K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION

(SOED)

BACHELOR OF EDUCATION

B.Ed.

Programme Code: 27

UNDERGRADUATE PROGRAMME

(with effect from 2025-26)

Approved in the 38th Meeting of Academic Council Held on 28 June 2025

PREFACE

K.R. Mangalam University is in the process of transforming to the National Educational Policy 2020. The Academic Council consulting with Deans, Faculty Members, Industry Experts and University Alumni constituted department wise committees to draft the model curriculum of B.Ed. Programme as per the guidelines 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 so that 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 the 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. School 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 (SOED)

3.1. School of Education

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 programs of studies that are designed to develop an insight into the nuances of teaching and learning in terms of theoretical perspectives, pedagogical techniques that facilitate the students' understanding of social, emotional, and intellectual ecosystem.

3.1.1. School Vision

To achieve international recognition as a leader in higher education through excellence in interdisciplinary teaching, research, and innovation and prepare socially responsible, lifelong learners who contribute to nation-building and positively impact society.

3.1.2. School Mission

- Cultivate socially conscious, ethically grounded, and law-abiding educators with strong values and positive attitudes.
- Equip students to lead dynamic schools by integrating theoretical knowledge with practical leadership and administrative skills.
- Enable students to thrive in a rapidly changing society by understanding and addressing sustainability challenges.
- Develop competent, committed, and creative professionals through innovative teaching and empirical research activities.

4. Introduction to the Program – Bachelor of Education (B.Ed.)

This Programme aims at complete development of the student into a teacher; particularly acquiring knowledge and skill, in individual care of the learner and 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.

4.1. Nature of the Program- Bachelor of Education (B.Ed.)

Bachelor of Education (B.Ed.) Programme is a two-year 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 Schools. This programme is intensive and focused on preparing teachers by providing a supportive and stimulating environment.

4.2. Aims of Programme- Bachelor of Education

The B.Ed. Program aims for the teachers and students to reflect on the various perspectives of education and integrate the practical and theoretical practices to insinuate the active participation of learners via multiple mediums for achieving full human potential, developing an equitable and just society, and promoting national development.

5. Qualification Descriptors for a Bachelor's degree Programme.

The students who complete four years of full-time study in an undergraduate programme of study will be awarded a bachelor's degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree level programme may include the following:

- Foster employability, entrepreneurship and industry ready through a futuristic curriculum and progressive pedagogy with cutting-edge technology.
- Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries, and professional bodies.

- Prepare competent, committed, and creative professionals by engaging them in innovative teaching and research activities.
- Instill the notion of lifelong learning through stimulating research and outcome-based education.
- Making socially concerned, spiritually oriented, and law-abiding teachers with the right attitudes and values.
- The primary focus is to prepare students to succeed in a rapidly changing society with an understanding of the challenges of sustainability issues.

5.1. Academic Standards for the Qualification of Bachelors in Education

The Programme includes Foundation, Core, Pedagogy Courses. Foundation Course is an in-depth study of the process of child development and learning. Core Course is an opportunity to reconstruct School concepts and integrate them within a multi-disciplinary perspective. The Pedagogy Course helps to develop skills specific to the teaching of young children where Liberal Course is knowledge based. There are specialized practicum courses such as Academic Enrichment Activities, Art in Education, Class Management Skills, Material Development, Research Project, Self- Development Workshops, Storytelling and Children's Literature, Theatre, etc. which will further be nurtured with School Contact Programme, Industry Community Connect, and Mentor-Mentee sessions.

5.2. Career Avenues

K.R. Mangalam University believes in shaping a bright future for its students--that is why it offers only the best of the placement opportunities available in the market. Students of KRMU have secured handsome salary packages through college placements. The university also provides career counseling services to students who are confused about their careers. Additionally, it encourages its students to build a strong professional network so that they can work in their dream jobs when they want to. The top recruiters that are a part of our placement drive are as follows:

- Kendriya Vidhyalayas
- Navy Children School
- DAV Schools
- Coaching Institutes

- Chegg
- K.R. Mangalam Schools
- Sarvoday Vidhyalaya
- WhiteHat Junior
- Navodaya

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.

5.3. 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.

5.4. Class Timings

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

5.5. Programme Duration

The programme duration of Bachelor of Education is

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

5.6. Syllabi

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

6. Programme Educational Objectives (PEOs)

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.

7. Programme Outcomes (POs)/ Programme Learning Outcomes (PLOs)

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**.**

8. 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.

9. Teaching Learning Process

The School of Education brings an attitudinal change among prospective teachers for their advancement into accountable agents of change in the society. They are actively engaged in undertaking different activities such as school contact programs in various schools during their programme with systematic support and feedback from the faculty. During this program, the student-teachers observe the school/classroom environments concerning infrastructure, equipment, teaching-learning materials, functioning, human resources, and organization of various activities. Such practices bring experiential learning by emphasizing reciprocal learning and reflection. The faculties foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute to student development.

10. Scheme & Syllabi of Bachelor of Education (B.Ed.)

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

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

TWO YEAR B.Ed. PROGRAMME AT A GLANCE

	Semester I	**Semester II**	**Semester III**	**Semester IV**	**Total**
Courses	7	8	8	3	26
Credits	20	21	19	20	80

Scheme of Studies B.Ed. as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)

Semester I								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/Practical)**	**L**	**T**	**P**	**C**
1	EDBECD101	Childhood Development and Diversity	Perspectives in Education	Theory	3	1	0	4
2	EDBEEP102	Educational Philosophy and Purpose	Perspectives in Education	Theory	3	1	0	4
3	EDBEDE103	Development of Education in India	Perspectives in Education	Theory	3	1	0	4
4	EDBELC104	Language and Communication in Teaching and Learning	Curriculum and Pedagogic Studies	Practical	1	1	0	2
5	EDBERT151	Reflective Reading of Texts	Curriculum and Pedagogic Studies	Practical	0	0	4	2
6	EDBEAE152	Self and Holistic Wellness	EPC-I	Practical	0	0	4	2
7	EDBESI153	School Immersion-I	EPC-2	Practical	0	0	0	2
8								
		TOTAL			**9**	**4**	**8**	**20**

Semester II								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/Practical**	**L**	**T**	**P**	**C**
1	EDBEKC201	Knowledge Curriculum and Disciplines	Perspectives in Education	Theory	3	1	0	4
2	EDBELT202	Science of Learning and Teaching	Perspectives in Education	Theory	3	1	0	4
3	EDBEAL203	Competency Based Assessment for Learning	Perspectives in Education	Theory	1	1	0	2

4	EDBEVA204	Environmental Education and Disaster Management	Perspectives in Education	Theory	3	1	0	4
5	EDBEIC251	ICT and EdTech in Teaching and Learning	Perspectives in Education	Theory	3	1	0	4
6	EDBESI252	Art and Drama Integrated Pedagogy	Curriculum and Pedagogic Studies	Practical	0	0	4	2
7	EDBESI253	School Immersion-II		Practical	0	0	4	2
8	CS001	Club/ Society		Practical	1	0	0	1
		TOTAL			**9**	**5**	**8**	**21**

Semester III								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/ Practical)**	**L**	**T**	**P**	**C**
1	EDBEGS301	Gender Education and Schooling	Perspectives in Education	Theory	3	1	0	4
2	EDBEIE302	Diversity and Inclusive Education	Perspectives in Education	Theory	3	1	0	4
3	EDBESD303	Educational Research and Data Analysis	Perspectives in Education	Theory	2	1	0	2
4	EDBETS304-EDBETS308	Pedagogy of Teaching Subject-I	Curriculum and Pedagogic Studies	Theory	2	2	0	4
5	EDBETS309-EDBETS314	Pedagogy of Teaching Subject-II	Curriculum and Pedagogic Studies	Theory	2	2	0	4
6	EDBEOC315-EDBEOC324	Optional Course		Theory	1	1	0	2
7	EDBECR351	Career Readiness and Professional Practice		Practical	0	0	4	2

8	CS002*	Community Service		Practica l	0	0	0	1
		TOTAL			**8**	**8**	**4**	**19**

Semester IV								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/Practical)**	**L**	**T**	**P**	**C**
1	EDBERP451	Capstone Educational Research Project	Engagement with the Field / Practicum	Practical	0	0	0	2
2	EDBEIN452	Internship in School Teaching-I	Engagement with the Field / Practicum	Practical	0	0	0	9
3	EDBEIN453	Internship in School Teaching-II	Engagement with the Field / Practicum	Practical	0	0	0	9
		TOTAL			**0**	**0**	**0**	**20**

CS001*- Club/Society (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory)
CS002*- Community Service • (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory under NSS/YRC Society activities)

Course Code	**Optional Course (Choose any one from the Pool)**
EDBEOC315	Montessori Education
EDBEOC316	Early Childhood Care and Education
EDBEOC317	Global Citizenship and Sustainable Development in Education
EDBEOC318	Education Entrepreneurship and Social Impact
EDBEOC319	Understanding Bharat through Indian Knowledge Systems
EDBEOC320	Guidance and Counselling for Student Well-being
EDBEOC321	Education Policy Analysis
EDBEOC322	School Leadership and Management
EDBEOC323	Peace and Value Education
EDBEOC324	Education of the Marginalized Groups
Course Code	**Pedagogy of Teaching Subject-I**
EDBETS304	Pedagogy of English
EDBETS305	Pedagogy of Hindi

EDBETS306	Pedagogy of Sanskrit
EDBETS307	Pedagogy of Physical Science
EDBETS308	Pedagogy of Commerce
Course Code	**Pedagogy of Teaching Subject-II**
EDBETS309	Pedagogy of Economics
EDBETS310	Pedagogy of Social Sciences
EDBETS311	Pedagogy of Mathematics
EDBETS312	Pedagogy of Biological Science
EDBETS313	Pedagogy of Computer Science
EDBETS314	Pedagogy of Home Science

Semester	Number of Courses	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours	Credits
I	7	9	4	8	21	20
II	8	9	5	8	22	21
III	8	8	8	4	20	19
IV	3	0	0	0	0	20
Grand Total	**26**	**26**	**17**	**20**	**63**	**80**

EDBECD101	Childhood Development and Diversity	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course develops foundational knowledge in learner psychology, growth, and diversity with a view to nurturing inclusive and reflective educators. Understanding the various stages of human development and socio-cultural influences on learning enables future teachers to adopt developmentally appropriate pedagogies.

Course Objectives

The course will enable the Learner to:

1. Introduce core concepts of child development and their significance in teaching and learning processes.
2. Explore how family, peers, and community influence child and adolescent development in educational settings.
3. Understand various learning theories and their relevance in classroom teaching and learner engagement.
4. Develop awareness of learner diversity and inclusion strategies in school education systems.
5. Promote reflective practices and empathy among teachers for holistic student development and support.

Course Outcomes

After completion of the course, the learner will be able to:

CO1. Explain physical, emotional, cognitive, and social development stages from early childhood to adolescence.

CO2. Analyze sociocultural influences affecting student behavior, motivation, and identity in school environments.

CO3. Apply learning theories to plan age-appropriate teaching strategies and classroom activities.

CO4. Design inclusive teaching practices accommodating diverse learners with varied needs and abilities.

CO5. Reflect critically on teacher's role in nurturing student potential and emotional well-being.

Course Content

Unit I: Perspectives on Childhood and Adolescence (15 hours)

- The concept and construction of childhood in different socio-cultural contexts
- Domains and principles of development: physical, cognitive, emotional, social
- Critical understanding of theories: Piaget, Vygotsky, Erikson, Bronfenbrenner
- Adolescent identity in the 21st century

Unit II: Influences on Development and Learning (15 hours)

- Heredity and environment: interactionist perspectives
- Family, school, community, and peer influences
- Gender and media in childhood
- Developmental challenges: stress, trauma, resilience
- Role of nutrition and health in child development

Unit III: Learning, Motivation, and Identity Formation (15 hours)

- Learning as a socio-constructivist and experiential process
- Behaviourist, cognitive, and humanistic theories: Skinner, Bandura, Gagné, Maslow
- Multiple intelligences and differentiated instruction
- Self-concept, motivation, and academic performance
- Understanding giftedness, disabilities, and neurodiversity

Unit IV: Psychological Attributes and Inclusive Engagements (15 hours)

- Emotional and social intelligence in the classroom
- Creativity and critical thinking as 21st-century skills
- Adjustment, coping strategies, and well-being of learners
- Reflective practices and mindfulness in teacher-student relationships
- Inclusive practices for children with special needs, socio-economic disadvantage, and migrant backgrounds

Learning Experience

This course adopts experiential and participatory learning. Instructional methods include:

- Interactive lectures and case study analysis
- Group discussions, debates, and peer presentations
- Observation tasks and field visits to inclusive schools
- Use of ICT tools and open-access resources for engagement
- Weekly reflective journal writing and peer feedback loops

Students will be supported through regular feedback, open mentoring sessions, and collaborative peer activities. The course instructor will be available for additional academic and emotional support.

Textbooks

1. Bhargava, M. (2014). Exceptional children: Their education & rehabilitation. H.P. Bhargav.
2. Qureshi, A. N. (2014). Educational psychology & measurement. H.P. Bhargav.
3. Berk, L. E. (2017). Child development. Noida: Pearson.

Suggested Readings

1. Dash, Muralidhar (2009). Educational *Psychology*
2. Woolfolk, Anita (2018). *Educational Psychology*
3. NCFTE (2009). *National Curriculum Framework for Teacher Education*.
4. Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*.
5. NCERT (2006). *Position Paper on Inclusive Education*.
6. Sharma, N. (2013). *Understanding Adolescence: Issues and Challenges*.

