science teaching at secondary level.

CO3 Describe the importance, purpose and basic element of lesson planning

CO4 Construct and design appropriate teaching learning material.

CO5 Demonstrate the application of appropriate evaluation techniques in social science.

Course Description

This course in the teaching of social sciences introduces student-teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student-teachers may not be having sufficient exposure to four major disciplines of social sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student-teachers understand key concepts of the various social sciences as well as related pedagogical issues. Furthermore, student-teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. *Student-teachers are encouraged to grasp concepts and to develop thinking skills*. That is why, in certain cases, Case Studies for the transactions of topics have been indicated.

Course Content

Unit I: **10 Contact Hours**
Aims and Objectives of Teaching Social Science

- Social Sciences: Nature, Context and Concerns
- Aims and objective, differentiate social science and social studies
- Issues and Challenges in teaching of Social Sciences
- Social Science Education For an informed and empowered citizen

Unit II: **15 Contact Hours**
Pedagogical Strategies in Social Science

- Purpose, Approaches and Strategies teaching- learning processes
- Inductive, deductive, interdisciplinary and constructivist approaches
- Narration, Dialogue& Discussion,
- Problem Solving, Project, Storytelling,
- Data collection and analysis,
- Field trips as learning experience,
- Dramatization, Archives& other historical Sources and their interpretation, reviewing Video Shows on social issues,
- Comparative method,
- Concept of Action Research
- Development of Lesson Plan

Unit III: **12 Contact Hours**

Resources in Social Science

- Teaching Learning Material: Need and objectives; collection and preparation.
- ICT in Social Science Classroom.
- Social Science Resource room: Need, Establishment, components and management.
- Social Science Teacher: Nature; Personal ideology and Personality traits; Academic and Professional competencies; and as a Reflective Practitioner.

Unit IV: **10 Contact Hours**
Evaluation and Assessment in Social Science

- Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment

- Summative assessment: Objective and subjective strategies

- Assessment at different stages: secondary level.

- Assessment of Social Science as an integrated subject.

- Achievement Test

Practicum (Any One)

1. Term papers on current issues: Citizenship, Gender issues, Stock Market, Local History.
2. Enrichment of the subject areas like geography, history, political and social life and economics.
3. Establishment and Enrichment of Social Science Resource Centre.
4. Analysis of curriculum policies/documents and curriculum frameworks.
5. Critical appraisal of existing social science curriculum and text books at school level.
6. Critical Lessons (issue- based) Planning and Execution.
7. Organizing field trips and evaluating learning process.

Suggested Text Books
1. Agarwal, J.C. (1993).Teaching of Social Studies-A Practical Approach. Second (Revised Edition):Viaks Publishing House.
2. Mangal, S.K.(2018). Pedagogy of Social Sciences. PHI Publications.

Advanced Readings
1. Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.

2. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publications.

3. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Describe the structure and nature of social science as a discipline.	**PO1**
CO2	Explain the aims and curriculum framework of social science teaching at secondary level.	**PO3**
CO3	Describe the importance, purpose and basic element of lesson planning	**PO11**
CO4	Construct and design appropriate teaching learning material.	**PO8**
CO5	Demonstrate the application of appropriate evaluation techniques in social science.	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO 8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED524A	PEDAGOGY OF SOCIAL SCIENCES	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1																2			
CO2											3			3					
CO3						3												3	
CO4			3						3										
CO5										3									

Unit I	Aims and Objectives of Teaching Social Science
Local	
Regional	
National	
Global	
Employability	
Entrepreneurship	
Skill Development	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum. Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.
Professional Ethics	
Gender	
Human Values	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum. Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self.
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4th IR	Employability, Entrepreneurship, Skill Development
Unit II	Pedagogical Strategies in Social Science
Local	
Regional	

National	Purpose, Approaches and Strategies teaching- learning processes Inductive, deductive, interdisciplinary and constructivist approaches Narration, Dialogue& Discussion, Problem Solving, Project, Storytelling, Data collection and analysis, Field trips as learning experience, Dramatization, Archives& other historical Sources and their interpretation, reviewing Video Shows on social issues, Comparative method, Concept of Action Research Development of Lesson Plan
Global	
Employability	Purpose, Approaches and Strategies teaching- learning processes Inductive, deductive, interdisciplinary and constructivist approaches Narration, Dialogue& Discussion, Problem Solving, Project, Storytelling, Data collection and analysis, Field trips as learning experience, Dramatization, Archives& other historical Sources and their interpretation, reviewing Video Shows on social issues, Comparative method, Concept of Action Research Development of Lesson Plan
Entrepreneurship	
Skill Development	Purpose, Approaches and Strategies teaching- learning processes Inductive, deductive, interdisciplinary and constructivist approaches Narration, Dialogue& Discussion, Problem Solving, Project, Storytelling, Data collection and analysis, Field trips as learning experience, Dramatization, Archives& other historical Sources and their interpretation, reviewing Video Shows on social issues, Comparative method, Concept of Action Research Development of Lesson Plan
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4th IR	Employability, Entrepreneurship, Skill Development
Unit III	**Resources in Social Science**
Local	
Regional	
National	
	Teaching Learning Material: Need and objectives; collection and preparation

	ICT in Social Science Classroom
	Social Science Resource room: Need, Establishment, components and management
	Social Science Teacher: Nature; Personal ideology and Personality traits
	Academic and Professional competencies; and as a Reflective Practitioner
Global	
Employability	Teaching Learning Material: Need and objectives; collection and preparation
	ICT in Social Science Classroom
	Social Science Resource room: Need, Establishment, components and management
	Social Science Teacher: Nature; Personal ideology and Personality traits
	Academic and Professional competencies; and as a Reflective Practitioner
Entrepreneurship	
Skill Development	Teaching Learning Material: Need and objectives; collection and preparation
	ICT in Social Science Classroom
	Social Science Resource room: Need, Establishment, components and management
	Social Science Teacher: Nature; Personal ideology and Personality traits
	Academic and Professional competencies; and as a Reflective Practitioner
Professional Ethics	
Gender	
Human Values	Teaching Learning Material: Need and objectives; collection and preparation
	ICT in Social Science Classroom
	Social Science Resource room: Need, Establishment, components and management
	Social Science Teacher: Nature; Personal ideology and Personality traits
	Academic and Professional competencies; and as a Reflective Practitioner
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4th IR	Employability, Entrepreneurship, Skill Development
Unit IV	**Evaluation and Assessment in Social Science**
Local	
Regional	

National	Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment Summative assessment: Objective and subjective strategies Assessment at different stages: secondary level. Assessment of Social Science as an integrated subject. Achievement Test
Global	
Employability	Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment Summative assessment: Objective and subjective strategies Assessment at different stages: secondary level. Assessment of Social Science as an integrated subject. Achievement Test
Entrepreneurship	
Skill Development	Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment Summative assessment: Objective and subjective strategies Assessment at different stages: secondary level. Assessment of Social Science as an integrated subject. Achievement Test
Professional Ethics	
Gender	
Human Values	Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment Summative assessment: Objective and subjective strategies Assessment at different stages: secondary level. Assessment of Social Science as an integrated subject. Achievement Test
Environment & Sustainability	
SDG	Sustainable Development and Global Citizenship
NEP 2020	Equitable and Inclusive Education: Learning for All
POE/4th IR	Employability, Entrepreneurship, Skill Development

SEED526A	PEDAGOGY OF MATHEMATICS	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Mathematics				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Develop insight into the meaning, nature, scope and objective of mathematics education

- Describe mathematics as a tool to engage the mind of every student

- Use mathematics to strengthen the student's resource

- Understand the process of developing a concept

- Understand the role of mathematics in day-to-day life

- Understand that mathematics is more than formulas and mechanical procedures

- Channelize, evaluate, explain and reconstruct students thinking

- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on

- Pose and solve meaningful problems

- explain the importance of mathematics laboratory in learning mathematics

Course Outcomes

On completion of this course, the **student-teachers** will be able to:

CO1 Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO2 Explain the concepts and principles of mathematics and select appropriate methods of teaching to teach mathematics.

CO3 Analyze the importance, purpose and basic element of planning /lesson planning.

CO4 Develop appropriate (innovative and indigenous) teaching aids, remedial and enriched programmes.

CO5 Apply appropriate evaluation techniques in mathematics.

Course Overview

Mathematics plays an important role in our life; it not only helps in day-to-day situations but also develops logical reasoning, abstract thinking and imagination. It enriches life and provides new dimensions to thinking. The struggle to learn abstract principles develops the power to formulate and understand arguments and the capacity to see interrelations among concepts. The enriched understanding helps us to deal with abstract ideas in other subjects as well.

The goal of mathematics education in schools as envisaged by the National Curriculum Framework - 2005 is the Mathematization of children's thought processes. This requires developing the inner resources of a growing child. Thus, there has been a shift in the focus of learning from rote memorization to acquiring and building knowledge through exploration and enquiry. Teacher being a major component of the education system is required to be well aware of this child centric way of mathematics transaction in the classroom to bring out thinking individuals in the future society.

Quality education is predominantly dependent on the quality of its teachers. The present B.Ed. syllabus has been developed with these concerns to help groom the teachers of tomorrow, who would make their mathematics classrooms alive and interactive in which their students would be engaged in articulating their own understanding of concepts, evolving models and developing definitions.

Course Content

Unit I   **15 Contact Hours**

Meaning, Nature and History of Mathematics

- Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams)
- Need and importance of mathematics at secondary stage
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to New Bloom's taxonomy
- Historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.

Unit II   **15 Contact Hours**

Methods and approaches of teaching Mathematics

- Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF,
- Methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach,
- Preparation of a lesson plan,
- Preparation of unit planning.

Unit III   **15 Contact Hours**

Recreational Activities and Instructional Material Development
- Mathematics club and its importance,
- Mathematics laboratory and its effective use,
- Importance of re-creational activities – games, puzzles and riddles in mathematics,
- Textbooks in mathematics: relevance and use,
- Critical evaluation of mathematics text books at secondary stage/ senior secondary stage,
- Projective and non- projective teaching aids, instructional and material development,
- Role of communication in classroom- math talk; building a community of mathematicians in classrooms;

Unit IV   **12 Contact Hours**

Evaluation and Assessment in Mathematics
- Evaluation in mathematics,
- Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching,
- Continuous and comprehensive evaluation,
- Formative and summative evaluation,
- Criterion and norm reference test,
- Preparation of an achievement test,
- Professional development of mathematics teachers.

Assignment/ Practicum (Any One)
1. Organizing Mathematical Activities in School.
2. Developing at least five Instructional Aids.
3. Development of an Achievement test in Mathematics.
4. Developing a Multi-media Lesson in Mathematics.

Suggested Text Books
1. Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lall and Sons. Meerut, U.P.
2. Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.

Advanced Readings

1. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
2. NCERT (2012), Pedagogy of Mathematics Textbook for Two-Year B. Ed Course.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.	**PO1**
CO2	Explain the concepts and principles of mathematics and select appropriate methods of teaching to teach mathematics.	**PO3**
CO3	Analyze the importance, purpose and basic element of planning /lesson planning.	**PO11**
CO4	Develop appropriate (innovative and indigenous) teaching aids, remedial and enriched programmes.	**PO8**
CO5	Apply appropriate evaluation techniques in mathematics	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED526A	PEDAGOGY OF MATHEMATICS	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1																			
CO2																			
CO3																			
CO4																			
CO5																			
CO6																			

Unit I	Meaning, Nature and History of Mathematics
Local	Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams) Need and importance of mathematics at secondary stage Aims and objectives of teaching mathematics at secondary stage Framing objectives according to New Bloom's taxonomy Historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.
Regional	Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams) Need and importance of mathematics at secondary stage Aims and objectives of teaching mathematics at secondary stage Framing objectives according to New Bloom's taxonomy Historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.