Open Educational Resources (OER)

1. http://tumkuruniversity.ac.in/oc_pg/msw/CONCEPT%20OF%20CHILDHOOD.pdf
2. https://egyankosh.ac.in/bitstream/123456789/109992/1/Unit-2.pdf
3. https://egyankosh.ac.in/bitstream/123456789/80672/3/Unit-9.pdf
4. https://egyankosh.ac.in/bitstream/123456789/108454/1/Unit-4.pdf
5. https://egyankosh.ac.in/bitstream/123456789/72355/1/Unit-3.pdf
6. http://eprints.nias.res.in/1713/1/2018-Anitha-Kurup-IER.pdf

Evaluation Scheme

Evaluation Components	Weightage
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Child Development Profile**: Observe and document developmental milestones of a child across physical, cognitive, emotional, and social domains.
- **Designing an Inclusive Lesson Plan**: Based on UDL principles for a diverse classroom.
- **Photo Documentation**: A visual project on how school environments support or hinder inclusion and well-being.
- **Peer Interview Report**: Conduct interviews with fellow teacher trainees on their perceptions of childhood and learning diversity.

2. Quizzes

- **MCQ Quiz on Theories of Development**: Covering Piaget, Erikson, Vygotsky, etc.
- **Concept Match Quiz**: Match theorists with concepts (e.g., Bronfenbrenner – ecological model).
- **Quick Fact Quiz**: Identify developmental domains with example behaviors.
- **Terminology Quiz**: Definitions of key terms like neurodiversity, inclusion, resilience, etc.

3. Assignments and Essays

- **Short Essay**: "Understanding Childhood in the Indian Socio-cultural Context"
- **Assignment**: Chart comparison of major learning theories (Behaviorism, Cognitivism, Humanism)
- **Essay**: "The Role of Media and Gender Stereotypes in Child Development"
- **Critical Review**: Summarize and critique an NCERT position paper (e.g., Inclusive Education)

4. Presentations

- **Group Presentation**: Case analysis of adolescent development in urban vs rural settings.
- **Solo Presentation**: Theories of Motivation in Educational Settings (e.g., Maslow, Bandura)
- **Thematic Presentation**: "21st Century Skills and Inclusive Classrooms"
- **Poster Presentation**: Conceptual map on Multiple Intelligences with teaching strategies.

5. Participation

- **Active Role in Peer Discussions**: On assigned readings or current issues in inclusive education.
- **Think-Pair-Share Activities**: In-class micro-discussions on developmental dilemmas.
- **Mini-Debates**: On topics like "Should Gifted Learners Be Taught Separately?"
- **Collaborative Learning**: Participation in group simulations or jigsaw activities.

6. Case Studies

- **Real-Life Case Study**: Analyze the learning behavior of a child with ADHD or autism.
- **School-Based Case Study**: Study the inclusion practices of a local government/private school.
- **Media Analysis**: Case-based review of a film or documentary portraying childhood (e.g., *Taare Zameen Par*)
- **Situational Case**: Respond to a classroom scenario involving learner diversity and suggest strategies.

7. Reflective Journals

- **Weekly Reflection**: On personal assumptions and learning about diversity.
- **Field Observation Reflection**: After visiting an inclusive school or ECCE center.

- **Reflection on Theories**: How Vygotsky's or Erikson's theories connect with your experiences as a learner.
- **Emotional Intelligence Reflection**: Journaling on how your emotions impact teaching perspectives.

Programme and Course Mapping																			
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						2											3		
CO4								3											
CO5							3												
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEEP102	Educational Philosophy and Purpose	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	None				

Course Perspective

This course introduces the philosophical foundations of education and critically engages teacher trainees with questions about the purpose, aims, and ethical dimensions of education. It examines how philosophical thought has shaped educational practices, values, and visions over time. The course fosters reflective and informed practitioners capable of understanding education as a human and transformative enterprise.

Course Objectives:

The course will enable the Learner to:

1. Introduce key philosophical foundations and their influence on educational systems and practices.
2. Explore major Indian and Western philosophical schools and their relevance in modern education.
3. Understand aims and values of education in personal, social, and national development contexts.
4. Familiarize students with ethical dimensions and social issues embedded in educational discourse.
5. Reflect on constitutional values and NEP 2020's philosophical vision for transformative education.

Course Outcomes:

After completion of the course, the learner will be able to:

CO1. Analyze the relationship between philosophical thought and educational practice.

CO2. Explain major philosophical schools and their contributions to education.

CO3. Apply thoughts of key Indian and Western educators in classroom contexts.

CO4. Evaluate aims of education from humanistic, ethical, and national perspectives.

CO5. Address issues of justice, diversity, and equity using philosophical understanding in education.

Course Content

Unit I: Philosophy and Education (15 hours)

- Concept and scope of educational philosophy
- Relationship between philosophy and education
- Functions of philosophy in educational theory and practice
- Critical thinking, inquiry, and reflective teaching
- Interplay of epistemology, metaphysics, and axiology in education

Unit II: Major Schools of Philosophy and Education (15 hours)

- Indian Philosophies: Sankhya, Vedanta, Buddhist & Jain contributions
- Western Thought: Idealism, Naturalism, Realism, Pragmatism, Existentialism
- Contributions of Indian thinkers: Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo Ghosh, Dr. B.R. Ambedkar, Jiddu Krishnamurti, Savitribai Phule
- Contributions of Western thinkers: Aristotle, Socrates, Plato, Buber, Froebel, Maria Montessori, Rousseau, Paulo Freire, John Dewey, Ivan Illich.

Unit III: Purpose and Aims of Education (15 hours)

- Individual and social aims of education
- Education for national integration, peace, and sustainable development
- Humanistic and holistic education: development of body, mind, and spirit
- Education for freedom, equity, and self-actualization
- NEP 2020 on foundational values and curricular transformation

Unit IV: Education, Ethics, and Contemporary Relevance (15 hours)

- Value education and ethical decision-making
- Role of teacher as a moral and intellectual guide
- Education and social justice: caste, gender, and cultural diversity
- Indian Knowledge Systems and global citizenship education

Learning Experience

This course uses participatory methods including debates, critical dialogues, media reviews, curriculum analysis, digital storytelling, and ICT-supported reflections. Students will engage in weekly journaling, case-based discussion, and peer-led workshops to connect theory to classroom practices.

Textbooks

1. Chand, J., (2013) . Great Indian Thinkers on Education
2. Aggarwal, J.C.; Gupta, S.(2014). Great Philosphers and Thinkers on Education

3. Freire, P. (1970). *Pedagogy of the Oppressed*.
4. Kumar, R. (2013). *Some vital aspects of Gandhian philosophy*. Agra: Vedant Publications.
5. Ruhela, S. P. (2012). *Educational philosophy: Sri Satya Sai Baba*. Agra: Rakhi Prakashan.

Suggested Readings

1. Misr, Anil Dutt (2012). *Gandhi: ek Adhyayan*
2. *Pathak, Archana (2014).Swami Vivekananda and Global Education*
3. Noddings, N. (2012). *Philosophy of Education*
4. Kumar, K. (2004). *What is Worth Teaching?*
5. Siegel, H. (2009). *Oxford Handbook of Philosophy of Education*
6. Pandey, K.P. (2010). *Perspectives in Social Foundations of Education*
7. Manoj Das (1999). *Sri Aurobindo on Education* – NCTE

Open Educational Resources (OER)

1. https://tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-701C-Philosophical%20Foundation%20of%20Education.pdf
2. https://www.eiilmuniversity.co.in/downloads/Indian_Philosophy.pdf
3. https://egyankosh.ac.in/bitstream/123456789/68574/1/Unit-6.pdf
4. https://mcte.ac.in/assets/img/083069f87832b39b3a17ed4225066269.pdf
5. https://mu.ac.in/wp-content/uploads/2021/01/MA-IN-PHILOSOPHY-Upload-2018.pdf
6. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Evaluation Scheme

Evaluation Components	**Weightage**
Continuous Internal Assessment (Project/Essay/Case Study/Presentation/Reflective Journal – min. 5 components)	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Continuous Internal Assessment (CIA) Activities

1. Projects and Essays

- Essay: “Education as the Reconstruction of Experience – Dewey’s Vision”
- Project: Value Mapping in a School's Vision and Curriculum

2. Philosophical Dialogues and Debates

- Debate: “Freedom vs Discipline in Schools—Philosophical Perspectives”
- Simulation: A mock school board meeting debating educational aims

3. Presentations and Conceptual Maps

- Group Presentation: Indian vs Western Philosophy in School Curriculum
- Poster: Philosophy Tree linking thinkers, principles, and classroom practices

4. Reflective Writing

- Reflection: "Which philosophical approach resonates with me as a teacher and why?"
- Reflection after classroom observation: How values and beliefs are reflected in practice

5. Text Analysis

- Close reading of excerpts from *Democracy and Education*, *Basic Education*, or *Pedagogy of the Oppressed*
- Group critique of NEP 2020’s philosophical foundations

Programme and Course Mapping																			
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				2														2	
CO4						3													
CO5								3											
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEDE103	Development of Education in India	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Indian Societies and Policies				

Course Perspective

This course explores the dynamic interaction between education and Indian society, drawing attention to the influence of diversity, social stratification, and policy frameworks in shaping inclusive education. It encourages critical examination of constitutional provisions, policy initiatives, global trends, and pedagogical innovations. With a strong emphasis on NEP 2020, SDGs, and equity, the course enables future educators to understand and respond to contemporary educational challenges, while integrating global insights and fostering sustainable and inclusive learning environments.

Course Objectives:

The course will enable the Learner to:

1. Introduce the historical evolution of Indian education from colonial to post-independence periods.
2. Examine key commissions, policies, and reforms shaping Indian education over time.
3. Explore educational diversity and the socio-cultural context influencing access and equity.
4. Familiarize students with global educational practices relevant to India's development.
5. Encourage critical reflection on policy gaps and innovations in Indian education.

Course Outcomes:

After completion of the course, the learner will be able to:

CO1. Describe major milestones and reforms in the history of Indian education.

CO2. Analyze educational policies using constitutional, social, and legal frameworks.

CO3. Evaluate current educational challenges concerning inclusion, access, and quality.

CO4. Apply global and national innovations to propose context-specific educational solutions.

CO5. Design inclusive and equity-oriented strategies aligned with NEP 2020 and SDG goals.

Course Content

Unit I: Indian Society and Educational Diversity (15 Hours)

- Understanding social stratification: caste, class, religion, and language
- Types of societies: tribal, agrarian, industrial, and post-industrial
- Impact of globalization, urbanization, and digitalization on education
- Role of education in fostering national integration and social cohesion

Unit II: Historical and Constitutional Evolution of Indian Education (15 Hours)

- Macaulay's Minute (1835) and its legacy on English education in colonial India
- Wood's Despatch (1854): Foundation of modern education system
- Hunter Commission (1882), Sadler Commission (1917) and their implications
- Wardha Scheme (1937) and indigenous pedagogy
- Post-Independence Developments:
    - Radhakrishnan Commission (1948–49)
    - Mudaliar Commission (1952–53)
    - Kothari Commission (1964–66) and its 'common school system' vision
- National Policy on Education (1968, 1986, POA 1992): Aims and transformations
- Right to Education Act (2009): Provisions, implementation, and challenges
- NEP 2020: Multidisciplinary education, flexibility, equity, and lifelong learning
- Constitutional Foundations:
    - Fundamental Rights (Article 21A) and Duties
    - Directive Principles of State Policy
    - Role of the judiciary in shaping education
- Educational Decentralization: Role of Panchayati Raj and School Management Committees (SMCs)

Unit III: Contemporary Educational Challenges in India (15 Hours)

- Issues of access, equity, and quality in education
- Gender disparities and inclusive education
- Impact of socio-economic factors on learning outcomes
- Policy initiatives: SSA, RMSA, Samagra Shiksha Abhiyan

Unit IV: Global Perspectives and Innovations in Education (15 Hours)

- Comparative analysis of educational systems: Oxford, Cambridge, Leeds
- Integration of technology in teaching and learning

- Education for Sustainable Development and global citizenship
- Innovative pedagogical practices and their relevance to Indian classrooms

Learning Experience

The learning experience in this course is designed to provide student-teachers with an active, reflective, and contextually grounded understanding of the relationship between education and contemporary Indian society. The course encourages critical engagement with social realities through experiential, participatory, and technology-integrated pedagogies. Learners will explore educational policies, legal frameworks, and real-world challenges affecting access, equity, and quality in education. Through exposure to global perspectives, local fieldwork, collaborative tasks, and interdisciplinary reflections, student-teachers will develop skills in analysis, inclusivity, innovation, and educational leadership aligned with NEP 2020, SDG 4, and the vision of Viksit Bharat.

Learners will engage in:

- Interactive lectures, discussions, and policy debates
- Case studies on implementation of inclusive education at local and national levels
- Field visits to schools or communities to observe educational practices and disparities
- Collaborative group projects and student-led seminars on emerging educational issues
- Critical analysis of textbooks, curriculum frameworks, and RTE-related documents
- Use of digital tools for presentations, policy reviews, and lesson planning
- Reflective journaling to connect social issues with classroom realities
- Simulation of inclusive classroom strategies and community interventions

Textbooks

1. Parvez, Mohammad; Shakir, Mohd. (2017). C*ontemporary Issues in Education: A Perspective*
2. Ghosh, Sunanda; Radha Mohan (2016). Education in Emerging Indian Society: The Challenges and Issues
3. Aggarwal, S. (2014). *Human rights: A national perspective*. Agra: Rakhi.
4. Kang, T. P. K. (2013). *Education & sustainable development*. Agra: H. P. Bhargava.
5. Ruhela, S. P. (2013). *Secondary education system in 21st century*. Agra: Harprashad.
6. Walia, J.S. (2011). *Modern Indian Education and its Problems*. Paul Publishers
7. Sachdeva, M.S. (2015). *Contemporary India and Education*. Twenty First Century Publications

Suggested Readings

1. Pandey, K.P. (2010). *Perspectives in Social Foundations of Education*. Shipra Publications
2. Noushad Husain (2017). Contemporary India and Education

3. NEP 2020 – MHRD, Government of India
4. UNESCO (2020). *Global Education Monitoring Report*
5. Jandhyala, B.G. Tilak (2019). *Education and Development: Essays in Honour of K. R. Narayanan*

Open Educational Resources (OER)

1. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf
2. https://samagra.education.gov.in/docs/Letter%20to%20States%20(Final).pdf
3. https://bodhindia.org/wp-content/uploads/2021/09/Panchayati-Raj-Institutions_Decentralised-Governance-In-Education_Experiences-in-Education_AKDN.pdf

Evaluation Scheme

Evaluation Components	**Weightage**
Continuous Internal Assessment - All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Timeline Project**: Develop a visual timeline of Indian educational reforms from Macaulay's Minute (1835) to NEP 2020.
- **Local Policy Mapping**: Analyze how national education policies are implemented in your local district/school.
- **Digital Poster**: Create an infographic comparing the goals of NPE 1986 and NEP 2020.
- **Comparative Study**: Compare Indian education with another country (e.g., UK or Finland) focusing on inclusivity, digital integration, and equity.

2. Quizzes

- **MCQ Quiz**: On major commissions, education acts, and policies (Hunter Commission, RTE Act, NEP 2020).
- **Match-the-Policy**: Match educational challenges with relevant policy responses.
- **Quick Recap Quiz**: Weekly mini- quizzes on key historical and constitutional milestones.
- **Terminology Test**: Define key terms such as Nai Talim, Common School System, Equity, SDG 4.

3. Assignments and Essays

- **Essay**: "How NEP 2020 aims to transform Indian education in the 21st century."
- **Assignment**: Analyze the recommendations of any two major education commissions in India.
- **Critical Review**: Evaluate the implementation of RTE 2009 in your local context.
- **Policy Reflection Paper**: Reflect on how your schooling experience aligns or conflicts with national policies.

4. Presentations

- **Group Presentation**: Role of education in promoting national integration.
- **Solo Presentation**: Impact of globalization and digitalization on Indian education.
- **Seminar Talk**: "From Colonial Legacy to Global Competitiveness: Evolution of Indian Education."
- **Panel Simulation**: Simulate a meeting of an education policy committee proposing changes for Viksit Bharat 2047.

5. Participation

- **Structured Debates**: Topics like "Is NEP 2020 truly transformative?" or "Private vs Public Schooling in India."
- **Think-Pair-Share**: Class-based dialogues on caste, gender, and language-based educational disparities.
- **Peer Feedback**: Students review and give constructive feedback on each other's assignments or presentations.

6. Case Studies

- **Case Study Analysis**: Examine RTE implementation in rural/tribal regions using government reports.
- **Institutional Analysis**: Study a historical Indian university/school and its evolution over time.
- **School Visit Reflection**: Visit a school and document how inclusive practices and national policies are reflected.
- **Comparative Policy Review**: Analyze how Oxford or Cambridge education models influence Indian higher education.

7. Reflective Journals

- **Weekly Reflections**: On class learnings related to equity, access, and quality in Indian education.
- **Policy Impact Reflection**: How national policies have shaped your personal educational journey.
- **NEP Vision Journal**: Write about the educator you aspire to be, aligned with NEP 2020 and SDGs.
- **Diversity Reflection**: Reflect on how schools can support children from marginalized communities.

Programme and Course Mapping																			
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					2													2	
CO4							2												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBCLC104	Language and communication for teaching and learning	L	T	P	C
Version	**1.0**	**0**	**0**	**4**	**2**
Category of Course	Theory				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is designed to develop core communication skills for aspiring teachers, with a focus on Listening, Speaking, Reading, Writing (LSRW), and non-verbal communication. It aims to improve clarity, fluency, and confidence in both formal and informal school contexts. The course is essential for preparing teachers who can communicate effectively, manage diverse classrooms, and engage in professional discourse.

Course Objectives:

The course will enable the Learner to:

1. Develop fluency in spoken English for effective classroom and professional communication.
2. Strengthen active listening and comprehension in diverse school-based communication contexts.
3. Enhance formal writing skills relevant to school documentation and instructional language.
4. Build confidence in public speaking, storytelling, and presentations through structured activities.
5. Introduce non-verbal communication strategies for classroom management and teacher presence.

Course Outcomes:

After completion of the course, the learner will be able to:

CO1. Speak confidently with grammatical accuracy in classroom, peer, and school interactions.
CO2. Listen, comprehend, and respond meaningfully in instructional and collaborative settings.
CO3. Apply LSRW skills effectively in creating instructional and administrative teaching materials.
CO4. Demonstrate appropriate body language, posture, and tone in professional teaching contexts.
CO5. Reflect on and improve communication style using journaling and technology-assisted feedback tools.

Course Content

Practical Tasks and Activities			
Task No.	**Activity Description**	**Mode/Tool Used**	**Hours**
1	**Listening Practice**: Comprehension exercises using recorded lectures, podcasts, and YouTube teaching clips	Audio/Video tools	3
2	**Speaking Drills**: Classroom English, storytelling, pronunciation, and intonation practice	Peer groups, mirror practice	4
3	**Reading Aloud**: Read NCERT passages, poems, dialogues, and paraphrase them orally	NCERT textbooks, short texts	3
4	**Writing Practice**: Prepare notices, emails, lesson instructions, and reflective paragraphs	Notebook, Word processor	3
5	**Conversation Role-Plays**: Simulate teacher-student and teacher-parent interactions	Role-play with feedback	3
6	**Presentation Task**: Deliver a 3-minute speech or lesson intro on a school topic	PPT, cue cards	3
7	**Non-Verbal Communication Workshop**: Eye contact, gestures, posture, classroom presence	Video recording, peer review	3
8	**Language Lab/AI Tools**: Use apps like ELSA Speak, BBC Learning English, ChatGPT for language correction	Mobile apps, web tools	3
9	**Reflective Journal**: Track weekly progress on fluency, vocabulary, and confidence	Journal Template	3
Total			**30**

Textbooks

1. Akamajian, Adrian(2010). Linguistics: An Introduction to Language and Communication
2. Sharma, Anu(2012). Communicative English
3. Karki**.** (2014). *An introduction to linguistics and phonetics*. Agra: SPD.
4. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
5. Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.

Suggested Readings

1. Sousa, D. A. (2016). *How the brain learns* (5th ed.). Corwin Press.
2. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
3. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

Open Educational Resources

1. https://www.ted.com/topics/education
2. https://elllo.org/
3. https://www.bbc.co.uk/learningenglish/english/features/pronunciation
4. https://www.speakpipe.com/voice-recorder
5. https://learnenglish.britishcouncil.org/skills/writing
6. https://www.toastmasters.org/resources/public-speaking-tips
7. https://www.youtube.com/watch?reload=9&v=Ks-_Mh1QhMc

Evaluation

Evaluation Components	Weightage
Internal Marks (Practical)	
I) Listening and comprehension tasks	5 Marks
II) Speaking activities and fluency drills	10 Marks
III) Written communication tasks	5 Marks
IV) Presentation and non-verbal evaluation	5 Marks
V) Reflective journal and improvement log	5 Marks
External Marks (Practical):	

End Term Practical Exam and Viva Voce	50 Marks
Total	

Programme and Course Mapping																			
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																3	
CO3				3															
CO4					3											3			
CO5							2												
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBERT151	Reflective Reading of Texts	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Proficiency in Reading Comprehension				

Course Perspective

This course is designed to develop student-teachers into reflective readers and thinkers. By engaging with literary, scientific, educational, and philosophical texts, the learners will not only develop proficiency in reading comprehension and critical thinking but also become sensitive to issues of multiculturalism, gender, social justice, and equity. The course nurtures a habit of reading beyond textbooks and encourages deeper engagement with meaningful ideas, both classical and contemporary.

Course Objectives

The course will enable the Learner to:

1. Cultivate a habit of reading diverse texts beyond prescribed academic material.
2. Develop reflective thinking through engagement with literary, educational, and philosophical writings.
3. Encourage sensitivity to gender, equity, and multicultural issues via contextual readings.
4. Strengthen reading comprehension, vocabulary, and expressive writing skills.
5. Connect reading experiences with personal development and professional teaching practice.

Course Outcomes

After completion of the course, the learner will be able to:

CO1. Demonstrate thoughtful engagement with diverse literary and educational texts.

CO2. Analyze and interpret texts critically using reflective tools and discussion.

CO3.Express ideas coherently through speaking and journaling activities based on readings.

CO4.Apply reading insights to understand social, educational, and cultural issues.

CO5. Use literary and philosophical texts to enhance empathy and classroom teaching strategies.

Unit I: Engaging with Narratives and Short Stories **7.5 Contact Hours**

- How I Taught My Grandmother to Read – Sudha Murthy
- Tales of the Open Road – Ruskin Bond
- Tales from the Indian Jungle – Kenneth Anderson
- Encounters with Animals – Gerald Durrell
- Activities: Read-aloud sessions, vocabulary building, theme discussion, journal response

Unit II: Reflective and Biographical Texts **7.5 Contact Hours**

- The Diary of a Young Girl – Anne Frank
- The Man Who Planted Trees – Jean Giono
- Fall of a Sparrow – Salim Ali
- I Have a Dream (speech) – Martin Luther King Jr.
- Activities: Role-play, empathy exercises, speech reflection, presentation

Unit III: Philosophical and Educational Writings **7.5 Contact Hours**

- Democracy and Education (Ch. on Thinking) – John Dewey
- Pedagogy of the Oppressed – Paulo Freire
- Medium of Education – M.K. Gandhi
- Education and World Peace – J. Krishnamurti
- Activities: Text discussion, quote interpretation, analytical essay, debate

Unit IV: Scientific and Policy Texts **7.5 Contact Hours**

- A Brief History of Time – Stephen Hawking
- Right to Education Act, 2009 – MHRD
- National Curriculum Framework, 2005 – NCERT
- Activities: Text simplification, teaching through texts, poster making, report writing

Textbook

1. **Akamajian, A.** (2010). *Linguistics: An introduction to language and communication*. Delhi: PHI.
2. **NCERT (2006).** *Reading and Reflecting on Texts*. National Council of Educational Research and Training.

Suggested Readings

1. Murthy, S. (2004). *How I Taught My Grandmother to Read and Other Stories*. Penguin Books.
2. Bond, R. (2006). *Tales of the Open Road*. Penguin Books.
3. Anderson, K. (2001). *Tales from the Indian Jungle*. Rupa Publications.
4. Durrell, G. (2009). *Encounters with Animals*. Penguin Books.
5. Ruskin Bond's short stories – any collected edition (e.g., *The Night Train at Deoli*).
6. Narayan, R. K. (2009). *Malgudi Days*. Indian Thought Publications.
7. Chitra Banerjee Divakaruni – *The Word Love* (from *Arranged Marriage*)
8. Tagore, R. (2005). *Selected Short Stories*. Penguin Classics.
9. Kumar, R. (2002). *Narrative as a Teaching Tool*. Journal of Indian Education, NCERT.

Open Educational Resources (OER)

1. https://www.gutenberg.org/
2. https://www.annefrank.org/en/anne-frank/diary/
3. https://www.americanrhetoric.com/speeches/mlkihaveadream.htm
4. https://www.gutenberg.org/ebooks/852
5. https://www.freire.org/
6. https://www.jkrishnamurti.org/content/education-and-world-peace
7. https://legislative.gov.in/sites/default/files/A2009-35.pdf
8. https://archive.org/details/briefhistoryofti0000hawk_g5a3
9. https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical) -	
I) Reading and Response Tasks	10 Marks
II) Reflective Journals	10 Marks
III) Group Participation and Discussion	10 Marks
IV) Text-Based Project Work	20 Marks
External Marks (Practical):- End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	3																	2	
CO2					3								3						
CO3						3									3				
CO4				3															
CO5							3												
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEAE152	Self and Holistic Wellness	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30 hours				
Pre-Requisites/ Co-Requisites	None				

Course Perspective:

This course is designed to promote holistic well-being, self-awareness, and emotional regulation among student-teachers. Drawing on Indian Knowledge Systems, NEP 2020, and global well-being models, it integrates yogic practices with reflective and experiential learning to enhance teachers' personal growth and professional grounding.

Course Objectives

1. Develop an understanding of self, identity, and emotional intelligence through reflective and experiential methods.
2. Explore yogic principles, diet, and mindfulness for holistic personal development.
3. Cultivate the ability to manage stress, regulate emotions, and live mindfully.
4. Integrate self-awareness into professional teaching identity and classroom practice.
5. Create a foundation for leading a balanced, empathetic, and purposeful life aligned with NEP 2020 goals.

Course Outcomes

CO1: Understand foundational concepts of yoga, self-awareness, and well-being.

CO2: Practice asanas, pranayama, and mindfulness for self-regulation.