National	Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams) Need and importance of mathematics at secondary stage Aims and objectives of teaching mathematics at secondary stage Framing objectives according to New Bloom's taxonomy Historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.
Global	Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams) everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.
Employability	Meaning, scope and nature of mathematics
Entrepreneurship	
Skill Development	
Professional Ethics	multicultural mathematics; its use in decision making, at the workplace.
Gender	
Human Values	
Environment & Sustainability	
Unit II	Methods and approaches of teaching Mathematics
Local	Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF, Methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach, Preparation of a lesson plan, Preparation of unit planning.
Regional	Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF, Methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach, Preparation of a lesson plan, Preparation of unit planning.
National	Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF, Methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach, Preparation of a lesson plan,

	Preparation of unit planning.
Global	Methods and approaches of teaching mathematics: inductive – deductive, analytic – synthetic, problem solving and project method, constructive approach, Preparation of a lesson plan, Preparation of unit planning
Employability	Preparation of a lesson plan,
Entrepreneurship	
Skill Development	
Professional Ethics	Critical evaluation of the curriculum in use in mathematics at the secondary stage according to NCF
Gender	
Human Values	
Environment & Sustainability	
Unit III	**Recreational Activities and Instructional Material Development**
Local	Mathematics club and its importance, Mathematics laboratory and its effective use, Importance of re-creational activities – games, puzzles and riddles in mathematics, Textbooks in mathematics: relevance and use, Critical evaluation of mathematics text books at secondary stage/ senior secondary stage, Projective and non- projective teaching aids, instructional and material development, Role of communication in classroom- math talk; building a community of mathematicians in classrooms;
Regional	Mathematics club and its importance, Mathematics laboratory and its effective use, Importance of re-creational activities – games, puzzles and riddles in mathematics, Textbooks in mathematics: relevance and use, Critical evaluation of mathematics text books at secondary stage/ senior secondary stage, Projective and non- projective teaching aids, instructional and material development, Role of communication in classroom- math talk; building a community of mathematicians in classrooms;
National	Mathematics club and its importance, Mathematics laboratory and its effective use, Importance of re-creational activities – games, puzzles and riddles in mathematics, Textbooks in mathematics: relevance and use, Critical evaluation of mathematics text books at secondary stage/ senior secondary stage, Projective and non- projective teaching aids, instructional and material development,

	Role of communication in classroom- math talk; building a community of mathematicians in classrooms
Global	Mathematics club and its importance, Mathematics laboratory and its effective use, Importance of re-creational activities – games, puzzles and riddles in mathematics, Projective and non- projective teaching aids, instructional and material development, Role of communication in classroom- math talk; building a community of mathematicians in classrooms;
Employability	Mathematics laboratory and its effective use,
Entrepreneurship	
Skill Development	
Professional Ethics	building a community of mathematicians in classrooms
Gender	
Human Values	
Environment & Sustainability	
Unit IV	**Evaluation and Assessment in Mathematics**
Local	Evaluation in mathematics, Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, Continuous and comprehensive evaluation, Formative and summative evaluation, Criterion and norm reference test, Preparation of an achievement test, Professional development of mathematics teachers
Regional	Evaluation in mathematics, Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, Continuous and comprehensive evaluation, Formative and summative evaluation, Criterion and norm reference test, Preparation of an achievement test, Professional development of mathematics teachers
National	Evaluation in mathematics, Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching, Continuous and comprehensive evaluation, Formative and summative evaluation, Criterion and norm reference test, Preparation of an achievement test, Professional development of mathematics teachers
Global	Evaluation in mathematics, Evaluation tools: meaning, need and use of diagnostic testing and

	remedial teaching,
Employability	Evaluation in mathematics, Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching,
Entrepreneurship	
Skill Development	use of diagnostic testing and remedial teaching
Professional Ethics	Professional development of mathematics teachers
Gender	
Human Values	
Environment & Sustainability	
SDG	SDG 4 Quality education, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Quality Education, vocational skills,
NEP 2020	4.6 Experiential Learning 5.16 Competency based education
POE/4th IR	Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development and Employability

SEED528A	PEDAGOGY OF BIOLOGICAL SCIENCE	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Science				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Facilitate inculcation of scientific attitude and temper among learners
- Appreciate that biological science is a dynamic and expanding body of knowledge
- Nurture curiosity of learners about her/his natural surroundings and relationships of every day's experience with concepts of biological sciences
- Develop insight about nature of biological sciences and for determining strategies of teaching-learning
- Explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities
- Formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects based on upper primary, secondary and higher secondary curriculum
- Develop appropriate assessment tools for the evaluation of learning of different concepts of biological sciences
- Develop linkage of different concepts of biological sciences with life skills and its development
- Stimulate curiosity, creativity and inventiveness in the field of biological sciences

Course Outcomes

On completion of this course, the **student-teachers** will be able to:

CO1 Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO2 Understand the concepts and principles of Biological Science and select appropriate methods of teaching to teach Biological Science.

CO3 Understand the importance, purpose and basic element of unit planning and lesson planning

CO4 Develop and design appropriate and innovative teaching learning material.

CO5 Understand the application of appropriate evaluation techniques in Biological Science.

Course Description

Being one of the disciplines of science, concerns and approaches of Biological Science are almost similar to that of Science in general. Scientific inquiry has always been the key factor in the root of this evolution of biological sciences as a scientific discipline. Present day's Biology is an outcome of the ever growing and evolving subject discipline both in school as well as higher education.

Therefore, teaching-learning practices of biological sciences will address the dynamism of evolving subject knowledge as well as changing paradigm of teaching- learning process Learners of biological science would need to understand the nature of the discipline and arouse curiosity among young learners about natural surroundings vis-à-vis the entire living world. This discourse of learning process includes situations leading to understanding of biological facts and phenomena through inquiry, investigations and discoveries and inculcation of scientific attitude and temper. Also, the teaching-learning of biological sciences will focus on conservation of natural resources and sustainability of the environment besides welfare of mankind.

Course Content

Unit I   15 Contact Hours

Meaning Nature and Scope of Biological Science

- Meaning, nature, history, scope and interdisciplinary linkage of biological science
- Scope of biological science and rationale of teaching biological science as a compulsory subject at secondary level
- Science Popularization
- Role of biology in teaching integrated science, EVS and health education
- aims and objectives of teaching biological science at secondary stage with reference to NCF2005
- Framing instructional objectives in behavioral terms according to bloom's taxonomy.

Unit II   15 Contact Hours

Methods and Approaches of Teaching Biological Science

- Methods and approaches of teaching biological science with reference to NCF 2005
- Activity based approach: enquiry approach
- Laboratory method
- Project method and constructivist approach
- Cooperative learning
- Team teaching and peer- learning

- Concept mapping approach: meaning of concept, concept formation with reference to concept maps

- Development of lesson plan and unit plan.

Unit III   **15 Contact Hours**
Instructional Teaching Learning Material

- Biology laboratory: Design, organization and management.
- Identifying and analyzing age and stage specific learning resources and using them in teaching-learning process of biology (e.g. for classification and systematic studies of organisms, morphology and anatomy of organisms, and their parts, life processes, understanding about environment and relationships of organisms among themselves and with their environment, etc.)
- Instructional teaching learning material: real objects and specimens.
- Visits to botanical and zoological museums.
- Application of ICT in pedagogy of biological science.

Unit IV   **12 Contact Hours**

Evaluation in Biological Science

- Evaluation in biological science.
- Evaluation tools: meaning, need and use of diagnostic testing and remedial teaching.
- Continuous and comprehensive evaluation.
- Formative and summative evaluation.
- Criterion and norm reference test, design and analysis of class tasks and home tasks (with reference to inculcation of thinking and process skills)
- Preparation of an achievement test.

Assignment/ Practicum (Any One)
- Conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
- Preparation of an Achievement test on any topic.
- Preparation of a working model / tool / device based on any principle of Biological Science.
- Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher.

Suggested Text Books
1. Ahmad, J. (2011). Teaching of Biological Sciences, Second Edition, PHI Learning, New Delhi.
2. Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai   Publications.

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills

3. Mangal, S.K. (2007). Teaching of life Science, New Delhi: Arya Book Depot.

Advanced Readings

1. Aggarwal,D. D. (2008). Modern Method of Teaching Biology, Karan paper Books. New Delhi.

2. Kulshreshtha, S.P. (2016). Pedagogy of Science, R Lall Publications.

3. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

Modes of Evaluation: Students' Performance Based on Written Examination

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.	**PO1**
CO2	Understand the concepts and principles of Biological Science and select appropriate methods of teaching to teach Biological Science.	**PO3**
CO3	Understand the importance, purpose and basic element of unit planning and lesson planning.	**PO11**
CO4	Develop and design appropriate and innovative teaching learning material.	**PO8**
CO5	Understand the application of appropriate evaluation techniques in Biological Science.	**PO9**

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED528A	PEDAGOGY OF BIOLOGICAL SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	1		1	3							3						
CO2	2	2	1		1	2								2					
CO3	1	1	2	1	2	2			2		3								2
CO4	1	1	3	1	3	1			1			2						2	
CO5				3	2	1													

Unit1	**Meaning Nature and Scope of Biological Science**
Local	o **Meaning, nature, history, scope and interdisciplinary linkage of biological science**
Regional	o **Science Popularization**
National	o **Scope of biological science and rationale of teaching biological science as a compulsory subject at secondary level**
Global	o **Science Popularization**
Employability	o **Framing instructional objectives in behavioral**

	tems according to bloom's taxonomy. o **aims and objectives of teaching biological science at secondary stage with reference to NCF 2005** o **Role of biology in teaching integrated science, EVS and health education**
Entrepreneurship	
Skill Development	
Professional Ethics	o **Role of biology in teaching integrated science, EVS and health education**
Gender	
Human Values	
Environment & Sustainability	
Unit II	**Methods and Approaches of Teaching Biological Science**
Local	o **Methods and approaches of teaching biological science with reference to NCF 2005**
Regional	
National	o **Methods and approaches of teaching biological science with reference to NCF 2005** o **Activity based approach enquiry approach** o **Laboratory method** o **Project method and constructivist approach** o **Cooperative learning** o **Team teaching and peer learning**
Global	
Employability	o **Concept mapping approach: meaning of concept, concept formation with reference to concept maps** o **Development of lesson plan and unit plan**
Entrepreneurship	
Skill Development	
Professional Ethics	o **Team teaching and peer learning**
Gender	
Human Values	
Environment & Sustainability	
Unit III	**Instructional Teaching Learning Material**
Local	**Biology laboratory: Design, organization and management.**

Regional	**Biology laboratory: Design, organization and management.**
National	**Identifying and analyzing age and stage specific learning resources and using them in teaching learning process of biology (e.g. for classification and systematic studies of organisms, morphology and anatomy of organisms, and their parts, life processes, understanding about environment and relationships of organisms among themselves and with their environment, etc.)**
Global	
Employability	o **Instructional teaching learning material: real objects and specimens.** o **Visits to botanical and zoological museums.** o **Application of ICT in pedagogy of biological science.**
Entrepreneurship	
Skill Development	
Professional Ethics	o **Visits to botanical and zoological museums.**
Gender	
Human Values	
Environment & Sustainability	
Unit IV	**Evaluation in Biological Science**
Local	o **Evaluation in biological science.** o **Evaluation tools: meaning need and use of diagnostic testing and remedial teaching.**
Regional	
National	o **Continuous and comprehensive evaluation** o **Formative and summative evaluation**
Global	
Employability	o **Criterion and norm reference test, design and analysis of class tasks and home tasks (with**

	reference to inculcation of thinking and process skills) ○ Preparation of an achievement test.
Entrepreneurship	
Skill Development	
Professional Ethics	○ Criterion and norm reference test, design and analysis of class tasks and home tasks (with reference to inculcation of thinking and process skills) ○ Preparation of an achievement test.
Gender	
Human Values	
Environment & Sustainability	
SDG	
NEP 2020	
POE/4th IR	

SEED550A	PEDAGOGY OF COMPUTER SCIENCE	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Computers				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

• Acquire the knowledge of nature and scope of Computer Science.