CO3: Apply emotional intelligence techniques to real-life educational scenarios.

CO4: Design age-appropriate self-development modules for classroom use.

CO5: Reflect critically on personal growth, life goals, and professional purpose.

Course Content

Unit I: Self, Identity, and Consciousness (7.5 Hours)

- Concepts of Self in Indian and Western psychology

- Panchakosha model (five sheaths of being)
- Emotional Intelligence (Goleman), Johari Window
- **Activities:** Life maps, identity wheel, peer interviews

Unit II: Yoga, Diet, and Self-Development (7.5 Hours)

- Patanjali's Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Dharana, Dhyana
- Role of diet in yogic living: Sattvic, Rajasic, and Tamasic food
- Mind-body integration for stress management
- **Activities:** Daily yoga routines, food diary analysis, yogic meal planning

Unit III: Mindfulness and Reflective Practices (7.5 Hours)

- Practices from MBSR (Mindfulness-Based Stress Reduction)
- Silence, active listening, present moment awareness
- **Activities:** Body scan meditation, gratitude practice, self-reflection log

Unit IV: The Teacher as a Reflective Practitioner (7.5 Hours)

- Role of self-awareness in teacher leadership and well-being
- Connecting self-understanding with inclusive and value-based pedagogy
- **Activities:** Teacher autobiography, role reflection presentations, reflective dialogue circles

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Self-Reflection Journal	10 Marks
II) Yoga and Meditation Practice Log	10 Marks
III) Group Project: Classroom Management Toolkit	10 Marks
IV) Behavior Intervention Case Report	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Wellness Portfolio**: Maintain a personal wellness journal including reflections on yoga, food habits, and mindfulness practices.
- **Teacher Autobiography**: Write a narrative highlighting key moments of personal growth and transformation.
- **Emotional Intelligence Action Plan**: Design and implement a weekly action plan to improve self-regulation or empathy.

- **Yogic Lifestyle Planner**: Create a 7-day sattvic living schedule including meals, yoga, and reflective practice.

2. Quizzes

- **MCQ Quiz**: On yoga philosophy (Ashtanga Yoga, Panchakosha, diet types).
- **Matching Exercise**: Match emotional intelligence traits with classroom scenarios.
- **Quick Concept Quiz**: Weekly mini quiz on mindfulness, MBSR techniques, and stress response.
- **Quote Analysis**: Interpret quotes from Indian psychology and global wellness thinkers.

3. Assignments and Essays

- **Essay**: "The Role of Self-Awareness in Teaching Profession."
- **Assignment**: Analyze your current lifestyle in the context of yogic principles (diet, stress, ethics).
- **Reflection Essay**: "A Moment I Discovered My Inner Strength."
- **Comparison Assignment**: Compare Indian and Western views of the 'Self.'

4. Presentations

- **Group Presentation**: Design a 15-minute mindfulness module for school students.
- **Solo Presentation**: Demonstrate and explain the personal benefit of a chosen yoga or pranayama practice.
- **Visual Display**: Poster on "Sattvic Living in a Modern World."
- **Circle Dialogue**: Share your journey of change through a reflective circle.

5. Participation

- **Peer Reflection Exchange**: Review a classmate's journal and give structured feedback.
- **Dialogue Circles**: Participate in themed discussions (e.g., "Silence in a Noisy World").
- **Weekly Check-Ins**: Share emotional state and one insight gained from practice.
- **Mindful Listening Pair Work**: Practice listening without interruption or judgment.

6. Case Studies

- **Lifestyle Case Study**: Analyze the lifestyle of a known educator/leader through the lens of holistic wellness.
- **Wellness Audit**: Conduct a mini-audit of school infrastructure and routines from a wellness perspective.
- **Inclusive Practice Reflection**: Study how a teacher's self-awareness affects inclusive practices.

7. Reflective Journals

- **Weekly Reflections**: Document experiences with yoga, meditation, and emotional regulation.
- **Moment of Mindfulness Log**: Record one meaningful mindful moment per day for a week.
- **Food & Mood Diary**: Track and analyze how food choices affect emotions and energy.
- **Professional Values Journal**: Reflect on values shaping your teaching identity.

Programme and Course Mapping

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												2	
CO4				2															
CO5								3											

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

EDBESI153	School Immersion I	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	None				

Course Perspective

This course offers hands-on exposure to real school environments, allowing student-teachers to observe, assist, and gradually engage in teaching-learning practices under mentorship. It serves as the foundation for later full-fledged internships and helps bridge the gap between theory and practice.

Course Objectives

The course will enable the Learner to:

1. Familiarize student-teachers with school structures, classroom settings, and daily school practices.
2. Enable observation of real-time teaching-learning processes in diverse classroom environments.
3. Promote professional interaction with students, teachers, and school staff.
4. Encourage documentation of reflective insights through observation and field notes.
5. Develop awareness of school culture, administration, and teacher responsibilities.

Course Outcomes

After completion of the course, the learner will be able to:

CO1. Describe essential components of school infrastructure and institutional functioning.

CO2. Record classroom observations focusing on pedagogy, student interaction, and classroom resources.

CO3. Assist teachers during lessons and co-curricular activities with responsibility.

CO4. Maintain reflective journals and field reports of the school immersion experience.

CO5. Reflect on the multifaceted roles of teachers and develop professional teaching identity.

Course Content

Unit I: Orientation to School Visit **4 Hours**

- Attend orientation session on the purpose and process of school immersion
- Understand school norms, professional behaviour, and observation ethics
- Learn how to use observation formats and maintain daily field notes
- Receive briefing on how to prepare the school profile

Unit II: Observing School Environment and Routines **8 Hours**

- Observe school infrastructure, classrooms, playgrounds, labs, library, etc.
- Note school timings, daily schedule, and morning assembly
- Record details about facilities like mid-day meals, health/sanitation
- Observe arrival and dispersal of students

Unit III: Classroom Observation **10 Hours**

- Sit in at least 5 classroom sessions and observe teaching-learning process
- Note teacher's interaction with students and classroom organisation
- Observe how students behave, participate, and respond
- Record use of teaching aids, chalkboard, and classroom resources
- Observe classroom diversity (language, gender, ability, behaviour)

Unit IV: Documentation and Reflection **8 Hours**

- Maintain a Reflective Journal with one entry per day
- Prepare a School Profile Report including general observations
- Write a final Reflection Note on your overall school experience
- Participate in a group sharing session about key insights from the school visit

Textbooks

1. Modi, J. S. (2010). *Micro-teaching: Technique and practice*. Delhi: Shipra
2. Sharma, S. (2013). *Observation and Reflection in Teacher Education*. Shipra Publications.
3. NCERT. (2006). *School-Based Experiences*. In *B.Ed. Curriculum Framework for Teacher Education*. National Council of Educational Research and Training.

Suggested Readings

1. Goel, D. R., & Goel, C. (2012). *School Organization and Administration*. Deep & Deep Publications.
2. Kumar, K. (2004). *What Is Worth Teaching?*. Orient BlackSwan.
3. NCTE. (2010). *National Curriculum Framework for Teacher Education*. National Council for Teacher Education.

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Conduct of Experiment	10 Marks
II) Lab Records	10 Marks
III) Lab Participation	10 Marks
IV) Lab Project	20 Marks
External Marks (Practical):- End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping

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				2															
CO5								3											

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

SEMESTER II

Semester II								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/Practical**	**L**	**T**	**P**	**C**
1	EDBEKC201	Knowledge Curriculum and Disciplines	Perspectives in Education	Theory	3	1	0	4
2	EDBELT202	Science of Learning and Teaching	Perspectives in Education	Theory	3	1	0	4
3	EDBEAL203	Competency Based Assessment for Learning	Perspectives in Education	Theory	1	1	0	2
4	EDBEVA204	Environmental Education and Disaster Management	Perspectives in Education	Theory	3	1	0	4
5	EDBEIC251	ICT and EdTech in Teaching and Learning	Perspectives in Education	Theory	3	1	0	4
6	EDBESI252	Art and Drama Integrated Pedagogy	Curriculum and Pedagogic Studies	Practical	0	0	4	2
7	EDBESI253	School Immersion-II		Practical	0	0	4	2
8	CS001	Club/ Society		Practical	1	0	0	1
		TOTAL			**9**	**5**	**8**	**21**

CS001*- Club/Society (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory)

EDBEKC201	Knowledge Curriculum and Disciplines	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites	Basic understanding of educational foundations				

Course Perspective

This course enables student-teachers to critically engage with the concept, evolution, and structure of academic disciplines and their impact on curriculum design in school education. Through exploration of disciplinary knowledge, its socio-political construction, and contemporary curriculum frameworks, learners develop the competence to design inclusive, contextually relevant, and interdisciplinary curricular experiences for school learners.

Course Objectives

The course will enable the Learner to:

1. Understand the meaning, evolution, and classification of academic disciplines.
2. Explore how disciplinary knowledge shapes school subjects and curriculum structures.
3. Analyze curriculum frameworks in light of socio-political, cultural, and policy dimensions.
4. Develop inclusive and interdisciplinary curriculum designs suitable for diverse learners.
5. Critically engage with current curriculum policies like NEP 2020 and NCFSE 2023.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Define and explain the nature, structure, and classification of academic disciplines.

CO2: Analyze the influence of disciplines on the formation of school subjects and curriculum hierarchies.

CO3: Apply curriculum development principles to design inclusive and interdisciplinary curricular frameworks.

CO4: Evaluate curriculum documents and policy frameworks for equity, inclusion, and innovation.

CO5: Reflect on interdisciplinary, local, and global knowledge systems in designing relevant school curricula.

Course Content

Unit I: Understanding Disciplines (15 hours)

- Meaning and nature of disciplines
- Historical and socio-political evolution of disciplines
- Classification of disciplines: Humanities, Social Sciences, Sciences, Applied and Professional
- Disciplinary knowledge vs. everyday and indigenous knowledge
- Interdisciplinary, Multidisciplinary, and Transdisciplinary approaches

Unit II: Disciplines and School Subjects (15 hours)

- Transformation of disciplinary knowledge into school subjects
- Curriculum hierarchies and marginalization of certain subjects
- Representation and omission in textbooks
- Cultural politics and curriculum: caste, class, gender, and language dimensions
- Case studies on curriculum construction from different boards and systems

Unit III: Curriculum Design and Development (15 hours)

- Concepts and types of curriculum: core, hidden, activity-based, spiral
- Curriculum development models: Tyler, Taba, and Backward Design
- Stages of curriculum design: needs assessment, content selection, organization, assessment
- Role of teachers and stakeholders in curriculum design
- Inclusive curriculum for diverse learners (gender, socio-economic background, disability)

Unit IV: Curriculum and Policy Frameworks (15 hours)

- NEP 2020, NCF 2005, NCFSE 2023: principles and curricular implications
- Integration of Indian Knowledge Systems (IKS) and local contexts
- Vocationalization and life-skills in school curriculum
- Global best practices in curriculum reform
- Participatory and learner-centered curriculum design

Learning Experience

This course engages students through curriculum analysis, interdisciplinary unit design, textbook critiques, and participatory learning. Methods include:

- Curriculum mapping workshops and simulation exercises

- Case study analysis and comparative curriculum reviews
- Group presentations and interdisciplinary theme-based projects
- Reflective journaling on curriculum and societal equity
- Peer critiques and collaborative curriculum design tasks

Students will receive regular feedback and mentoring. Practical exposure through sample curriculum review and school observations will supplement learning.

Textbooks

1. Srivastava, H. S. (2014). *Curriculum and methods of teaching*. Delhi: Shipra.
2. Aggarwal, J. C., & Gupta, S. (2014). *Curriculum development 2005: Towards learning without burden and quality of education – An evaluation*. Delhi: Shipra.
3. Kelly, A. V. (2009). *The Curriculum: Theory and Practice*. Sage Publications.
4. Kridel, C. (Ed.). (2010). *Encyclopedia of Curriculum Studies*. Sage Publications.

Suggested Readings

1. NCERT (2005). National Curriculum Framework.
2. NCERT (2006). Position Papers on Curriculum and Pedagogy.
3. NEP 2020. Ministry of Education, Government of India.
4. NCFSE (2023). National Curriculum Framework for School Education.
5. Apple, M. W. (2004). Ideology and Curriculum. Routledge.

Open Educational Resources (OER)

1. TESS-India – Teacher Modules: Key Concepts in Disciplines and Pedagogy https://www.open.edu/openlearncreate/course/view.php?id=1915
2. UNESCO – Rethinking Education: Towards a Global Common Good? https://unesdoc.unesco.org/ark:/48223/pf0000232555
3. Harvard Project Zero – Interdisciplinary Learning https://pz.harvard.edu/resources/interdisciplinary-learning
4. NCERT – Position Paper on Teaching of Social Sciences (NCF 2005) https://ncert.nic.in/pdf/nc-framework/position-papers/social-science-education.pdf
5. OER Commons – Curriculum and Cultural Politics https://www.oercommons.org/
6. Commonwealth of Learning – Designing Learning https://www.col.org/resources/designing-learning-improving-curriculum-instructional-design
7. OpenLearn – Curriculum Design and Innovation
8. https://www.open.edu/openlearn/education-development/curriculum-design-and-innovation

9. NCERT – National Curriculum Framework (NCF) 2005 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf
10. NCTE – NEP 2020 Policy and Curriculum Reforms Overview https://ncte.gov.in/Website/PDF/NEP_Final_English_0.pdf
11. **Vidyadaan (DIKSHA) – IKS & Curriculum** https://vidyadaan.diksha.gov.in/

Evaluation Scheme

Evaluation Components	**Weightage**
Continuous Internal Assessment (Project/Essay/Case Study/Presentation/Reflective Journal – min. 5 components)	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects:

- Comparative analysis of two school curricula (e.g., CBSE vs IB)
- Design of an interdisciplinary unit on a social issue (e.g., Climate Change)

2. Textbook Analysis:

- Critique a chapter for bias and representation
- Evaluate integration of local contexts and inclusive perspectives

3. Assignments/Essays:

- Essay: "Curriculum as a site of political and cultural contestation"
- Assignment: Mapping disciplines to competencies in school subjects

4. Presentations:

- Thematic presentation: Curriculum and caste/gender/language
- Poster presentation: Timeline of curriculum reforms in India

5. Class Participation:

- Group discussions on policy readings
- Think-pair-share tasks on disciplinary dilemmas

6. Reflective Journals:

- Weekly journal on curriculum inclusivity
- Reflection on interdisciplinarity in personal learning experiences

7. Case Studies:

- Case analysis: State vs national curriculum structure
- Review of curriculum innovation in an alternative school

Programme and Course Mapping																			
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						2													
CO4								3											3
CO5					3														
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBELT202	Science of Learning and Teaching	L	T	P	C
Version	1.0	**2**	**2**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Basic cognition, pedagogy, and psychology				

Course Perspective

This course introduces student-teachers to the scientific foundations of how individuals learn, with a strong focus on research-backed learning techniques such as spaced repetition, interleaved practice, active recall, worked-out examples, and retrieval-based learning. Grounded in cognitive science and educational neuroscience, the course explores how brain development, neuroplasticity, and cognitive

Course Objectives

The course will enable the Learner to:

1. Introduce the cognitive science behind learning and memory processes in education.
2. Explain brain-based strategies and their impact on teaching and classroom environments.
3. Apply active recall, spaced repetition, and retrieval strategies in lesson planning.
4. Explore worked-out examples and scaffolding methods to support diverse learners.
5. Foster reflective and research-aligned practices for improving student engagement and retention.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain core cognitive and neurological processes involved in memory, attention, and learning.

CO2: Apply active recall and spaced repetition techniques in instructional planning.

CO3: Design lessons using worked-out examples and scaffolded strategies.

CO4: Create retrieval-based and metacognitive learning activities for inclusive classrooms.

CO5: Translate research-backed learning strategies into real teaching scenarios effectively.

Course Content

Unit I: Science Behind How We Learn (7.5 hours)

- Overview of learning: definitions, types (declarative, procedural, emotional)
- Information processing: attention, encoding, storage, retrieval
- Neuroplasticity and how learning changes the brain
- Misconceptions about the brain and learning (neuromyths)
- Role of sleep, stress, and emotions in learning and memory

Unit II: Retrieval-Based, Active Recall and Spaced Learning (7.5 hours)

- Retrieval practice: principles, spacing effect, desirable difficulties
- Active recall: benefits, implementation, flashcard techniques
- Designing low-stakes quizzes and self-tests
- Spaced repetition: schedules and implementation (e.g., Leitner system)
- Cognitive benefits and misconceptions of repeated review

Unit III: Interleaving and Worked-Out Examples (7.5 hours)

- Interleaved practice: alternating topics, varied problem sets
- Interleaving vs blocking: when and how to use them
- Worked-out examples: modeling, step-by-step problem solving
- Scaffolding techniques to support learning
- Reducing cognitive overload in instruction

Unit IV: Designing Brain-Compatible Classrooms (7.5 hours)

- Translating cognitive science into teaching strategies
- Designing lessons using evidence-based learning methods

- Metacognition and self-regulated learning strategies
- Promoting inclusive practices using brain-based approaches
- Feedback, formative assessment, and retrieval-friendly environments

Learning Experience

This course employs experiential and inquiry-based learning. Students will:

- Engage in retrieval, active recall, and spaced review cycles through peer tasks and practice quizzes
- Analyze video-based case studies and simulated classroom demonstrations
- Co-develop learning modules using interleaving and worked-out examples
- Participate in microteaching sessions incorporating brain-based strategies
- Maintain reflective journals on the application of cognitive strategies

Support includes formative feedback, resource toolkits, and access to curated research-based practice guides.

Textbooks

1. Sharma, R. A. (2013). *Essentials of measurement in education and psychology*. Meerut: Vinay Rakheja.
2. Dash, M., & Dash, N. (2012). *Fundamentals of educational psychology*. Delhi: Atlantic.
3. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make It Stick: The Science of Successful Learning*. Harvard University Press.
4. Willingham, D. T. (2009). *Why Don't Students Like School?*. Jossey-Bass.

Suggested Readings

1. Carey, B. (2014). *How We Learn*. Random House.
2. Sousa, D. A. (2016). *How the Brain Learns*. Corwin Press.
3. Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn*. National Academies Press.
4. NCERT (2005). *National Curriculum Framework*.
5. NEP 2020. Ministry of Education.

Open Educational Resources (OER)

1. Learning Types – Simply Psychology https://www.simplypsychology.org/types-of-learning.html
2. How Memory Works – Open Textbook Library (Psychology 2e) https://open.umn.edu/opentextbooks/textbooks/psychology-2e (See Chapter 8)

3. Neuroplasticity – The Learning Scientists https://www.learningscientists.org/blog/neuroplasticity
4. Neuromyths and Education – Centre for Educational Neuroscience https://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/
5. Memory and Sleep – Harvard Healthy Sleep https://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/learning-memory
6. Emotions and Learning – OECD Education and Skills https://www.oecd.org/education/ceri/emotional-learning.htm
7. Power of Retrieval Practice – RetrievalPractice.org https://www.retrievalpractice.org/
8. Active Recall Explained – The Learning Scientists https://www.learningscientists.org/blog/2016/6/23-1
9. Designing Effective Quizzes – Vanderbilt University Center for Teaching https://cft.vanderbilt.edu/guides-sub-pages/quiz-design/
10. Leitner System & Spaced Learning – Open Learn (The Open University) https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=85916&section=4
11. Spacing vs Massed Practice – Learning Scientists https://www.learningscientists.org/blog/2016/7/7-1
12. Interleaving – What Is It and Why Does It Help? – Learning Scientists https://www.learningscientists.org/blog/2016/8/11-1
13. Cognitive Science in Education – Interleaving vs Blocking – Ulrich Boser, The Learning Agency https://the-learning-agency.com/science/interleaving/
14. Worked Examples in Education – Visible Learning MetaX https://www.visiblelearningmetax.com/strategy/worked-examples
15. Scaffolding Instruction Strategies – IRIS Center, Vanderbilt University https://iris.peabody.vanderbilt.edu/module/sca/
16. Cognitive Load Theory – Centre for Education Statistics and Evaluation (CESE), NSW https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/scan/pdfs/cognitive-load-theory.pdf
17. Learning How to Learn: Powerful mental tools to help you master tough subjects – MOOC by Barbara Oakley (Coursera, free audit) https://www.coursera.org/learn/learning-how-to-learn
18. The Science of Learning – Deans Impact Report https://deansforimpact.org/resources/the-science-of-learning/
19. Metacognition and Learning Strategies – Learning Scientists https://www.learningscientists.org/blog/2017/7/13-1
20. Universal Design for Learning Guidelines – CAST https://udlguidelines.cast.org/

21. Seven Strategies of Assessment for Learning – Dylan Wiliam Resources https://www.dylanwiliam.org/Dylan_Wiliams_website/Books.html

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment (Project/Essay/Case Study/Presentation/Reflective Journal – min. 5 components)	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Design Projects:

- Create a lesson plan integrating active recall and spaced repetition techniques
- Develop an interleaved practice worksheet for concept revision

2. Microteaching and Strategy Demonstrations:

- Present a brain-compatible teaching activity
- Demonstrate use of worked-out examples and cognitive scaffolds

3. Reflective Journals:

- Weekly entries reflecting use of learning techniques in practice
- Analysis of personal memory strategies and their effectiveness

4. Conceptual Quizzes and Tasks:

- Retrieval-based and active recall MCQs and concept application exercises
- Diagram labeling: brain regions, cognitive functions

5. Peer Collaboration:

- Group task: Designing a “learning-friendly classroom toolkit”
- Scenario analysis: Selecting appropriate strategies for varied learner needs

Programme and Course Mapping																			
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													
CO4								3										3	
CO5						3													
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEAL203	Competency Based Assessment for Learning	L	T	P	C
Version	1.0	**2**	**2**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites	Basic pedagogy, learning outcomes knowledge				

Course Perspective

This course builds foundational and futuristic perspectives on learner assessment aligned with the vision of NEP 2020. It redefines assessment as a continuous, inclusive, and competency-based process rather than a summative judgment of learning. It emphasizes performance-based assessment, mastery learning, and feedback-driven instruction. Student-teachers will learn to develop rubrics, create question papers, and construct achievement tests using both traditional and AI-enhanced tools, making assessments more personalized, adaptive, and inclusive.

Course Objectives:

The course will enable the Learner to:

1. Understand the principles of assessment and its evolving role in modern education.
2. Explore competency-based assessment aligned with NEP 2020 and inclusive learning goals.
3. Develop diverse tools like rubrics, tests, and question banks to assess learning mastery.
4. Integrate AI and digital platforms to personalize and enhance student assessments.
5. Encourage ethical, data-driven, and reflective assessment for diverse and equitable classrooms.

Course Outcomes:

After completion of the course, the learner will be able to:

CO1. Explain core concepts of competency-based and inclusive assessment practices.

CO2. Design valid and reliable assessment tools based on learning outcomes.

CO3. Construct differentiated assessment tasks suitable for diverse learner needs.

CO4. Utilize AI-powered tools for real-time feedback and adaptive assessment.

CO5. Analyze educational policy recommendations for transforming assessment practices in schools.

Course Content

Unit I: Rethinking Assessment in the 21st Century Classroom 15 hours

- Concepts of Measurement, Evaluation, Assessment, Testing, Examination
- Revised Bloom's Taxonomy and linking objectives to learning outcomes
- Key differences: Assessment for Learning, Assessment of Learning, Assessment as Learning
- NEP 2020, NCF 2005, and NCFSE 2023 on transformative assessment practices

Unit II: Foundations of Competency-Based Assessment 15 hours

- Understanding CBE: definitions, principles, and benefits
- Types of assessment: diagnostic, formative, summative, performance-based
- Mapping learning outcomes to competencies
- Role of feedback and student self-assessment

Unit III: Designing Assessment Tools 15 hours

- Principles of test construction: validity, reliability, fairness, clarity
- Preparing question papers aligned to learning outcomes and Bloom's Taxonomy
- Types of questions: MCQs, short answer, essay, HOTS, scenario-based
- Constructing achievement tests and item analysis
- Rubric design: analytic and holistic rubrics
- Inclusive and Reflective Assessment Practices: Accommodations and adaptations for diverse learners (UDL in assessment)

Unit IV: Technology and AI in Assessment 15 hours

- Role of digital and AI-based tools in personalized and adaptive assessment

- Tools: Gradescope (automated grading), Edulastic, Google Forms (formative tracking), ChatGPT & MagicSchool.ai (rubric and question generator), Kahoot, Quizizz, Mentimeter (engagement and feedback), ClassPoint AI, Conker.ai (instant question generation and quizzes)
- Dashboards and analytics for real-time feedback
- Ethical use of AI in assessment: transparency, bias, data privacy

Learning Experience

This course uses participatory and practice-oriented methods including case-based discussions, rubric design workshops, AI tool demonstrations, and collaborative assessment planning. Students will engage in weekly reflections, question paper construction exercises, and peer review sessions to connect theoretical concepts with real classroom practices. Digital tools such as ChatGPT, Conker.ai, Edulastic, and Gradescope will be integrated to explore adaptive, personalized, and competency-based assessment. The course emphasizes experiential learning through simulations, microteaching, and feedback analysis, fostering inclusive and ethical assessment design aligned with contemporary educational frameworks.

Textbooks

1. George, R. K. P. (2018). *Measurement and evaluation in education and psychology*. New Delhi: S. B. Nangia.
2. NCERT (2019). *Learning Outcomes at Elementary Stages*.
3. Rao, D.B. (2003). *Continuous and Comprehensive Evaluation*. Discovery Publishing.
4. Airasian, P.W. & Russell, M.K. (2011). *Classroom Assessment: Concepts and Applications*.