• Acquire the knowledge of history of Computer Science.

• Develop an understanding of content of Computer Science at the secondary and senior secondary school level.

• Develop an understanding of aims and objectives of teaching computer science.

• Develop an understanding of the various methods, approaches and techniques of teaching computer science.

• Develop the skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches.

• Develop among students the skills required to critically analyse the syllabus of secondary and senior secondary school computer science curriculum.

• Develop the appreciation towards the contributions of great personalities who contributed for the development of computer science.

• Develop the appreciation towards the role of computer science in daily life.

• Enable students to Use the knowledge of computers in classroom teaching.

Course Outcomes

On completion of this course, the **student-teachers** will be able to:

CO1 Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO2 Understand the aims and objectives of teaching Computer Science.

CO3 Prepare lesson plans for different classes.

CO4 Apply the knowledge of computer in teaching.

CO5 Apply appropriate methods and techniques of teaching to topics at different levels.

Course Content

Unit I: **10 Contact Hours**

Introduction to Teaching of Computer Sciences

a) Nature of Computer Science

– Meaning and Characteristics

- Basic concepts, facts and generalizations in Computer Science.

b) Scope of Computer Science in relation with other Sciences and its uses in day-to-day life.

c) Aims and Objectives of Teaching Computer Science at different levels.

d) Role of ICT in Teacher Education

Unit II: **15 Contact Hours**

Methods and Strategies

a) Methods of Teaching

- Lecture-cum-Demonstration
- Laboratory
- Project
- Inductive-Deductive
- Problem Solving
- Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning

b) Strategies

- Team teaching
- Lecture cum Demonstration
- Inductive-Deductive
- Analytic-synthetic
- Problem solving
- Cooperative learning
- Group learning
- Debate
- Discussion
- Web based learning

Unit III   **15 Contact Hours**

Lesson Planning of Teaching Computer Sciences

- Blooms Taxonomy of Educational Objectives
- Lesson Planning
- Preparation of Lesson Plan
- Teaching Learning Material

- Text Books & Reference Books
- Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject
  - Computer Assisted Instructional Material
  - Computer Science Laboratory: Planning, Organization and its importance

Unit IV: **10 Contact Hours**

Evaluation and Assessment

- Evaluation in Computer Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Types of Tests used in Computer Science
- Question Paper, IOTAQB – meaning, development and importance.

Practical Assignments/Field Engagement (Anyone)

- Design cover pages for Magazines, Books etc. (Minimum 5 designs)
- Multimedia presentation (Minimum of 10 slides)
- Preparation of Self Instruction Modules for the secondary/ senior secondary school students
- Collection and Interpretation of data on computer attitude of government school students.
- Use online evaluation tools for measuring soft skills.
- Act as proctor for computer literacy in peer teaching.

Suggested Textbooks

1. Ahmad, J. (2012). Computer Applications in Education, Neelkamal Publications Pvt. Ltd.
2. Kumar, Sunil (2017). Teaching of Computer Science. Gurusar Sadhar: GBD Publications.
3. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
4. Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.

Advanced Readings

1. Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers.
2. Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
3. Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
4. Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.

5. Mohanty, L. (2006). ICT Strategies of Schools. New Delhi: Sage Publication.
6. Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.	PO1
CO2	Understand the aims and objectives of teaching Computer Science.	PO3
CO3	Prepare lesson plans for different classes.	PO11
CO4	Apply the knowledge of computer in teaching.	PO8
CO5	Apply appropriate methods and techniques of teaching to particular topics at different levels.	PO9

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO 8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED550A	PEDAGOGY OF COMPUTER SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3												3						
CO2			3														2		
CO3											3			2					
CO4								3										3	
CO5									3										

Unit I	Unit I: Introduction to Teaching of Computer Sciences
Local	a) Nature of Computer Science – Meaning and Characteristics - Basic concepts, facts and generalizations in Computer Science. b) Scope of Computer Science in relation with other Sciences and its uses in day-to-day life. c) Aims and Objectives of Teaching Computer Science at different levels. d) Role of ICT in Teacher Education
Regional	
National	
Global	Basic concepts, facts and generalizations in Computer Science.
Employability	Role of ICT in Teacher Education
Entrepreneurship	
Skill Development	Scope of Computer Science in relation with other Sciences and its uses in day-to-day life.
Professional Ethics	
Gender	
Human Values	

Environment & Sustainability	
Unit II	**Lesson Planning of Teaching Computer Sciences 15 Contact Hours**
Local	- Blooms Taxonomy of Educational Objectives - Lesson Planning - Preparation of Lesson Plan - Teaching Learning Material - Textbooks & Reference Books - Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject - Computer Assisted Instructional Material - Computer Science Laboratory: Planning, Organization and its importance
Regional	
National	
Global	
Employability	Blooms Taxonomy of Educational Objectives
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Computer Science Laboratory: Planning, Organization and its importance
Unit III	**Methods and Strategies**
Local	a) Methods of Teaching - Lecture-cum Demonstration Laboratory - Project - Inductive-Deductive - Problem Solving - Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning b) Strategies - Team teaching - Lecture cum Demonstration - Inductive-Deductive - Analytic-synthetic - Problem solving

	• Cooperative learning • Group learning • Debate • Discussion • Web based learning
Regional	
National	
Global	

Employability	a) Methods of Teaching
	    • Lecture-cum Demonstration Laboratory
	
	    • Project
	    • Inductive-Deductive
	    • Problem Solving
	    • Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning
	b) Strategies
	    • Team teaching
	    • Lecture cum Demonstration
	    • Inductive-Deductive
	    • Analytic-synthetic
	    • Problem solving
	    • Cooperative learning
	    • Group learning
	    • Debate
	    • Discussion
	    • Web based learning

Entrepreneurship	

Skill Development	b) Strategies
	    • Team teaching
	    • Lecture cum Demonstration
	    • Inductive-Deductive
	    • Analytic-synthetic
	    • Problem solving
	    • Cooperative learning
	    • Group learning
	    • Debate
	    • Discussion
	    • Web based learning

Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	

Unit IV	Evaluation and Assessment
Local	• Evaluation in Computer Science-Meaning and Importance of Evaluation • Formative and Summative Evaluation. • Diagnostic Testing and Remedial Teaching • Types of Tests used in Computer Science • Question Paper, IOTAQB – meaning, development and importance.
Regional	
National	
Global	
Employability	• Evaluation in Computer Science-Meaning and Importance of Evaluation • Formative and Summative Evaluation. • Diagnostic Testing and Remedial Teaching • Types of Tests used in Computer Science • Question Paper, IOTAQB – meaning, development and importance.
Entrepreneurship	
Skill Development	• Evaluation in Computer Science-Meaning and Importance of Evaluation • Formative and Summative Evaluation. • Diagnostic Testing and Remedial Teaching • Types of Tests used in Computer Science • Question Paper, IOTAQB – meaning, development and importance.
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	
NEP 2020	
POE/4th IR	

SEED552A	PEDAGOGY OF HOME SCIENCE	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Fundamentals of Home Science				
Co-requisites	--				

Course Objectives:

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

• Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of Teaching Learning.

• Integrate Home Science knowledge with other school subjects.

• Identify and formulate aims and objectives of Home science Teaching.

• Critically evaluate the existing home science curriculum at secondary level.

• Apply various approaches and methods of teaching home science.

• Analyze different pedagogical issues in teaching home science.

Course Outcomes

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

CO1 Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO2 Explain the aims and objectives of teaching Home Science.

CO3 Discuss the importance, purpose and basic element of unit planning and lesson planning

CO4 Develop appropriate and innovative teaching learning material.

CO5 Utilize effectively the instructional material in teaching Home Science.

Course Content

Unit I   **15 Contact Hours**

Meaning and Nature of Home Science

- Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.

- Uniqueness of Home Science and its inter disciplinary linkages and applications for human development.

- Aims and objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

- Curriculum construction- principles and evaluation of existing school curriculum of home science at

secondary level using different evaluation models.

Unit II   **12 Contact Hours**

Approaches and Methods of Teaching Home Science

- Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- Pedagogical analysis of any five topics in Home Science.
- Food, its constituents, functions and sources.
- Care and maintenance of cotton, wool and silk.
- Guidelines for making flower arrangement and Rangoli.
- Elements of art in interior decoration.

Unit III   **15 Contact Hours**

Learning resources in Home Science

- Learning resources in Home Science: Text Books, Reference Books, Journals, E-resources and community Resources
- Learning beyond classroom: Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
- Practical work in Home Science: Need, importance and its organization
- Organization of Home Science department: Importance and principles.
- Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory
- Upkeep and Management of Home Science department
- Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Unit IV   **12 Contact Hours**

Instructional aids in Home Science

- Meaning, importance, classification, selection and use of various instructional aids in Home Science
- Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator
- Home Science and Environmental Issues
- Reflection on Recent Advancements in Home Science

- Home Science and Sustainable Development

- Innovative Approaches in Home Science

Practical Assignments/Field Engagement (Any One)

- Flower arrangement and Rangoli

- Visit to an industry related to food processing/home decoration and report writing.

- Activities for aesthetic development.

- Analysis of Mid-Day Meal in a School

- Develop any two print materials or design on a piece of cloth.

- Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

Suggested Text Books
1. Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.

2. Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

Advanced Readings
1. Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.

2. Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.	**PO1**
CO2	Explain the aims and objectives of teaching Home Science.	**PO3**
CO3	Discuss the importance, purpose and basic element of unit planning and lesson planning	**PO11**

CO4	Develop appropriate and innovative teaching learning material.	**PO8**
CO5	Utilize effectively the instructional material in teaching Home Science.	**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self-Development and Community Attachment PO7	Technology Skills PO 8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED552A	PEDAGOGY OF HOME SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

	Programme and Course Mapping																		
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3												3						
CO2																			
CO3		2												2					
CO4																			2
CO5							1												

1=lightly mapped   2= moderately mapped   3=strongly mapped

Unit I	Meaning and Nature of Home Science
Local	
Regional	application to the needs of the society
National	application to the needs of the society
Global	
Employability	Aims and objectives of Teaching of Home Science Curriculum construction
Entrepreneurship	
Skill Development	Curriculum construction
Professional Ethics	
Gender	
Human Values	
Environment &	

Sustainability	
Unit II	**Approaches and Methods of Teaching Home Science**
Local	
Regional	
National	
Global	
Employability	Approaches and Methods of Teaching Home Science
Entrepreneurship	Approaches and Methods of Teaching Home Science flower arrangement and Rangoli
Skill Development	Pedagogical analysis Care and maintenance of cotton, wool and silk flower arrangement and Rangoli Elements of art in interior decoration.
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Food, its constituents, functions and sources.
Unit III	**Learning resources in Home Science**
Local	
Regional	Lesson planning and Unit planning in Home Science
National	Lesson planning and Unit planning in Home Science
Global	
Employability	Organization of Home Science department Lesson planning and Unit planning in Home Science
Entrepreneurship	Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory
Skill Development	Learning beyond classroom Practical work in Home Science Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Upkeep and Management of Home Science department
Unit IV	**Instructional aids in Home Science**
Local	
Regional	
National	
Global	
Employability	Meaning, importance, classification, selection and use of various instructional aids in Home Science Professional competencies and professional development
Entrepreneurship	
Skill Development	Meaning, importance, classification, selection and use of various instructional aids in Home Science
Professional Ethics	Professional competencies and professional development

Gender	
Human Values	
Environment & Sustainability	Home Science and Environmental Issues Reflection on Recent Advancements in Home Science Home Science and Sustainable Development Innovative Approaches in Home Science
SDG	Professional Development of Teachers (SDG 4.c) and Skills for Decent Work (SDG 4.4)
NEP 2020	Teacher Education (15.1-15.11) Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46) Professional Education (17.1-17.5)
POE/4th IR	Skill Development, Soft Skills, Internship

SEMESTER-III

		L	T	P	C
SEED553A	**SCHOOL INTERNSHIP-I**	0	0	0	9
SEED555A	**SCHOOL INTERNSHIP-II**	0	0	0	9
Version 2.0					
Pre-requisites/Exposure					
Co-requisites	--				

Course objectives

The course will enable the student-teachers to:

- Prepare and demonstrate lesson plans of pedagogy subjects.

- Observe pupil teacher's teaching and provide feedback to improve teaching skills.

- Develop competence and professional identity as a reflective teacher.

- Inculcate and demonstrate necessary skills (communicative-administrative-managerial) in different roles to excel as a professional teacher.

- Develop skills and competencies for working diversities (individual, cultural, gender, special ability, etc.) In school and community hence learn to operate successfully and develop an inclusive setting.

- Demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation.

Course Outcomes

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

CO1. Demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom.

CO2. Demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities.

CO3. Demonstrate the ability to effectively handle individual student.

CO4. Demonstrate involvement in all school activities.

CO5. Demonstrate professional responsibility with 'self- classroom- school' management and proper documentation.

Course Content

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 student 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 post the internship in schools.

Student-teachers shall undertake the following activities during the internship period:

a.　　Planning and Facilitating Teaching Learning

i.　Unit/ Lesson planning

ii.　Classroom teaching

iii.　Lesson observation

iv.　Developing and Using Teaching Learning Resources

v.　ICT integration

b.　　Understanding School Context

i.　Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)

ii.　Analyze Learner Performance (One class)

c.　Understanding Learner

i.　Collecting information about a student (Case Study)

d.　Participation in School Activities

i.　Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

e.　Interaction with stakeholders of school

i.　Interaction with SDMC/SMC members

ii.　Interacting with parents, teachers and principal of the schools The 16 week school internship will be organized in two phases:

(i) Pre-internship

(ii) Internship

The pre-internship will be of one-week duration during which necessary orientation programmes towards school internship will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Discussion on unit planning, lesson planning, blueprint and unit tests, achievement test, CCE etc.
- Discussion on records to be maintained by student-teachers during internship.
- Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion.
- Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion.
- Observation of at least 2 lessons, by the student-teachers, of their peers in each subject followed by discussion.

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.).Student- teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship.

Student-teachers shall perform the following during internship:

School Internship

18 Credits

S.No	Components	Marks
1.	Simulated Lesson Plan (5 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II)	20
2.	Discussion Lessons Plan (2 Lesson Plans each in Pedagogy of School Subject I and Pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)	40
3.	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)	50
4.	Achievement Test Report (ATR) (In one Pedagogy Subject)	20
5.	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in pedagogy of School Subject I and Pedagogy of School Subject II)	40
6	Organising and maintaining the records of school activities	10
7	Peer Group observation (5 Lesson each in Pedagogy of School Subject I and Pedagogy of School Subject II)	10
8	Maintaining a Reflective Diary	10
	Total	**200**

During School Internship period, in addition to teaching pedagogy subjects student-teachers will be required to engage in following activities and maintain a record of same

Organize and Participate in:

- Morning assembly
- Literary and cultural activities Club activities
- Exhibitions
- Excursions and fieldtrip
- Mock parliament
- Quiz
- Games and sports
- PTA/SMC meetings
  Maintaining the respective records

- Maintaining a reflective diary
- Case study of a student
- Reflective Journal

Records to be submitted -

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - Physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Achievement Test Report
- Assessment Record (CCE)
- School timetable
- Action Research at School Level

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme: (Same for Both Subjects)

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	**50**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom.	**PO2**
CO2	Demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities.	**PO1**
CO3	Demonstrate the ability to effectively handle individual student.	**PO9**
CO4	Demonstrate involvement in all school activities.	**PO1**

CO5	Demonstrate professional responsibility with 'self- classroom-school' management and proper documentation.		**PO9**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED515A	SCHOOL INTERNSHIP-I	3	3							3			3	3	
SEED517A	SCHOOL INTERNSHIP-II														

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3													3					
CO2			3													3			
CO3											3							3	
CO4								3											3
CO5								3											

A	Planning and Facilitating Teaching Learning
Local	Classroom teaching Developing and Using Teaching Learning Resources
Regional	
National	
Global	ICT integration
Employability	Unit/ Lesson planning Lesson observation ICT integration
Entrepreneurship	Lesson observation ICT integration
Skill Development	Unit/ Lesson planning Lesson observation Developing and Using Teaching Learning Resources ICT integration
Professional Ethics	Classroom teaching Lesson observation
Gender	
Human Values	Classroom teaching Developing and Using Teaching Learning Resources
Environment & Sustainability	Classroom teaching
B	Understanding School Context
Local	Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)
Regional	Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)
National	
Global	
Employability	Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)
Entrepreneurship	
Skill Development	Analyze Learner Performance
Professional Ethics	Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information) Analyze Learner Performance
Gender	
Human Values	Prepare Profile of the school (Type of School/infrastructure, facilities

	teachers, students and community information) Analyze Learner Performance
Environment & Sustainability	**Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)**
C	**Understanding Learner**
Local	
Regional	
National	
Global	
Employability	Collecting information about a student
Entrepreneurship	
Skill Development	Collecting information about a student
Professional Ethics	Collecting information about a student
Gender	
Human Values	Collecting information about a student
Environment & Sustainability	
D	**Participation in School Activities**
Local	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
Regional	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
National	
Global	
Employability	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
Entrepreneurship	
Skill Development	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
Professional Ethics	
Gender	
Human Values	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
Environment & Sustainability	**Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting**
E	**Interaction with stakeholders of school**
Local	**Interaction with SDMC/SMC members** Interacting with parents, teachers and principal of the schools

Regional	Interaction with SDMC/SMC members
National	
Global	
Employability	Interacting with parents, teachers and principal of the schools
Entrepreneurship	Interacting with parents, teachers and principal of the schools
Skill Development	Interacting with parents, teachers and principal of the schools
Professional Ethics	Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools
Gender	
Human Values	Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools
Environment & Sustainability	Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools
SDG	Quality primary/ Secondary Education for all (SDG4.1), Safe and Inclusive Learning Environments (SDG 4a), Professional Development of Teachers (SDG-4c)
NEP 2020	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46) , Teachers (5.1- 5.29) , Equitable and Inclusive Education Learning for All (6.1-6.20) Optimal Learning Environments and Support for Students (12.1-12.10) Teacher Education (15.1-15.11) Technology Use & Integration (23.1- 23.13) Financing Affordable and Quality Education for All (26.1 - 26.7)
POE/4ᵗʰ IR	Practical Courses from Industry/Alumni , Technical Skills that match Industry Needs, Updated Curriculum, Focus on Employability Skills (Local/Regional and Global), Internship Programs / Employability , Skill Development , Internship , Hands-on Experience , Projects

SEED530A	GENDER, SCHOOL AND SOCIETY	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Inclusive classroom				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.

- Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society.

- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Course Outcomes

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

CO1 Understand gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.

CO2 Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society.

CO3 Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education.

Catalogue Description

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines. This course is crucial for addressing gender bias and

stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and feminity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

Course Content

Unit I: 12 Contact Hours
Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Paradigm Shift in Gender Roles
- Feminism and Waves of Feminism
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Unit II: 15 Contact Hours
Socialization Processes in India: Family, School and Society

- Gender Identities and socialization practices in different types of families in India.
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.
- Gender Issues in Curriculum
- Gender, Culture and Institution: Intersection of class, caste, religion and region
- Construction of gender in curriculum frameworks since Independence: An Analysis
- Gender and the hidden curriculum
- Gender in text and classroom processes
- Life skills and sexuality
- Vishakha Guidelines
- Domestic Violence Act 2005
- Constitutional Provisions for Women in India (Reservation for Women)
- Supreme Court Verdict about transgender (**Section 377** of the Indian Penal Code (IPC)

Unit III: 12 Contact Hours
Creating Gender Inclusive Classroom

- Developing positive self-concept and self-esteem among girls

- Teaching Learning Materials
- Classroom transaction and processes
- Teacher as an agent of change

Unit IV: **10 Contact Hours**

Practicum (Any two)

- Analyze Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
- Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Debates and Discussions on Violation of Rights of Girls and Women in our society.
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
- Organize Poster Competition on Gender Equality And Empowerment.

Suggested Text Books
1. Desai, Neera and Thakkar, Usha (2001). *Women in Indian Society*. National Book Trust, New Delhi

Advanced Readings
1. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi.
2. Srivastava Gouri (2012), Gender and Peace in Textbooks and Schooling Processes,Concept Publishing Company Pvt. Ltd, New Delhi.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.	**PO1**
CO2	Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society.	**PO3**
CO3	Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education.	**PO6**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED530A	GENDER, SCHOOL AND SOCIETY	3		3			3						3	2	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3										3						
CO2	3													3					
CO3		3														3			

Unit I	**Gender Issues: Key Concepts**
Local	
Regional	
National	
Global	Feminism and Waves of Feminism
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Gender, Social construction of Gender
Human Values	Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings)
Environment & Sustainability	
Unit II	**Socialization Processes in India: Family, School and Society**
Local	Gender Identities and socialization practices in different types of families in India
Regional	Construction of gender in curriculum frameworks since Independence: An Analysis
National	Gender Concerns related to access, enrolment, retention, participation and overall achievement.
Global	
Employability	
Entrepreneurship	
Skill Development	Life skills and sexuality
Professional Ethics	
Gender	Gender Issues in Curriculum
Human Values	Supreme Court Verdict about transgender (Section 377 of the Indian Penal Code (IPC)

Environment & Sustainability	
UNIT III	**Creating Gender Inclusive Classroom**
Local	
Regional	Classroom transaction and processes
National	
Global	
Employability	
Entrepreneurship	
Skill Development	Teaching Learning Materials
Professional Ethics	
Gender	Developing positive self-concept and self-esteem among girls
Human Values	Teacher as an agent of change
Environment & Sustainability	
Unit IV	**Practicum (Any two)**
Local	Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region
Regional	Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region
National	
Global	
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
Human Values	Debates and Discussions on Violation of Rights of Girls and Women in our society.
Environment & Sustainability	
SDG	Goal 5: Gender Equality, Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.
NEP 2020	6. Equitable and Inclusive Education: Learning for All
POE/4th IR	

SEED532A	CREATING AN INCLUSIVE SCHOOL	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Education of Children with Special Needs				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

Course Outcomes

On completion of this course, **student-teachers** will be able to:

 CO1 Describe diversities with reference to culture, language, gender and abilities in class and develop conviction that all children can learn and grow.