Suggested Readings

1. Black, P. & Wiliam, D. (2009). *Assessment for Learning*.
2. NEP 2020 – Ministry of Education, Government of India
3. NCERT (2005). *Position Paper on Examination Reforms*
4. Popham, W.J. (2008). *Transformative Assessment*

Open Educational Resources (OER)

1. ules/document/file.php/PPP242/Benjamin%20S.%20Bloom%20-%20Taxonomy%20of%20Educational%20Objectives%2C%20Handbook%201_%20Cognitive%20Domain-Addison%20Wesley%20Publishing%20Company%20%281956%29.pdf

2. https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_70121%20-Educational%20Evaluation_5300.pdf
3. https://eclass.uoa.gr/mod
4. https://cbseacademic.nic.in
5. https://diksha.gov.in
6. https://classpoint.io/
7. https://www.magicschool.ai
8. https://www.conker.ai
9. https://gradescope.com

Evaluation Scheme

Evaluation Components	**Weightage**
Continuous Internal Assessment (Project/Essay/Case Study/Presentation/Reflective Journal – min. 5 components)	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Continuous Internal Assessment (CIA) Activities

1. Projects and Construction Tasks

- Develop a subject-specific achievement test with blueprint and marking scheme
- Create a rubric for assessing collaborative projects or oral presentations
- Build a question paper integrating various cognitive levels

2. Tool-Based Practice

- Use Gradescope or ClassPoint AI to auto-assess short answers
- Create and deploy a Google Form-based quiz with feedback features
- Design a digital formative assessment using Quizizz or EdPuzzle

3. Critical Reviews and Essays

- Review of NEP 2020 on assessment reforms

- Essay: “Ethical Implications of Using AI for Grading and Evaluation”
- Comparative chart of AI tools used in educational assessment

4. Reflective Journals

- Reflection on trial use of AI rubric generation tools
- Journal: “What I Learned About Fairness in Assessment”

5. Presentations

- Group presentation on "Designing Competency-Based Assessment for Grade 6 Science"
- Poster: “10 AI Tools Every Teacher Should Know for Assessment”

Programme and Course Mapping																			
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													
CO5							2												
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEVA204	Environmental Education and Disaster Management	L	T	P	C
Version	1.0	**2**	**0**	**0**	**2**
Category of Course	Value Added Course				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Basic awareness of environmental issues				

Course Perspective

In line with the transformative vision of the National Education Policy (NEP) 2020 and the global framework of the Sustainable Development Goals (SDGs), this course integrates Environmental Education and Disaster Management into a comprehensive and action-oriented approach. It prepares future educators to understand, analyze, and respond to ecological challenges and disaster risks while fostering environmental ethics, resilience, and sustainable thinking. The course equips student-teachers with theoretical knowledge and practical skills for environmental stewardship and disaster resilience, emphasizing community engagement, indigenous knowledge, and use of digital tools for real-time assessment and communication.

Course Objectives

The course will enable the Learner to:Develop awareness about ecological systems, human responsibility, and environmental ethics.

1. Build foundational knowledge of disaster types, causes, governance, and resilience planning.
2. Promote sustainable thinking, climate action, and inclusive ecological practices in local communities.
3. Introduce technology-based tools for environmental monitoring and disaster risk assessment.
4. Encourage integration of environmental literacy into curriculum, teaching practices, and school activities.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Demonstrate understanding of ecological systems, disasters, and human impacts on nature.

CO2: Apply ethical, sustainable practices in personal, community, and school environments.

CO3: Use ICT, AI, and GIS tools to monitor, prevent, and manage disaster risks.

CO4: Plan inclusive, community-based environmental and disaster education initiatives.

CO5: Integrate sustainability and resilience education into curriculum, pedagogy, and school activities.

Course Content

Unit I: Foundations of Environmental Education and Disaster Understanding (7.5 Hours)

- Concept and scope of Environmental Education (EE) and Disaster Management
- Objectives and need for EE and disaster resilience in NEP 2020 and SDG 4 & 13
- Classification of disasters: natural, man-made, and technological
- India as a megadiverse country: ecosystems, biodiversity, and sustainable development
- Human responsibility, environmental ethics, and disaster causality
- Environmental legislation and disaster governance (MoEFCC, NDMA, SFDRR)

Unit II: Environmental Action, Inclusion, and Risk Resilience (7.5 Hours)

- Community participation and local self-governance in natural resource management
- Indigenous knowledge systems, forest rights, gender equity in sustainability
- Risk, vulnerability, and resilience mapping using participatory and digital tools
- Inclusive environmental action: marginalized communities, children, and disabled
- Ecotourism, traditional livelihoods, and sustainable consumption practices

Unit III: Climate Challenges, Disaster Preparedness, and Educational Response (7.5 Hours)

- Climate change, air/water/land pollution, biodiversity loss, waste management
- Simulation drills, school safety programs, emergency logistics
- Use of AI, GIS, and IoT in disaster alerts and environmental monitoring
- Psychological first aid and trauma response strategies
- Role of youth and teachers in school- and community-based disaster education

Unit IV: Curriculum, Pedagogy, and Sustainable Futures (7.5 Hours)

- Integration of EE and disaster education into NCF 2005, NCFSE 2023
- Curriculum design and textbook analysis for sustainability and resilience

- Environmental education through inquiry, place-based learning, and digital pedagogy
- Designing school and community outreach programs for environmental literacy

Learning Experience

The course adopts experiential learning, collaborative projects, and community immersion to foster environmental ethics and disaster resilience. Through field visits, simulations, case study analysis, and digital mapping, learners will bridge theory and real-life application. A multidisciplinary and participatory approach will empower student-teachers to lead school- and community-based initiatives, fostering leadership, ecological citizenship, and empathy in crisis response.

Learners will engage in:

- Field-based environmental audits and disaster drills
- Critical textbook analysis on EE and disaster content
- Designing eco-club projects and mock disaster preparedness plans
- Using ICT tools for early warning systems and awareness generation
- Role-plays and debates on ethical and policy dilemmas in crisis contexts

Textbooks

1. Kaushik, A., & Kaushik, C. P. (2018). *Perspectives in environmental studies*. Delhi: New Age International.
2. Bharucha, E. (2018). *Textbook of environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
3. Gupta, H. K. (2003). Disaster Management. Hyderabad: Universities Press.
4. MoEFCC. (2018). *National Action Plan on Climate Change*
5. NCERT (2006). *Environmental Education for Schools.*
6. NDMA (2019). *School Safety Guidelines*
7. Sharma, R. C., & Tan, M. C. (2009). E*nvironmental Education for Sustainable Development.* New Delhi: APH Publishing.
8. Sharma, R.C. (2014). *Disaster Management.* Delhi: Mittal Publications

Suggested Readings

1. Ministry of Environment, Forest and Climate Change. (2018). *National Environmental Policy*. Government of India.
2. National Disaster Management Authority (NDMA). (2016). *School Safety Guidelines*. New Delhi: NDMA.
   🔗 https://ndma.gov.in/Resources/guidelines/school-safety-policy

3. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2017). *Education for Sustainable Development Goals: Learning Objectives*. 🔗 https://unesdoc.unesco.org/ark:/48223/pf0000247444
4. Intergovernmental Panel on Climate Change (IPCC). (2021). *Climate Change 2021: The Physical Science Basis – Summary for Policymakers*. 🔗 https://www.ipcc.ch/report/ar6/wg1/
5. Sustainable Development Solutions Network (SDSN). (2015). *Getting Started with the SDGs in Universities*. 🔗 https://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
6. United Nations Office for Disaster Risk Reduction (UNDRR). (2015). *Sendai Framework for Disaster Risk Reduction 2015–2030*. 🔗 https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
7. NCERT. (2005). *National Curriculum Framework 2005*. 🔗 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

Open Educational Resources (OER)

1. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf
2. https://ddceutkal.ac.in/Syllabus/MCOM/Disaster_Management.pdf
3. https://www.preventionweb.net/files/30127_30127legal1.pdf
4. https://anits.edu.in/online_tutorials/es/Unit%203.pdf
5. https://unsdg.un.org/sites/default/files/2020-08/Integrating-DRR-CCA-in-CFs-web.pdf
6. **UNESCO – Environmental Education and Sustainability** https://en.unesco.org/themes/education-sustainable-development
7. **MoEFCC – Environmental Education Resources** http://moef.gov.in/en/environment-education/
8. **DIKSHA Portal – EE and Disaster Management Modules** https://diksha.gov.in/
9. **NDMA – Disaster Preparedness and School Safety Resources** https://ndma.gov.in/
10. **TESS-India – Participatory Curriculum and Local Knowledge Integration** https://www.open.edu/openlearncreate/course/view.php?id=2016
11. **UNEP – Youth Environmental Education Toolkit** https://www.unep.org/resources/toolkits-manuals-and-guides/youthxchange-guide-sustainable-consumption
12. **India Biodiversity Portal – Citizen Science and Mapping Tools** https://indiabiodiversity.org/

13. **ISRO Bhuvan Portal – GIS for Disaster and Environmental Monitoring**
    https://bhuvan.nrsc.gov.in/
14. **NASA Earth Observatory – Climate and Environmental Data**
    https://earthobservatory.nasa.gov/
15. **Global Education Monitoring Report – SDG 4 & Climate Action**
    https://en.unesco.org/gem-report/

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA).

1. Projects

- **Eco-Audit of a School**: Analyze water usage, waste management, energy consumption, and green practices in a school.
- **Disaster Preparedness Plan**: Design a school-level disaster management plan (evacuation map, emergency kits, drills).
- **Community-Based Environment Survey**: Conduct a neighborhood survey on waste disposal, air quality, or use of plastics and document findings.
- **Poster/Infographic Project**: Prepare visual material on climate change, SDGs, or disaster safety protocols for school display.

2. Quizzes

- **Environmental Concepts Quiz**: Key terms like biodiversity, sustainability, carbon footprint, renewable resources.
- **Disaster Literacy Quiz**: Multiple choice or true/false questions on natural and man-made disasters.

- **Policy Awareness Quiz**: Focused on policies like SDG 13, National Environment Policy, and NDMA guidelines.
- **Myth Buster Quiz**: Debunking common myths about earthquakes, floods, and climate change.

3. Assignments and Essays

- **Essay**: "Role of Education in Combating Climate Crisis: A Teacher's Perspective"
- **Assignment**: Case study analysis of a major disaster in India (e.g., Kerala Floods, Bhuj Earthquake).
- **Short Paper**: "Environmental Ethics and Indian Traditions: An Analysis"
- **Comparative Chart**: Chart showing effects, preparedness, and response strategies of different types of disasters.

4. Presentations

- **Group Presentation**: "Impact of Urbanization on Local Ecosystems"
- **Solo Presentation**: "Role of Teachers and Students in Promoting Environmental Literacy"
- **Simulation Presentation**: Conduct a mock disaster drill and demonstrate roles of stakeholders.
- **Poster Presentation**: "Disaster-Resilient School: A Model for the Future"

5. Participation

- **Nature Walks and Reflections**: Explore local biodiversity and journal reflections.
- **Debates**: Topics like "Development vs. Environment" or "Nuclear Energy: Sustainable or Dangerous?"
- **Peer Discussions**: On themes like water justice, environmental racism, eco-feminism, etc.
- **Collaborative Mapping**: Create hazard maps for your district or state using GIS tools or local resources.

6. Case Studies

- **Disaster Response Case Study**: Analyze the impact and response to a real-world disaster (e.g., COVID-19 Pandemic, Uttarakhand flash floods).
- **Policy Case Study**: Examine the implementation of an environmental policy in your state.
- **School-Based Case Study**: Observe and report on school environmental initiatives (composting, rainwater harvesting, etc.).
- **Local Ecosystem Case Study**: Document environmental challenges and community responses (e.g., deforestation, water scarcity).

7. Reflective Journals

- **Weekly Eco-Reflection**: Reflect on personal ecological footprint and steps to reduce it.
- **Disaster Reflection Log**: Journal your response to media reports on recent natural disasters.
- **Field Visit Reflection**: After visiting an eco-park, forest, or disaster-affected area.

- **Teacher's Role Reflection**: What is the educator's role in building climate-resilient learners?

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	3																		
CO2													3						
CO3							3								3				
CO4				2															
CO5						3													
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEIC251	ICT and EdTech in Teaching and Learning	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical (EPC-3)				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course equips student-teachers with the knowledge and skills to meaningfully integrate Information and Communication Technology (ICT) and contemporary educational technologies into their pedagogical practices. It emphasizes digital literacy, responsible use of technology, and the design of engaging digital learning environments using tools like Learning Management Systems (LMS), educational apps, and generative AI.

Course Objectives

The course will enable the Learner to:

1. Introduce student-teachers to ICT tools, platforms, and their pedagogical applications in classrooms.
2. Develop ability to create, curate, and share engaging multimedia educational content effectively.
3. Promote understanding of blended, flipped, and hybrid learning models using educational technologies.
4. Foster ethical awareness and responsible digital behavior among future teachers and learners.
5. Enable use of generative AI tools for innovative teaching, learning, and content development.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Use ICT tools and EdTech platforms for effective, interactive classroom teaching.

CO2: Design multimedia lessons incorporating audio, video, and animation tools.

CO3: Create blogs, websites, and newsletters for digital instructional purposes.

CO4: Integrate AI tools like ChatGPT and Canva into lesson planning and content creation.

CO5: Demonstrate responsible and inclusive use of digital platforms in educational contexts.

Course Content

Unit I: Foundations of ICT in Education (7.5 Hours)

- Concepts of digital literacy, ICT in education
- Introduction to Open Educational Resources (OERs)
- Tools: NCERT DIKSHA platform, Google Workspace
- **Activities:** ICT audit, video tutorials, resource mapping

Unit II: Multimedia and EdTech Tools (7.5 Hours)

- Use of audio, video, animations in lesson planning
- Digital storytelling and gamification
- **Activities:** Multimedia lesson design, Flipgrid practice

Unit III: Artificial Intelligence and Content Creation in Education (7.5 Hours)

- Overview of generative AI and digital content tools
- Creating educational blogs (e.g., WordPress, Blogger)
- Designing educational websites (e.g., Google Sites, Wix)
- Newsletter design (e.g., Canva, Mailchimp)
- Educational YouTube content creation (e.g., scripting, recording, uploading, using royalty-free media)
- Responsible content sharing, copyright, and digital citizenship
- **Activities:** Create an educational blog with posts on lesson reflections, Design a classroom newsletter using Canva, develop a YouTube video on a teaching topic and upload as unlisted/private, Build a subject-specific educational website, AI tools for script writing and thumbnail design (e.g., ChatGPT + Canva)

Unit IV: Designing Inclusive and Digital Pedagogy (7.5 Hours)

- Accessibility in EdTech
- Blended learning models (flipped classroom, hybrid)
- **Activities:** Lesson plans with EdTech integration, peer demo

Textbooks

1. Agarwal, R., & Husain, N. (2013). Encyclopedia of educational technology and ICT: Educational technology towards better teacher performance (Vol. II). Delhi: Anshah.
2. Agarwal, R., & Husain, N. (2013). Encyclopedia of educational technology and ICT: Computer assisted learning theory and applications (Vol. III). Delhi: Anshah.
3. Selwyn, N. (2016). *Education and Technology: Key Issues and Debates* (2nd ed.). Bloomsbury Academic.
4. Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*. *Teachers College Record*, 108(6), 1017–1054.