 CO2. Use teaching strategies & technology in the education of children with special needs.

 CO3. Develop evaluation techniques in inclusive classroom.

Course Description

The diversity in the society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is a short course with an intention to develop a thought in the teacher which results in accepting all children in the class as his/her responsibility. This is a small beginning to a teacher towards a major change in the system and society. With this course it is expected that the teacher will reflect on the student who is deviant in the class as

different who needs the input and attention like other students. Include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centres), viewing relevant documentaries and films, critical analysis and reflections.

Course Content

Unit I: 15 Contact Hours
Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education
- International Focus: Salamanca 1994, UNCRPD, EFA(MDG)
- National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority, NEP2020
- Education Institutions (NCMEI), National Commission for Education of SC,ST
- Educational concessions, facilities and provisions.

Unit II: 12 Contact Hours
Understanding Physical, Psychological and Social-Cultural Diversity

- Diversity due to disability (Nature, Characteristic and Needs)
- Special needs of children with sensory disabilities,
- Special needs of children with cognitive disabilities
- Special needs of children with physical disabilities
- Girls with disabilities- Issues, Challenges, and Supportive Programmes
- Diversity due to socio- cultural and economic factors
- Discrimination, language attitudes, violence and abuse.

Unit III: 15 Contact Hours
Addressing Learners' Diversity

- Curricular Issues
- Curriculum adaptation/modifications
- Content contextualization
- Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE),
- Alternative means for assessment and evaluation in inclusive classrooms,

- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning (UDL)

Unit IV: **8 Contact Hours**

Practicum (Any Two)

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.

- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.

- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.

- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.

- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.

- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Text Books
1. Jaswant K. Virk. (2016) Creating an Inclusive School. Twenty First Century Books Publications.Limited.
2. Mangal, S.K. (2011). Educating Exceptional Children. New Delhi. PHI Learning Private.
3. Panda. K.C. (1997). Education of exceptional children. New Delhi: Vikas Publishing House.

Advanced Readings
1. Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Kanishka Publications.
2. Hegarty, S. and Mithu Alur (2002). Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd.
3. Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Segregation to Inclusion. New Delhi: Sage Publications.
4. http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Describe diversities with reference to culture, language, gender and abilities in class and develop conviction that all children can learn and grow.	**PO6**
CO2	Use teaching strategies & technology in the education of children with special needs.	**PO8**
CO3	Develop evaluation techniques in inclusive classroom.	**PO1**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED532A	CREATING AN INCLUSIVE SCHOOL	3					3		3				3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1																			
CO2																			
CO3																			
CO4																			
CO5																			
CO6																			

Unit I	Understanding Inclusion in Education
Local	History of inclusion –paradigm shift from segregation to inclusion Policy perspective: Initiatives to promote inclusive education International Focus: Salamanca 1994, UNCRPD, EFA(MDG) National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority, NEP2020 Education Institutions (NCMEI), National Commission for Education of SC,ST Educational concessions, facilities and provisions.
Regional	History of inclusion –paradigm shift from segregation to inclusion Policy perspective: Initiatives to promote inclusive education International Focus: Salamanca 1994, UNCRPD, EFA(MDG) National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority, NEP2020 Education Institutions (NCMEI), National Commission for Education of SC,ST Educational concessions, facilities and provisions.
National	History of inclusion –paradigm shift from segregation to inclusion Policy perspective: Initiatives to promote inclusive education International Focus: Salamanca 1994, UNCRPD, EFA(MDG) National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA,

	RMSA, National Commission on Minority, NEP2020 Education Institutions (NCMEI), National Commission for Education of SC,ST Educational concessions, facilities and provisions.
Global	History of inclusion –paradigm shift from segregation to inclusion Policy perspective: Initiatives to promote inclusive education International Focus: Salamanca 1994, UNCRPD, EFA(MDG) Educational concessions, facilities and provisions.
Employability	Policy perspective: Initiatives to promote inclusive education
Entrepreneurship	
Skill Development	
Professional Ethics	Constitutional obligations for education of diverse groups
Gender	
Human Values	
Environment & Sustainability	
Unit II	
Local	Diversity due to disability (Nature, Characteristic and Needs) Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities Girls with disabilities- Issues, Challenges, and Supportive Programmes Diversity due to socio- cultural and economic factors Discrimination, language attitudes, violence and abuse.
Regional	Diversity due to disability (Nature, Characteristic and Needs) Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities Girls with disabilities- Issues, Challenges, and Supportive Programmes Diversity due to socio- cultural and economic factors Discrimination, language attitudes, violence and abuse.
National	Diversity due to disability (Nature, Characteristic and Needs) Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities Girls with disabilities- Issues, Challenges, and Supportive Programmes Diversity due to socio- cultural and economic factors Discrimination, language attitudes, violence and abuse.
Global	Diversity due to disability (Nature, Characteristic and Needs) Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities
Employability	Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities

Entrepreneurship	
Skill Development	Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities Special needs of children with physical disabilities
Professional Ethics	Diversity due to disability (Nature, Characteristic and Needs)
Gender	Girls with disabilities- Issues, Challenges, and Supportive Programmes
Human Values	
Environment & Sustainability	
Unit III	Addressing Learners' Diversity
Local	Curricular Issues Curriculum adaptation/modifications Content contextualization AssessmentandEvaluation-- ContinuousComprehensive Evaluation(CCE), Alternative means for assessment and evaluation in inclusive classrooms, Learning and learner support--assistive and adaptive devices, ICT Universal Design in Learning (UDL) Artificial Intelligence: Genesis, meaning, need, importance and application to facilitate teaching and learning Process
Regional	Curricular Issues Curriculum adaptation/modifications Content contextualization AssessmentandEvaluation-- ContinuousComprehensive Evaluation(CCE), Alternative means for assessment and evaluation in inclusive classrooms, Learning and learner support--assistive and adaptive devices, ICT Universal Design in Learning (UDL) Artificial Intelligence: Genesis, meaning, need, importance and application to facilitate teaching and learning Process
National	Curricular Issues Curriculum adaptation/modifications Content contextualization AssessmentandEvaluation-- ContinuousComprehensive Evaluation(CCE), Alternative means for assessment and evaluation in inclusive classrooms, Learning and learner support--assistive and adaptive devices, ICT Universal Design in Learning (UDL) Artificial Intelligence: Genesis, meaning, need, importance and application to facilitate teaching and learning Process
Global	Alternative means for assessment and evaluation in inclusive classrooms, Learning and learner support--assistive and adaptive devices, ICT Universal Design in Learning (UDL)

Employability	Learning and learner support--assistive and adaptive devices
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	Practicum
Local	Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
Regional	Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio- economic and educational status
National	Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education. Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
Global	Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.
Employability	Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice.
Entrepreneurship	
Skill Development	the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
Professional Ethics	Identify relationship between students' needs and their socio- economic and educational status
Gender	
Human Values	
Environment & Sustainability	
SDG	SDG 4 Quality education, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Quality Education, vocational skills, 4.aBuild and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
NEP 2020	6. (6.1) Equitable and Inclusive Education: Learning for All 6.2- bridging gender and social category gaps in all levels of school education,
POE/4th IR	Updated Curriculum and Practical Courses from Industry and Technical Skills that match Industry Needs Skill Development and Employability

SEED534A	ENVIRONMENTAL EDUCATION	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Environmental Science				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to :

- Understand and reflect on the concept and characteristics of environmental education from various aspects.
- Develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- Do teaching learning about the environment, through the environment and for the environment.
- Develop special skill needed to link theoretical understanding with practical/applied aspects.

Course Outcomes

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

CO1. Aware towards the environment and its problems.

CO2. Acquire values and feelings of concern for the improvement and protection of environment.

CO3. Identify environmental related issues.

CO4. Utilize environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education.

Catalogue Description

The quality of our lives is increasingly depending on our environment where we are. However, along with the development of the economy, science and technology environmental problems appear more and more with a higher frequency in everywhere and every time in the global. And so people have cared more and more about environment and given many solutions to solve environmental problems, Environmental Education (EE) being one of them. EE was born by the demands to protect the environment and by the higher understanding about the environment. EE helps everyone to learn about the environment and adjust their attitudes to a more environmentally friendly way of living and EE became a part of the educational system. The term "Environmental Education" appeared at the first time at the first IUCN conference in Paris in, but it was defined and recognized officially in 1962 by Rachel Carson. And through the last over 50 years, EE has been defined and redefined. Over a period of time the concept of EE has evolved. EE is defined as the process of recognizing values and clarifying concepts in order to develop

skills and attitudes necessary to understand and appreciate the interrelatedness among man, his/ her culture and his/ her biophysical surroundings. Environmental Education also entails practice in decision making and self- formulation of a code of behaviour about issues concerning environmental quality". EE is a way forward for Sustainable Development. In recent time EE for Sustainable Development is reemphasized (EESD). EESD has four major focuses: (1) improving the quality of and access to basic education, (2) reorienting existing education to address sustainability, (3) improving public awareness, and (4) providing training for business, industry, and government.

Course Content

| Unit I: | 12 Contact Hours |
Nature and Scope of Environmental Education

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Present status of environmental education at various levels
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Role of individual in conservation of natural resources: water, energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment awareness/consciousness

| Unit II: | 12 Contact Hours |
Community Participation and Environment

- Community participation in natural resource management – water, forests, etc.
- Change in forest cover over time.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment

Unit III: **12 Contact Hours**

Environmental Issues and Concerns

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: Impacts positive and negative
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water

Unit IV: **12 Contact Hours**

Initiatives by various Agencies for Environment Education

- Environmental conservation in the globalized world in the context of global problem
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and greenhouse gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.
- Governmental and non-government initiatives.
- Supreme Court order implementation of Environmental Education (EE)

Practicum (Any One)

1. A study of major initiatives taken by NCERT regarding environmental education.
2. Study of Development of slum area and their inhabitants in a nearby area/institute
3. A critical study of school habitat in the context of drinking water, sanitation paper, energy, Garbage management etc.
4. Develop a road map for implementation of Environmental Education as suggested by NCF2005.
5. Develop a list of investigatory environmental problems (stage specific) work on the Problem in a group of 2-3. Prepare a report.

Suggested Text Books
1. Gupta & Singh (2002). Ecology Environmental Science and Conservation. S Chand Publications.

2. Sharma, R. A (2019). Environmental Education. New Delhi. Anu Publications.

Advanced Readings

1. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
2. NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Aware towards the environment and its problems.	**PO1**
CO2	Acquire values and feelings of concern for the improvement and protection of environment.	**PO3**
CO3	Identify environmental related issues.	**PO5**
CO4	Utilize environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education.	**PO11**

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED534A	ENVIRONMENTAL EDUCATION	3		2		3						3	3	3	2

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3												3						
CO2			2									2		3			2		
CO3					3											2			2
CO4				3							3								

Unit I	**Nature and Scope of Environmental Education**
Local	Nature, need and scope of environmental education and its conservation Environmental education: a way of implementing the goals of environmental protection. Present status of environmental education at various levels
Regional	Role of individual in conservation of natural resources: water, energy and food Role of individual in prevention of pollution: air and water Equitable uses of resources for sustainable livelihoods Environmental legislation: awareness and issues involved in enforcement Role of information technology and media in environment awareness/consciousness
National	Role of individual in conservation of natural resources: water, energy and food Role of individual in prevention of pollution: air and water
Global	
Employability	Present status of environmental education at various levels

	India as a mega biodiversity Nation, Different ecosystems at national and global level
Entrepreneurship	
Skill Development	1. Environmental legislation: awareness and issues involved in enforcement 2. Role of information technology and media in environment awareness/consciousness
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	3. Environmental legislation: awareness and issues involved in enforcement 4. Role of information technology and media in environment awareness/consciousness 5. India as a mega biodiversity Nation, Different ecosystems at national and global level. 6. Role of individual in conservation of natural resources: water, energy and food 7.
Unit II	**Community Participation and Environment**
Local	1. Community participation in natural resource management – water, forests, etc.
Regional	
National	Change in forest cover over time. Deforestation in the context of tribal life Sustainable land use management Traditional knowledge and biodiversity conservation
Global	
Employability	Developmental projects, including Government initiatives and their impact on biodiversity conservation
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	2. Issues involved in enforcement of environment legislations 3. Role of media and ecotourism in creating environmental awareness 4. Role of local bodies in environmental management 5. Shifting cultivation and its impact on environment 6. Deforestation in the context of tribal life
Unit III	**Environmental Issues and Concerns**

Local	Consumerism and waste generation and its management
Regional	Water consumption pattern in rural and urban settlement Environmental degradation and its impact on the health of people
National	Environment Social Governance (ESG): History, Environmental concerns: Climate crisis and Environmental sustainability, Social concerns: Diversity and Human rights
Global	Biomedical waste management Changing patterns of energy and water
Employability	Organic farming Ethno-botany and its role in the present day world Genetically-modified crops and food security: Impacts positive and negative
Entrepreneurship	
Skill Development	
Professional Ethics	1. Economic growth and sustainable consumption
Gender	
Human Values	
Environment & Sustainability	2. Agricultural waste: Their impact and management 3. Rain water harvesting and water resource management 4.
Unit IV	**Initiatives by various Agencies for Environment Education**
Local	
Regional	
National	1. Governmental and non-government initiatives. 2. Supreme Court order implementation of Environmental Education (EE)
Global	Heat production and greenhouse gas emission Impact of industry/mining/transport on environment Environmental conservation in the globalized world in the context of global problem
Employability	1. Alternative sources of energy
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	

Human Values	
Environment & Sustainability	Sustainable use of forest produces.
SDG	
NEP 2020	
POE/4th IR	

SEED556A	EPC3: PHYSICAL, HEALTH AND YOGA EDUCATION	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Yoga Education				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Record a brief history and development of Yoga through the ages.

- Discuss how Yoga and Yoga practices are important for healthy living.

- Explain some important principles of Yoga.

- State the different types of Yoga.

- Explain the different limbs of Astanga Yoga of Patanjali & Haṭha Yoga.
- Name the Saṭkarma and describe their use in cleansing the psycho-physical body.

- Demonstrate & explain some important asanas, and praṇayama.

Course Outcomes

On completion of this course, the students will be able to:

CO1 State the importance of health and physical education.

CO2 Perform various types of asanas and pranayama.

CO3 Become aware about road safety and implement it in daily life.

Catalogue Description

Yoga Education has become as an essential component in all teacher education curriculum. Yoga has its roots in ancient Indian culture and civilization aiming at a fuller development of human personality, impacting upon its different dimensions and facets – the individual and social, emotional, cognitive, psychomotor, behavioral, and eventually moral and spiritual. Yoga, if regularly and properly practised, can transform an individual into a vibrant personality, full of energy and enthusiasm. It can be a source of peace, poise and tranquility. It can also build resistance against diseases, improve holistic health, and can also help us to sharpen our memories, thus resulting in better concentration and a creative mind. It is for this reason that the teachers and teacher educators need to be initiated into the field of Yoga, which is recognized, accepted and practiced the entire world over as a way of life. Second, it is a truism that for spreading the messages of Yoga and making it a mass movement, no other agency except that of teachers can be most effective; therefore, inclusion of Yoga education in teacher education cannot be over emphasized. So, in view of the educational significance

of Yoga education, it is incorporated in teacher education curriculum. The curriculum lays emphasis on practical aspects of the Yoga i.e. Asanas, Pranayamas, Bandhas and Mudras. It also includes time spent on performing other cognitive or practical activities as mentioned the text.

Course Content

Unit I   **10 Contact Hours**

Health and Physical Education

Health Education
- Concept
- Aims and objectives of Health Education
- Factors influencing health.
- Role of the Teacher in School Health Programme

Physical Education
- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

Unit II   **8 Contact Hours**

Yoga and Yogic Diet

- Yoga: meaning and initiation
    - Definitions of Yoga
    - Misconceptions about Yoga
    - Basis of Yoga
- Origin and history of development of Yoga
    - Psychological aspects leading to origin of Yoga
    - Yoga in medieval times
    - Yoga in modern times
- The two schools of Yoga: Raja Yoga and Hatha Yoga, Yogic practices for healthy living.
- Components of Patanjali's Ashtang Yoga

Yogic Diet
- Concept and types of diet / food

- Its application in modern context

Unit III   **5 Contact Hours**

Understanding Road Safety

- Concept of Road Safety
- Importance of Road Safety
- Role of Govt. and Pvt. Sector in Road Safety
- Road safety Tips
- Safety Devices
- Road Signs and Traffic Signs (Parking Signs, Speed Limit and Vehicle control Signs)
- Driving License and its types

Practicum

1. General guidelines for performance of the practice of Yoga for the beginners

- Guidelines for the practice of saṭkriyas
- Guidelines for the practice of asanas
- Guidelines for the practice of praṇayama
- Guidelines for the practice of kriya Yoga
- Guidelines for the practice of meditation

2. Select Yoga practices for persons of average health for practical Yoga sessions

- Standing position
- Sitting position
- Prone position
- Supine position
- Kriyas
- Mudras
- Praṇayamas

3. Aware school students about road safety rules and campaigns

Suggested Text Books

1. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep

   Publications.

Advanced Readings

1. Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.

2. Yadav, Y.P. & Yadav, R. (1998). Art of Yoga. Friends Publications, India.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce
Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	State the importance of health and physical education.	**PO3**
CO2	Perform various types of asanas and pranayama	**PO7**
CO3	Become aware about road safety and implement it in daily life.	**PO5**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED556A	EPC3: PHYSICAL, HEALTH AND YOGA EDUCATION			3		3		3						3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

Programme and Course Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1					1													1	
CO2																			
CO3								1											

1=lightly mapped   2= moderately mapped   3=strongly mapped

Unit I	Health and Physical Education
Local	Aims and objectives of Health Education
Regional	Physical education
National	
Global	
Employability	Role of the Teacher in School Health Programme
Entrepreneurship	Role of the Teacher in School Health Programme
Skill Development	Physical education
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit II	**Yoga and Yogic Diet**
Local	
Regional	
National	Basis of Yoga Yoga in medieval times Yoga in modern times
Global	Basis of Yoga Yoga in medieval times Yoga in modern times
Employability	Patanjali's Ashtang Yoga Concept and types of diet / food
Entrepreneurship	Patanjali's Ashtang Yoga Concept and types of diet / food
Skill Development	Patanjali's Ashtang Yoga
Professional Ethics	
Gender	
Human Values	Origin of Yoga Components of Patanjali's Ashtang Yoga
Environment & Sustainability	Yoga and yogic diet
Unit III	**Understanding Road Safety**
Local	Concept and importance of Road Safety
Regional	
National	Role of Govt. and Pvt. Sector in Road Safety
Global	
Employability	

Entrepreneurship	
Skill Development	Safety tips
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Road safety Tips
Practicum	
Local	
Regional	
National	
Global	
Employability	
Entrepreneurship	
Skill Development	practice of Yoga
Professional Ethics	
Gender	
Human Values	Aware school students about road safety rules and campaigns
Environment & Sustainability	Aware school students about road safety rules and campaigns
SDG	Ensure healthy lives and promote well-being for all at all ages (SDG 3) Professional Development of Teachers (SDG 4.c)
NEP 2020	Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46); Professional Education (17.1-17.5) Towards a More Holistic and Multidisciplinary Education (11.1- 11.13)
POE/4th IR	Skill Development Soft Skills Hands-on Experience

SEED538A	EPC4: UNDERSTANDING THE SELF	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Self-Development				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Gain an understanding of the central concepts in defining self and identity
- Reflect critically on factors that shape the understanding of self
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting self and students' well-being.

Course Outcomes

On completion of this course, the students will be able to:

CO1 Identify their own potential

CO2 Develop the capacity for self-reflection and personal integration.

Catalogue Description

What is self? Is self the experience of internal talk? What characterizes-self-ness? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above questions and many more similar questions trigger the exploration and need to understand the self. This course provides opportunity to the student-teachers to gain an understanding about their own self both as an individual and as a student-teacher.

Developing an understanding of the self is essential for an individual to utilize her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student-teachers are integral part of it. As an integral member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

Course Content

Unit I: **10 Contact Hours**

Understanding of Self

- Reflections and critical analysis of one's own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about philosophical and cultural perspectives of Self and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit II: **10 Contact Hours**
Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit III: **10 Contact Hours**
Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator
- Personality, Types and Theories
- Emotional Intelligence and Theories

Unit IV: **5 Contact Hours**

Practicum (Any two)

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected *asanas, pranayam, meditation and yogic kriyas* as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Mode of Transaction

- The course will be transacted in workshop mode through individual and group experiential activities such as
- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential Development of reflective journals/diaries by the student-teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Suggested Text Books

1. Ahmad, J. (2017). Understanding the Self, V.L. Media Solutions, New Delhi.
2. Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT, New Delhi.

Advanced Readings

1. Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E. Mysore.

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce

Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Identify their own potential	**PO3**
CO2	Develop the capacity for self-reflection and personal integration.	**PO7**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED538A	EPC4: UNDERSTANDING THE SELF			3				3					3		

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2		1		2		1	1	1		2		1		1		2		2
CO2		1		2		2				2		1		2		1		2	
CO3																			
CO4																			
CO5																			
CO6																			

Unit I	**Understanding of Self**
Local	
Regional	
National	
Global	
Employability	
Entrepreneurship	
Skill Development	Building an understanding about philosophical and cultural perspectives of Self
Professional Ethics	Developing an understanding of one's own philosophical and cultural perspectives as a teacher
Gender	
Human Values	Reflections and critical analysis of one's own self and identity
Environment & Sustainability	
Unit II	**Development of Professional Self and Ethics**
Local	
Regional	
National	
Global	Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity

Gender	
Human Values	
Environment & Sustainability	Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
Unit III	**Role of Teacher in Developing Understanding of Self among Learners**
Local	
Regional	
National	
Global	
Employability	
Entrepreneurship	Developing skills of effective listening, accepting, positive regard etc. as a facilitator
Skill Development	Facilitating development of awareness about identity among learners
Professional Ethics	
Gender	
Human Values	Emotional Intelligence and Theories, Personality, Types and Theories
Environment & Sustainability	

SEED540A	EPC 5: UNDERSTANDING ICT AND ITS APPLICATION	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Basics of Computers				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Appreciate the historical development of various educational media.