Suggested Readings

1. **UNESCO (2011).** *ICT in Education Toolkit for Teachers and Planners*. https://unesdoc.unesco.org/ark:/48223/pf0000124725
2. **Anderson, T., & Dron, J. (2011).** *Three Generations of Distance Education Pedagogy*. *International Review of Research in Open and Distributed Learning*, 12(3), 80–97. https://doi.org/10.19173/irrodl.v12i3.890
3. **Weller, M. (2020).** *25 Years of EdTech*. Athabasca University Press. https://read.aupress.ca/projects/25-years-of-edtech
4. **Jenkins, H., et al. (2009).** *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press. https://mitpress.mit.edu/9780262513623
5. **Veletsianos, G. (Ed.). (2016).** *Emergence and Innovation in Digital Learning: Foundations and Applications*. Athabasca University Press. https://www.aupress.ca/books/120258-emergence-and-innovation-in-digital-learning/

Open Educational Resources (OER)

1. **NCERT – ICT Curriculum for Teachers**
   https://ictcurriculum.gov.in/
2. **DIKSHA – Digital Infrastructure for Knowledge Sharing**
   https://diksha.gov.in/
3. **Google for Education Teacher Center**
   https://teachercenter.withgoogle.com/
4. **Edutopia – Multimedia in Education**
   https://www.edutopia.org/topic/multimedia-learning
5. **Flipgrid Teacher Toolkit**
   https://info.flip.com/

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Reading and Response Tasks	10 Marks
II) Reflective Digital Journal	10 Marks
III) Group Demonstration and Peer Review	10 Marks
IV) Tech-Based Project Work (Digital Content Creation like blogs, videos, newsletters, websites)	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping

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			
CO3				3															
CO4						3										2			
CO5								3											

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

EDBESI252	Art and Drama Integrated Pedagogy	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30 Hours				
Pre-Requisites/ Co-Requisites	Interest in creativity and expression				

Course Perspective:

This course aligns with NEP 2020 and NCFSE 2023 recommendations on integrating the arts into teaching and learning. It develops sensitivity, imagination, and artistic expression through structured exposure to Indian and global art forms. Student-teachers will actively engage with fine arts, performing arts, and interdisciplinary aesthetics to design inclusive, joyful, and creative learning environments.

Course Objectives

The course will enable the Learner to:

1. Understand the role of art and aesthetics in holistic education.
2. Explore a variety of Indian and global visual and performing art traditions.
3. Integrate art and drama effectively into school pedagogy and lesson planning.
4. Promote cultural sensitivity, creativity, and collaborative learning through artistic expression.
5. Facilitate inclusive and joyful learning environments through art-based activities and projects.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Understand the principles of aesthetics and the significance of art in education.

CO2: Engage with diverse Indian and global art forms (visual, performing, literary).

CO3: Create art-integrated lesson plans and pedagogical tools.

CO4**:** Appreciate cultural diversity through exposure to folk, classical, and modern arts.

CO5: Facilitate artistic experiences that promote creativity, collaboration, and inclusion.

Course Content

Unit I: Foundations of Art and Aesthetics in Education (7.5 Hours)

- Concepts of aesthetics, creative expression, and experiential learning
- Art Integrated Education (CBSE guidelines) and NEP 2020's interdisciplinary emphasis
- **Activities:** Reflective art journaling, aesthetic walk, concept mapping

Unit II: Exploring Indian and Global Art Forms (7.5 Hours)

- Indian Classical Arts (Dance, Music, Painting, Theatre) and Folk Traditions (Warli, Madhubani, Baul, Lavani)
- Global traditions: African drumming, Japanese origami, European visual art movements
- **Activities:** Folk art painting, movement exploration, world art collage

Unit III: Fine Arts and Performing Arts as Pedagogical Tools (7.5 Hours)

- Visual arts (drawing, crafts, digital art), Music (vocal/instrumental), Dance, Drama, Puppetry
- Art for emotional literacy and classroom management
- **Activities:** Storyboarding, school puppet show, classroom mural design

Unit IV: Art-Integrated Lesson Planning and Exhibition (7.5 Hours)

- Creating interdisciplinary lesson plans integrating art forms
- Organizing classroom exhibits and school art events
- **Activities:** Lesson simulation, peer critique, mini arts festival/exhibition

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Art Journal with Reflections and Concept Notes	10 Marks
II) Art-Integrated Lesson Plan and Simulation	10 Marks
III) Individual Artistic Creation (visual/performing)	10 Marks
IV) Group Project: Curated Classroom Display or Art Performance	20 Marks

External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping

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

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

EDBESI253	School Immersion II	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Basic classroom observation and participation				

Course Perspective:

This school-based practicum is designed to bridge the gap between theoretical knowledge and real-world classroom practices. Student-teachers will spend structured time in schools to experience daily school functioning, support classroom instruction, and reflect on the broader educational ecosystem. This course emphasizes experiential learning, professional collaboration, and reflective practice.

Course Objectives

The course will enable the Learner to:

1. Provide experiential exposure to school routines, teaching processes, and learner engagement through immersive observation.
2. Strengthen professional conduct, collaboration, and communication within the school ecosystem.
3. Enable observation and reflection on inclusive classroom practices, gender sensitivity, and student diversity.
4. Facilitate hands-on support in classroom instruction and co-scholastic activities under teacher mentorship.
5. Promote reflective journaling and analytical reporting on real-time school practices and learner needs.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Observe and document teaching-learning interactions, routines, and inclusive practices in real classrooms.

CO2: Support teachers with instructional material, group tasks, and classroom activities.

CO3: Reflect on student behavior, discipline methods, and teacher-student relationships through journals.

CO4: Engage in co-scholastic activities and collaborate professionally with school stakeholders.

CO5: Compile a structured school profile, observation log, and a reflective final field report.

Course Content: Immersion Activities

Week 1: Orientation, Observation & Classroom Engagement

Focus Areas:

- Introduction to school infrastructure, rules, policies, timetable
- Observation of daily school routines: morning assembly, student-teacher interactions, classroom management
- Participation in co-scholastic periods, assisting in organizing learning materials, lesson preparation

Tasks:

- Prepare a concise school profile
- Record classroom seating plans and daily schedule
- Maintain a teacher-shadow log
- Document student behavior and classroom engagement
- Observe inclusive practices, peer dynamics, and gender sensitivity
- Suggest improvements based on observations

Week 2: Active Participation, Inclusivity & Reflection

Focus Areas:

- Assist in small group teaching and support during lessons
- Participate in school life: assemblies, club activities, events
- Observe support mechanisms for SEN learners, use of TLMs/resources
- Reflect on professional conduct and inclusive practices

Tasks:

- Conduct **mini-interviews** with teachers/students
- Maintain a **reflective journal** documenting key insights
- Compile and submit a **structured field report**
- Present key takeaways and reflections in a **peer sharing session** with mentors

Textbooks

1. Modi, J. S. (2010). *Micro-teaching: Technique and practice*. Delhi: Shipra.
2. NCERT. (2006). *School-Based Experiences*. New Delhi: NCERT.
3. Farrell, T. S. C. (2016). *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles*. Palgrave Macmillan.

Suggested Readings

1. NCTE. (2010). *Code of Professional Ethics for Teachers*.
2. Kumar, K. (2004). *What Is Worth Teaching?* Orient BlackSwan.
3. Sharma, S. (2013). *Observation and Reflection in Teacher Education*. Shipra Publications.
4. Pollard, A. (2014). *Reflective Teaching in Schools* (4th ed.). Bloomsbury Education.
5. Goel, D. R., & Goel, C. (2012). *School Organization and Administration*. Deep & Deep Publications.
6. Day, C. (2004). *A Passion for Teaching*. RoutledgeFalmer.
7. Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning Experience into Learning*. Routledge.

Open Educational Resources (OER)

1. **Azim Premji University – Field Observation Toolkit** https://azimpremjiuniversity.edu.in/news/2022/field-observation-toolkit-for-student-teachers
2. **TESS-India – School-Based Professional Development Modules** https://www.open.edu/openlearncreate/course/view.php?id=1915
3. **NCERT – Manual for Interns in Schools** https://ncert.nic.in/pdf/programmes/Schoolexperienceprogramme.pdf
4. **Learning for Justice – Reflective Teaching & Inclusivity Toolkit** https:/www.learningforjustice.org/professional-development/reflective-teaching
5. **British Council – Inclusive Classroom Strategies** https://www.teachingenglish.org.uk/article/inclusive-classroom-strategies
6. **DIKSHA Portal – Teacher Training & Reflection Modules** https://diksha.gov.in/
7. **Edutopia – Classroom Management and Teacher Observation Tips** https://www.edutopia.org/classroom-management
8. **Inclusive Education India – Resources on SEN Support** https://www.ncert.nic.in/pdf/announcement/IE_Initiatives.pdf
9. **MindTools – Reflective Journaling for Professionals** https://www.mindtools.com/azf3esb/reflective-journal

10. **Teacher Education through School-Based Support in India (TESS-India) – Observation and Reflection**
    https://www.open.edu/openlearncreate/course/view.php?id=2032

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Daily Observation Log	10 Marks
II) Reflective Diary (Weekly entries)	10 Marks
III) Teacher Feedback Report (from mentor teacher)	10 Marks
IV) Field-Based Project Report	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping

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													2		
CO4						3													
CO5							2												

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

CS001	Club/Society	L	T	P	C
Version	1.0	**0**	**0**	**2**	**1**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Interest in extracurricular or co-curricular activities				

Course Description: Credit gained through engagement and participation in co-curricular and extracurricular activities

Course Objectives

The course will enable the Learner to:

1. Encourage holistic growth through student engagement in university-level club and extracurricular activities.
2. Cultivate leadership, teamwork, and collaboration skills via event planning and peer interactions.
3. Foster personal development through self-expression, creativity, and reflective participation in social initiatives.
4. Provide platforms for showcasing student talents and broadening their experiential learning opportunities.
5. Support the building of a co-curricular portfolio highlighting student achievements and soft skill development.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Demonstrate leadership, collaboration, and initiative through consistent participation in club-based activities.

CO2: Develop interpersonal and communication skills by engaging with peers in diverse event-based settings.

CO3: Reflect critically on extracurricular experiences and identify areas of personal and social growth.

CO4: Maintain a detailed record and report of participation with outcomes and achievements.

CO5: Present co-curricular learning achievements confidently during semester-end evaluation and discussion.

Course Structure & Guidelines:

1. **Activity Participation**
    a. Students must participate in events organized by clubs within the university.
    b. Participation in events conducted by a club other than the one a student is registered in will also be counted.
    c. 15 hours of active engagement in any of the extra-curricular/sports activities
2. **Option of External Engagement**
    a. Students may also earn this credit by participating in extracurricular activities outside the university.
    b. In this case students must provide a signed letter from the organization's head, detailing the activities participated in.
3. **Attendance & Performance**
    a. A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
    b. Attendance, participation, and performance will contribute to the evaluation.
    c. Final evaluation will be done based on 15 hours of active engagement.
4. **Verification Process:**
    a. Participation in university-organized events will be verified by the Club In-Charge and the Dean, Student Welfare (DSW).
    b. For external activities, the student must submit an official letter from the external organization mentioning the number of hours of engagement.
5. **End-of-Semester Report:**
    a. Students must submit a detailed report at the end of the semester, highlighting:
        i. Events/activities participated in.
        ii. Learning outcomes and skills gained.
        iii. Any awards or recognition received.
6. **Evaluation Criteria:**
    a. Participation and Performance (as judged by club conveners): 5**0%**
    b. End-of-Semester Report and Presentation: 5**0%**

The end of semester report and presentation will be conducted by respective schools through a panel of Dean and faculty members.

Documentation Required:

1. Participation and performance will be verified by Club Convener and DSW.
2. Report detailing:
    a. Date, event name, and organizing club/organization.
    b. Brief description of the activity and student's role.
    c. A signed letter for external engagements.
    d. Report and records to be submitted to the school.

Grading System: This course will be graded as **Satisfactory/Unsatisfactory** based on the total score achieved through the evaluation criteria.