- Demonstrate understanding of the main components of the computer hardware in use.

- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).

- Use various ICTs for project based/problem-based constructivist learning environment.

- Explain the role of ICT in authentic and alternative assessment.

- Understand the social, economic, and ethical issues associated with the use of ICT.

Course Outcomes

On completion of this course, the students will be able to:

CO1 Apply ICT tools and effectively integrates them in teaching learning.

CO2 Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).

CO3 Implement ICT to assess students' performance.

Catalogue Description

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three broad strands: teaching- learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralization of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the 'digital public' to make education a participatory and emancipatory process.

Course Content

Unit I: 12 Contact Hours

Introduction to Information and Communication Technology

- Use of Technology in Education: In Retrospect.

- Information and Communication Technology: Meaning, nature and advantages.

- Hardware and Software Fundamentals

  - *Hardware Fundamentals*

    Anatomy, block-diagram and overview of components, CPU, main memory, input & output devices, storage devices), types of computers.

    - Use of digital camera, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

  - *Software Fundamentals*

    Software - Meaning and types; System software: Operating systems such as Windows, Linux, Mac OS; Application software: Work, communication and other productivity tools.

    - Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools

- Computer Networks- Internet, Intranet & applications. Network fundamentals.

Unit II: 12 Contact Hours
ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning:

  - Technological Pedagogical Content Knowledge (TPC)

  - Subject specific ICT tools for creating pedagogical innovations, facilitating and integrated learning.

  - Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)

- Flipped Classrooms: Meaning and Possibilities.

- ICT Platform for Learning- Swayam, Swayam Prabha, Nishtha

- Mobile learning and related applications

- Open Educational Resources - Meaning and importance, various OER initiatives.

- Massive Open Online Courses (MOOC)-Concept and Use

- Project/Problem Based Learning (PBL): Role of ICT in developing technology integrated PBL unit.

- Web Quest and Virtual Field Trips: Concept, process, and use in the classroom.

Unit III: **12 Contact Hours**

ICT for Assessment and Management

- Electronic Assessment Portfolio - Concept and types of e-portfolio tools
- Creating and use of electronic rubrics for assessment.
  - Online and offline assessment tools - Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank

- ICT applications for CCE

Unit IV: **12 Contact Hours**
Practicum (Any Two)

- A critical study of any e-learning course.

- Completing any free e- learning course.

- Creating a simple 2D animation using pencil or Tupi.

- Creating account in teacher tube/ slide share and sharing video/presentation.

- Creating account in wikispace /Wikipedia/mediawiki and adding/editing content.

- Creating and editing various graphics.

- Creating digital concept maps, flow charts, timelines for a particular content.

- Creating resources for flipped classroom for teaching practice.

- Creating social bookmarking account using any social bookmarking tools (diigo, delicious, stumble upon, Shelfari).

- Creating, sharing and evaluating OER materials.

- Creating, Evaluating and Uploading RLO repositories in the support of instruction and learning.

- Developing an e-content on any topic using eXe Learning.

- Developing an educational blog in www.blogger.com, www.wordpress.com or www.edublog.com

- Developing an electronic assessment portfolio.

- Developing an electronic teaching portfolio.

- Developing technology integrated unit/lesson plans for trying out in schools.

- Field visit to the EDUSAT center and take part in teleconferencing.
- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices.
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and upgradation.
- LMS Experience- hands on various features of LMS - the ICT course may be provided through LMS.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria).
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Planning and creating digital rubrics for any topic.
- Practice in installing various system and application software.
- Practicing word processing using Indian language software.
- Readings on emerging ICT trends in education.
- Review of ICT Labs (plans and equipments/resources) of school from internet.
- Review of national education policy 2020 with regards to ICT and its interventions in curriculum.
- Shooting, editing, and sharing of videos segment on any educational topic.
- Taking part in an ICT integrated online project based or problem-based learning activity.
- Using FOSS tools for developing timetable, grade sheet, etc.
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online.

Textbooks
1. Dash, Manoj Kumar (2010). ICT in Teacher Development. Neel Kamal
    Publications, New Delhi.

Advanced Readings
1. Mohanty, Laxman and Vora, Neharika (2008). ICT Strategies for Schools - A Guide for School Administrators. Sage Publications, New Delhi.
2. NCERT (2013). National Repository of Open Educational resources (NROET), CIET-NCERT, NCERT, New Delhi

Modes of Evaluation: Conduct of Experiment/Lab Record/Viva-voce
Examination Scheme:

Components	Internal Practical Examination	External Practical Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

<table>
<tr><td colspan="3">Mapping between COs and POs</td></tr>
<tr><td></td><td>Course Outcomes (COs)</td><td>Mapped Programme Outcomes</td></tr>
<tr><td>CO1</td><td>Apply ICT tools and effectively integrates them in teaching learning.</td><td>PO1</td></tr>
<tr><td>CO2</td><td>Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).</td><td>PO2</td></tr>
<tr><td>CO3</td><td>Implement ICT to assess students' performance.</td><td>PO8</td></tr>
</table>

Course Code	Course Title	Teaching Competencies PO1	Effective PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards PO6	Self - Development and Community PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED540A	EPC 5: UNDERSTANDING ICT AND ITS APPLICATION	3	3						3				3	3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3												3						
C		3											3						

CO								3							3		
O2																	
CO3								3							3		

Unit I	Introduction to Information and Communication Technology
Local	**Information and Communication Technology: Meaning, nature and advantages** Software - Meaning and types; System software: Operating systems such as Windows, Linux, Mac OS; Application software: Work, communication and other productivity tools.
Regional	**Introduction to office applications, Hardware and software fundamentals**
National	**Computer Networks- Internet, Intranet & applications. Network fundamentals**
Global	**Use of Technology in Education- In Retrospect.**
Employability	**Word processing, Spreadsheet,** Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools
Entrepreneurship	Anatomy, block-diagram and overview of components, CPU, main memory, input & output devices, storage devices), types of computers
Skill Development	**Use of digital camera, recorder, scanner, printer, interactive white board, visualizer; and multimedia projector for creating and using multimedia resources**
Professional Ethics	**Computer Networks- Internet, Intranet & applications. Network fundamentals**
Gender	
Human Values	**Use of Technology in Education- In Retrospect.**
Environment & Sustainability	**Hardware and software fundamentals**
Unit II	**ICT and Pedagogy**
Local	**Approaches to integrating ICT in teaching and learning** Technological Pedagogical Content Knowledge (TPC) Universal Design for Learning (UDL)
Regional	**Mobile learning and related applications**
National	**ICT Platform for Learning- Swayam, Swayam Prabha, Nishtha**
Global	**Open Educational Resources - Meaning and importance, various OER initiatives** **Massive Open Online Courses (MOOC)- Concept and Use**
Employability	Subject specific ICT tools for creating pedagogical innovations, facilitating and integrated learning.
Entrepreneurship	**Project/Problem Based Learning (PBL): Role of ICT in developing technology integrated PBL unit.**

Skill Development	Web Quest and Virtual Field Trips: Concept, process, and use in the classroom.
Professional Ethics	Flipped Classrooms: Meaning and Possibilities.
Gender	
Human Values	Assistive technology for children with special needs: Tools and processes
Environment & Sustainability	Web Quest and Virtual Field Trips: Concept, process, and use in the classroom.
Unit III	**ICT for Assessment and Management**
Local	Electronic Assessment Portfolio - Concept and types of e-portfolio tools
Regional	Creating and use of electronic rubrics for assessment.
National	ICT applications for CCE
Global	Artificial Intelligence: Genesis, meaning, need, importance and application to facilitate teaching and learning Process.
Employability	Online and offline assessment tools - Rubrics, survey tools, puzzle makers, test generators, reflective journal, question banks
Entrepreneurship	ICT application
Skill Development	Online and offline assessment tools - Rubrics, survey tools, puzzle makers, test generators, reflective journal, question banks
Professional Ethics	Artificial Intelligence
Gender	
Human Values	Artificial Intelligence
Environment & Sustainability	Creating and use of electronic rubrics for assessment.
SDG	
NEP 2020	
FOE/4th IR	

SEED542A	DISASTER MANAGEMENT	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Response management of different disasters				
Co-requisites	--				

Course Objectives:

The course will enable the student-teachers to:

- provide basic conceptual understanding of disaster

- understand approaches of Disaster Management

- acquaint with causes and effects of disasters

- build skills to respond to disaster

- understand role of govt. in disaster management

- understand post disaster effects and remedial measures

- understand role of educational institutes

Course Outcomes

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

CO1 Understand the concept of Disaster.

CO2 Discuss the cause and effects of disasters

CO3 Apply various approaches of Disaster Management.

Catalogue Description:

The Programme has been framed with an intention to provide a general concept in the dimensions of disasters caused by nature beyond human control as well as the disasters and environmental hazards induced by human activities with emphasis on Natural disaster, Man-made disaster, Application of GIS and ICT in Preparedness, Response, Rehabilitation and Recovery. This course objective is to meet the needs of people involved in disaster management for both sudden-onset natural disasters (i.e., earthquakes, floods, hurricanes) and slow-onset disasters (i.e., famine, drought). This course is innovative, skill and employment oriented to attract bright students to the discipline of Disaster Management.

Unit I: **12 Contact Hours**

Introduction on Disaster

- Different Types of Disaster
- A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.
- Causes, effects and practical examples for all disasters.

Unit II: **10 Contact Hours**

Risk and Vulnerability Analysis

- Risk: Its concept and analysis
- Risk Reduction
- Vulnerability: Its concept and analysis
- Strategic Development for Vulnerability Reduction

Unit III: **12Contact Hours**

Disaster Preparedness and Response Preparedness

- Disaster Preparedness: Concept and Nature
- Disaster Preparedness Plan
- Prediction, Early Warnings and Safety Measures of Disaster.
- Role of Information, Education, Communication, and Training,

Response

- Disaster Response: Introduction
- Disaster Response Plan
- Communication, Participation, and Activation of Emergency Preparedness Plan
- Search, Rescue, Evacuation and Logistic Management
- Role of Government, International and NGO Bodies
- Psychological Response and Management (Trauma, Stress, Rumour and Panic)
- Relief and Recovery
- Medical Health Response to Different Disasters

Unit IV: **12Contact Hours**
 Rehabilitation, Reconstruction and Recovery

- Reconstruction and Rehabilitation as a Means of Development.
- Damage Assessment
- Post Disaster effects and Remedial Measures
- Creation of Long-term Job Opportunities and Livelihood Options
- Disaster Resistant House Construction
- Sanitation and Hygiene
- Education and Awareness
- Dealing with Victims' Psychology
- Long-term Counter Disaster Planning
- Role of Educational Institute

Assignment/ Practicum (Do any One)

- Case Studies in Cyclone Amphan (May, 2020) in Odisha
- Case study in Uttarakhand Flash Floods and Kashmir Floods
- Case study in Drought Management in Gujarat & Rajasthan
- Landslides in Shiwalik Hills: Case Study
- China floods 2016 and Thailand floods 2017
- Corona Virus Disease Management in India: Case Study
- Any topic relevant to either Natural Disaster or Man-Made Disaster

Suggested Text Books
1. Kumar, Nitesh (2013). Textbook of Disaster Management. Satish Seral Publishing House.
2. Pandey, Mrinalini Disaster management. Wiley Publications.

Advanced Readings

1. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
2. J. P. Singhal Disaster Management Laxmi Publications.
3. Jagbir Singh. Disaster Management : Future Challenges and Opportunities K W Publishers Pvt. Ltd.
4. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the concept of Disaster.	**PO5**
CO2	Discuss the cause and effects of disasters	**PO3**
CO3	Apply various approaches of Disaster Management.	**PO7**

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self – Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED542A	DISASTER MANAGEMENT			3		3		3						3	

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3												3						
CO2		3												3					
CO3								3									3		

Unit I	Introduction on Disaster
Local	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
Regional	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
National	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
Global	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
Employability	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	

Human Values	
Environment & Sustainability	Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.
Unit II	**Risk and Vulnerability Analysis**
Local	• Risk: Its concept and analysis • Risk Reduction • Vulnerability: Its concept and analysis • Strategic Development for Vulnerability Reduction
Regional	• Risk: Its concept and analysis • Risk Reduction • Vulnerability: Its concept and analysis • Strategic Development for Vulnerability Reduction
National	• Risk: Its concept and analysis • Risk Reduction • Vulnerability: Its concept and analysis • Strategic Development for Vulnerability Reduction
Global	
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Risk: Its concept and analysis Risk Reduction Vulnerability: Its concept and analysis Strategic Development for Vulnerability Reduction
UNIT III	**Disaster Preparedness and Response Preparedness**
Local	Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies
Regional	Role of Government, International and NGO Bodies
National	Role of Government, International and NGO Bodies
Global	
Employability	Disaster Preparedness: Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training, Response Disaster Response: Introduction Disaster Response Plan
Entrepreneurship	
Skill Development	Psychological Response and Management (Trauma, Stress, Rumour and Panic) Relief and Recovery Medical Health Response to Different Disasters
Professional Ethics	
Gender	
Human Values	Psychological Response and Management (Trauma, Stress, Rumour and

	Panic)
Environment & Sustainability	Prediction, Early Warnings and Safety Measures of Disaster
Unit IV	**Rehabilitation, Reconstruction and Recovery**
Local	Creation of Long-term Job Opportunities and Livelihood Options Disaster Resistant House Construction Sanitation and Hygiene
Regional	Damage Assessment Post Disaster effects and Remedial Measures
National	Disaster Resistant House Construction Sanitation and Hygiene Creation of Long-term Job Opportunities and Livelihood Options
Global	Creation of Long-term Job Opportunities and Livelihood Options
Employability	Education and Awareness Dealing with Victims' Psychology Role of Educational Institute Reconstruction and Rehabilitation as a Means of Development.
Entrepreneurship	
Skill Development	Dealing with Victims' Psychology
Professional Ethics	Education and Awareness Dealing with Victims' Psychology Role of Educational Institute
Gender	
Human Values	Psychological Response and Management (Trauma, Stress, Rumour and Panic)
Environment & Sustainability	Reconstruction and Rehabilitation as a Means of Development. Damage Assessment
SDG	Goal 11: Sustainable Cities and Communities, there needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more. Goal 13: Climate Action, Climate change is a global challenge that affects everyone, everywhere.
NEP 2020	
POE/4th IR	

SEED544A	GANDHIAN PHILOSOPHY: THEORY AND PRACTICES	L	T	P	C
Version 2.0		2	0	0	0
Pre-requisites/Exposure	Life of Mohandas Karamchand Gandhi				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Develop an understanding of Gandhi's life and his philosophy.

- Acquaint the students with the concept of Swaraj as viewed by Mahatma Gandhi.

- Understand the role of Satyagrah in the independence movement of India.

- Familiarize the students with Political, Economical & Social philosophy of Gandhi.

- Emphasize the importance of Charkha and Khadi in the contemporary time.

Course Outcomes

The course will enable the student-teachers to:

CO1 understand the Philosophy of Mahatama Gandhi

CO2 understand Gandhian perspectives on education.

Catalogue Description

Mahatma Gandhi and his principles have great relevance in this era of Globalisation. Violent conflict and instability disrupt markets and societies. A peaceful environment is a pre requisite for successful business. Inclusive Growth is necessary for sustainable development. This course is designed to inculcate strong values in students and sensitise the youth to the problems of the marginalized. It aims at training the students in the art of participatory management and peaceful methods of conflict resolution. Through an interesting and well-planned mix of lectures, presentations, skits, films, social outreach programmes and other activities it aims at developing the overall personality of students by helping them discover their latent talents and instilling leadership qualities. True education is not just coming out with a degree. It is how you change and what your values are when you finish. Peace is definitely good business and efforts to promote it certainly makes good business sense. With increasing number of Companies going in for Corporate Social Responsibility students who have completed this Course will definitely have an edge over others as the job market may prefer those who have executed some social sector responsibilities in addition to academics.

Course Content

Unit I: **15 Contact Hours**

Gandhi's Life and Central Philosophy (based on My Experiments with Truth)

- Life of Gandhi
- Childhood, Student life, Lawyer, Satyagrahi, Social reformer, Revolutionary leader
- What Gandhi absorbed from the Gita - Anasakti – Karmayoga - Idea of Yajna
- Central Philosophy
- Ashrams
- Truth as God
- Truth and Love
- Meaning and Power of Non-violence
- Sarva dharma samabhava/ Equality of religions and equal respect for all religions
- Satyagraha as a weapon of social change/revolution
- Satyagraha and constructive work or service
- Major Satyagrahas led by Gandhi
- Satyagraha in South Africa
- Champaran Satyagrahi
- Kheda Satyagraha
- Ahmedabad Satyagraha
- Salt Satyagraha
- Individual Civil Disobedience
- Quit India 1942

Unit II: **15 Contact Hours**

Thoughts of Gandhi - Political, Economical & Social

- Gandhi's concept of politics - goals and methods of action
- Equality - Extent of equality - Rights and Duties
- Gandhi's Concept of Swaraj - Decentralized Administration
- Gram Swaraj - Ram Rajya - Panchayati Raj
- Village industries and crafts including small scale industries
- Gandhi's critique of Industrialism - Evils and consequences
- Distribution - Ownership - Trusteeship

- Swadeshi - Khadi & Charkha - Village industries
- Concept of Gramswaraj
- Varanshram system and its distinction from caste system
- Untouchability and the method of struggle against it - Harijan welfare
- Place of hygiene, sanitation and safayi
- Work against leprosy
- Empowerment of Women
- Gandhian Perspectives on Education
- Communal harmony–National Unity, ideals of casteless and classless society
- Self-reliance

Suggested Text Books
1. Gandhi, M. K. (2006). An Autobiography or The story of my experiments with truth.

   New Delhi: Penguin Books.

Advanced Readings
1. Garg, M., & Segal, S. (2010). Anitya: halfway to nowhere. New Delhi: Oxford University Press.

2. Kosambi, M. (2013). Mahatma Gandhi and Prema Kantak: exploring a relationship exploring history. New Delhi; Oxford: Oxford University Press.

Modes of Evaluation: As per university guidelines.

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the Philosophy of Mahatama Gandhi	**PO5**
CO2	Understand Gandhian perspectives on education.	**PO3**

Course Code	Course Title	Teaching Competencies PO1	Effective Communication PO2	Critical thinking PO3	Ethics PO4	Life-long Learning PO5	Sensitive towards Inclusion PO6	Self – Development and Community Attachment PO7	Technology Skills PO8	Professional Competencies PO9	General and Specific Need & Problems PO10	Pedagogical Content Analysis PO11	Classroom Management PSO1	Hands on Experience PSO2	Research and Entrepreneurial Skills PSO3
SEED544A	GANDHIAN PHILOSOPHY: THEORY AND PRACTICES			3		3							3		

1=lightly mapped   2= moderately mapped   3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1		2	2	2		2	1		1	2		2		1		1	2	
CO2		2				1			2			2		1		2			1

Unit I	Gandhi's Life and Central Philosophy (based on My Experiments with Truth)
Local	Champaran Satyagrahi
Regional	Kheda Satyagraha
National	Ahmedabad Satyagraha
Global	Satyagraha in South Africa, Individual Civil Disobedience
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	Satyagraha as a weapon of social change/revolution
Gender	

Human Values	Ashrams, Truth as God, Truth and Love
	Satyagraha and constructive work or service
Environment & Sustainability	
Unit II	**Thoughts of Gandhi - Political, Economical & Social**
Local	Village industries and crafts including small scale industries Swadeshi - Khadi & Charkha - Village industries
Regional	Gram Swaraj - Ram Rajya - Panchayati Raj
National	Gandhi's concept of politics - goals and methods of action
Global	
Employability	
Entrepreneurship	
Skill Development	Empowerment of Women
Professional Ethics	
Gender	
Human Values	Untouchability and the method of struggle against it - Harijan welfare
Environment & Sustainability	Communal harmony–National Unity, ideals of casteless and classless society

8   ANNEXURE

Programme Scheme for B.Ed. (2023-24)								
Odd Semester					**Even Semester**			
First Year	**S.No.**	**Course Code**	**Course Title**	**Credits**	**S.No.**	**Course Code**	**Course Title**	**Credits**
	1	SEED521A	Childhood and Growing up	**4**	1	SEED502A	Contemporary India and Education	**4**

S.No.	Course Code	Course Title	Credits	S.No.	Course Code	Course Title	Credits
2	SEED503A	Basic Concepts and Thoughts in Education	**4**	2	SEED554A	Assessing Learners and Learning	**4**
3	SEED505A	Language Across the Curriculum	**2**	3	SEED506A	Knowledge and Curriculum	**4**
4	SEED507A	Understanding Disciplines and Subjects	**2**	4	SEED508A	Communication in Teaching-Learning Process	**3**
5		Open Elective	**4**	5	SEED510A	EPC 2: Arts in Education	**2**
6	SEED509A	EPC1:Reading and Reflecting on Texts	**2**	6	SEED512A	School Attachment Programme and Community Living	**2**
7	SEED511A	School Exposure	**2**	7		*Pedagogy of School Subject-I*	**4**
				8		*Pedagogy of School Subject-II*	**4**
		TOTAL	**20**			**TOTAL**	**27**

	S.No.	Course Code	Course Title	Credits	S.No.	Course Code	Course Title	Credits
Second Year	1	SEED553A	School Internship-I	**9**	1	SEED530A	Gender, School and Society	**4**
	2	SEED555A	School Internship-II	**9**	2	SEED532A	Creating an Inclusive School	**4**
					3	SEED534A	Environmental Education	**4**
					4	SEED556A	EPC3:Physical, Health and Yoga Education	**2**
					5	SEED538A	EPC4:Understanding the Self	**2**
					6	SEED540A	EPC5:Understanding ICT and Its Application	**2**
					7	SEED542A	Disaster Management	**4**
					8	SEED544A	Gandhian Philosophy: Theory and Practices (Value added course)	**0**
			TOTAL	**18**			**TOTAL**	**22**