Programme and Course Mapping																			
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								2											
CO5							3												
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

Semester III								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/ Practical)**	**L**	**T**	**P**	**C**
1	EDBEGS301	Gender Education and Schooling	Perspectives in Education	Theory	3	1	0	4
2	EDBEIE302	Diversity and Inclusive Education	Perspectives in Education	Theory	3	1	0	4
3	EDBESD303	Educational Research and Data Analysis	Perspectives in Education	Theory	2	1	0	2
4	EDBETS304-EDBETS308	Pedagogy of Teaching Subject-I	Curriculum and Pedagogic Studies	Theory	2	2	0	4
5	EDBETS309-EDBETS314	Pedagogy of Teaching Subject-II	Curriculum and Pedagogic Studies	Theory	2	2	0	4
6	EDBEOC315-EDBEOC324	Optional Course		Theory	1	1	0	2
7	EDBECR351	Career Readiness and Professional Practice		Practical	0	0	4	2
8	CS002*	Community Service		Practical	0	0	0	1
		TOTAL			**8**	**8**	**4**	**19**

CS002*- Community Service • (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory under NSS/YRC Society activities)

Course Code	**Optional Course (Choose any one from the Pool)**
EDBEOC315	Montessori Education
EDBEOC316	Early Childhood Care and Education

EDBEOC317	Global Citizenship and Sustainable Development in Education
EDBEOC318	Education Entrepreneurship and Social Impact
EDBEOC319	Understanding Bharat through Indian Knowledge Systems
EDBEOC320	Guidance and Counselling for Student Well-being
EDBEOC321	Education Policy Analysis
EDBEOC322	School Leadership and Management
EDBEOC323	Peace and Value Education
EDBEOC324	Education of the Marginalized Groups
Course Code	**Pedagogy of Teaching Subject-I**
EDBETS304	Pedagogy of English
EDBETS305	Pedagogy of Hindi
EDBETS306	Pedagogy of Sanskrit
EDBETS307	Pedagogy of Physical Science
EDBETS308	Pedagogy of Commerce
Course Code	**Pedagogy of Teaching Subject-II**
EDBETS309	Pedagogy of Economics
EDBETS310	Pedagogy of Social Sciences
EDBETS311	Pedagogy of Mathematics
EDBETS312	Pedagogy of Biological Science
EDBETS313	Pedagogy of Computer Science
EDBETS314	Pedagogy of Home Science

EDBEGS301	Gender Education and Schooling	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of education and society				

Course Perspective

This course aims to prepare future educators with a critical and compassionate understanding of gender, social justice, and inclusivity. It enables student-teachers to challenge and transform the gendered assumptions that operate within homes, schools, classrooms, and broader social structures. Framed by the NEP 2020, Sustainable Development Goals (SDGs 4, 5, 10), and global human rights frameworks, the course equips teachers to promote equity and empowerment for all genders. Using real-world examples, intersectional analysis, and participatory pedagogies, the course fosters empathy, critical thinking, self-awareness, and the capacity to function as agents of social change in classrooms and communities.

Course Objectives

The course will enable the Learner to:

1. Understand gender as a social construct shaping identity, relationships, and educational opportunities.
2. Analyze intersections of gender with caste, class, religion, region, and ability within educational settings.
3. Explore legal and policy frameworks that promote gender equity in schools and society.
4. Develop critical thinking and empathy to design inclusive classroom practices and gender-sensitive learning environments.
5. Empower future teachers to become advocates for gender justice, diversity, and inclusive schooling.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Examine gender identity and social roles through critical analysis of culture, media, and institutions.

CO2: Identify structural inequalities affecting gender inclusion in educational access and achievement.

CO3: Apply inclusive strategies and classroom techniques to promote gender-responsive learning environments.

CO4: Interpret and implement education-related legal provisions supporting gender equity and safety in schools.

CO5: Demonstrate ethical responsibility and inclusive practice to support all learners across gender identities.

Course Content

Unit I: Understanding Gender and Social Construction (15 Contact Hours)

- Key Concepts: Gender, Sex, Gender Identity, Transgender Identity
- Gender as a Social and Cultural Construct: Role of Family, Media, Religion, and Language
- Patriarchy and Power Relations in Society and Education
- Waves of Feminism: Global and Indian Feminist Discourses
- Gender Stereotypes and Bias: Implications in Everyday Life and Education
- Digital Media and the Construction of Gender Identities

Unit II: Gender, Education, and Institutional Practices (15 Contact Hours)

- Gender Socialization through School, Family, and Community
- Gender Disparities: Access, Retention, Participation, Achievement
- Curriculum, Textbooks, Pedagogy, and Hidden Curriculum
- Intersectionality in Education: Gender and Caste, Class, Religion, Region, Disability
- Role of Teachers in Addressing Inequities and Promoting Gender Sensitivity

Unit III: Legal and Policy Frameworks for Gender Equity (15 Contact Hours)

- Constitutional Provisions and Educational Rights
- Legal Frameworks:
    - The Domestic Violence Act (2005)
    - Vishakha Guidelines
    - Section 377 IPC (Decriminalization of Homosexuality)
    - Rights of Transgender Persons Act (2019)
- Role of Education in Advancing Gender Justice
- Policy Interventions for Gender Inclusion in Education

Unit IV: Creating Gender-Inclusive Classrooms (15 Contact Hours)

- Building Gender-Sensitive Teaching-Learning Environments
- Designing Inclusive and Responsive Teaching-Learning Materials
- Integrating Life Skills: Empathy, Consent, Mutual Respect, Self-Esteem
- Leveraging ICT and Media for Positive Gender Representation
- Promoting Inclusivity through Co-Curricular Activities and Leadership Opportunities
- Role of Teachers as Facilitators of Safe and Inclusive Spaces

Learning Experience

This course employs reflective practice, field work, discussions, and creative engagement to foster critical gender sensitivity and inclusivity. Emphasis will be placed on developing the capacity for empathy, ethical reasoning, and the ability to analyze teaching and curricular processes from a gender equity perspective. Teacher trainees will co-create materials, observe classrooms, and engage in collaborative projects aimed at transforming educational practices for social justice.

Textbooks

1. Husain, N. (2018). *Gender, school and society*. Delhi: Shipra.
2. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Kolkata: Stree.
3. Kumar, K. (2005). *Politics of education in colonial India*. New Delhi: Routledge.
4. Leach, F. (Ed.). (2003). *Education and gender equality*. Oxford: UNESCO Publishing.
5. Menon, N. (2012). *Seeing like a feminist*. New Delhi: Zubaan/Penguin Books India.
6. Rege, S. (Ed.). (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage Publications.
7. Singh, M., & Saxena, A. (2011). *Gender, school and society*. New Delhi: Dorling Kindersley India/Pearson Education.

Suggested Readings

1. Desai, Neera & Thakkar, Usha (2001). *Women in Indian Society*. National Book Trust
2. NCERT (2006). *National Focus Group on Gender Issues in Education*
3. Srivastava, Gouri (2012). *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing
4. Nussbaum, Martha (2000). *Women and Human Development: The Capabilities Approach*
5. Kumar, Krishna (2004). *What is Worth Teaching?*

Open Educational Resources (OER)

1. https://egyankosh.ac.in/bitstream/123456789/65364/1/Block-3.pdf
2. https://www.mdmbirati.org/uploads/Vishaka%20Guidelines.pdf
3. https://clpr.org.in/wp-content/uploads/2019/06/Section-377-and-Beyond.pdf

4. https://www.rfppl.co.in/subscription/upload_pdf/ijops-7-1693890539.pdf
5. https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&%20Society%20-%20English%20Version.pdf

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA).

1. Projects

- **Gender Audit of a School**: Analyze physical spaces, textbooks, classroom participation, and policies to assess gender sensitivity in a school environment.
- **Campaign Design**: Create a visual/digital campaign on promoting gender equity in schools.
- **Role Model Documentation**: Prepare profiles of Indian women and gender-diverse leaders in unconventional roles.
- **Local Voices Project**: Conduct interviews with students/teachers on their perceptions of gender roles and compile findings in a report.

2. Quizzes

- **Concept Quiz**: MCQs or match-the-column quizzes on gender, sex, gender identity, feminism, patriarchy, etc.
- **Policy Quiz**: Quick quiz on gender-related provisions in NEP 2020, RTE Act, Vishakha Guidelines, POCSO Act, and Rights of Transgender Persons Act.
- **Stereotype Buster Quiz**: Identify and challenge common gender stereotypes in media, curriculum, and schools.

- **Timeline Quiz**: Identify key events/movements in the history of Indian and global feminist thought.

3. Assignments and Essays

- **Short Essay**: "Gender Socialization Through Schooling: A Critical Reflection."
- **Analytical Essay**: "Intersectionality in the Indian School System: Gender, Caste, Class, and Region."
- **Assignment**: Analyze any school textbook for gender bias and propose changes.
- **Reflection Essay**: "Growing Up as a Girl/Boy/Non-binary Student: My Schooling Experience."

4. Presentations

- **Group Presentation**: "Impact of Gender Roles on Career Choices in Indian Schools."
- **Solo Presentation**: "Trans Inclusion in Education: Global and Indian Perspectives."
- **Poster Presentation**: "Breaking Stereotypes: Portrayals of Boys and Girls in Textbooks."
- **Thematic Talk**: "Consent, Equality, and Empathy: Core Values in Gender-Just Classrooms."

5. Participation

- **Role-plays**: Simulate classroom situations showing gender bias and strategies for correction.
- **Debates**: Topics like "Should Gender Education Be a Separate Subject?" or "Uniforms and Gender: A Discussion."
- **Discussion Circles**: On issues such as menstruation, gender-based violence, and safety in schools.
- **Think-Pair-Share**: Reflections on personal biases and evolving beliefs about gender roles.

6. Case Studies

- **Classroom Case Study**: Observe and analyze gender dynamics in classroom participation, leadership, and teacher attention.
- **Media Case Study**: Analyze a film or advertisement for its portrayal of gender roles (e.g., "Dangal", "English Vinglish", etc.)
- **Institutional Case Study**: Study initiatives in a gender-sensitive school and evaluate their impact.
- **Policy Case Study**: Evaluate implementation of gender equity schemes (e.g., Beti Bachao Beti Padhao) in your area.

7. Reflective Journals

- **Weekly Journal**: Reflect on gendered experiences in everyday life, classrooms, or family.
- **Text Reflection**: Journal thoughts after reading feminist/women's/gender studies texts or stories.

- **Teacher's Lens Reflection**: How would you respond to gender bias if you witnessed it as a teacher?
- **Empathy Journal**: Write from the perspective of a child experiencing gender-based exclusion in school.

Programme and Course Mapping																			
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											2			
CO4						2													
CO5								3											
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEIE302	Diversity and Inclusive Education	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of school diversity				

Course Perspective

This course is designed to equip future educators with the values, attitudes, and skills necessary to build inclusive schools in line with NEP 2020 and SDG 4 (Inclusive and Equitable Quality Education). It emphasizes the strengths-based approach, celebrating diversity across ability, gender, language, caste, and socioeconomic status. The course fosters collaborative, participatory, and reflective practices, empowering student-teachers to transform classrooms and schools into inclusive and democratic spaces. Through interdisciplinary insights, national policies, Universal Design for Learning (UDL), and assistive technologies, student-teachers will be prepared to serve as agents of equity, access, and educational justice.

Course Objectives

The course will enable the Learner to:

1. Understand the principles and philosophy of inclusive education and diversity in the school context.
2. Explore intersectional identities and systemic factors influencing learner participation and exclusion.
3. Apply pedagogical strategies such as Universal Design for Learning (UDL), assistive technology, and differentiated instruction.
4. Critically examine national and international frameworks supporting inclusive education.
5. Develop professional capacities for creating equitable, accessible, and supportive learning environments.

Course Outcomes

After completion of the course, the learner will be able to:
CO1: Identify and appreciate learner diversity, biases, and systemic exclusions in educational contexts.
CO2: Design inclusive learning environments and teaching strategies using UDL and assistive technology.
CO3: Apply inclusive assessment approaches such as portfolios, rubrics, and differentiated tools.
CO4: Collaborate with stakeholders and institutions to promote an inclusive and equitable school culture.
CO5: Demonstrate ethical and empathetic practices as a reflective and inclusive educator.

Course Content

Unit I: Foundations of Inclusive Education (15 Contact Hours)

- Evolution of Inclusive Education: From Segregation to Integration to Inclusion
- Paradigm Shifts and Theoretical Foundations of Inclusive Thinking
- International Commitments and Frameworks:
    - Salamanca Declaration
    - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
    - Sustainable Development Goal 4 (SDG 4)
- National Policy Frameworks:
    - Right to Education Act (2009)
    - National Education Policy (2020)
    - Rights of Persons with Disabilities Act (2016)
    - Samagra Shiksha Abhiyan
- Institutional Roles: NCERT, SCERT, NCMEI, NCPCR
- Legal and Institutional Mechanisms: Scholarships, Affirmative Action, Reservations

Unit II: Diversity and Intersectionality in Classrooms (15 Contact Hours)

- Understanding Diversity: Disability, Gender, Caste, Class, Language, Religion
- Concept of Intersectionality and Multiple Marginalities
- Learner Profiles:
    - Cognitive and Learning Disabilities
    - Sensory and Physical Impairments
    - Emotional and Behavioral Challenges
- Key Challenges in Inclusive Education:
    - Stigma and Bias
    - Peer Rejection and Dropouts
- Developing an Inclusive Teacher Identity: Empathy, Ethics, and Sensitivit

Unit III: Pedagogical Approaches and Inclusive Assessment (15 Contact Hours)

- Curriculum Adaptation, Contextualization, and Integration

- Universal Design for Learning (UDL): Principles and Implementation
- Inclusive Pedagogies:
    - Differentiated Instruction
    - Cooperative Learning
    - Experiential Learning
- Use of Assistive and Adaptive Technologies
- Inclusive Assessment Strategies:
    - Formative Assessment and CCE
    - Portfolios, Rubrics, and Descriptive Feedback
- Social-Emotional Learning (SEL), Life Skills, and Global Competencies

Unit IV: Policy to Practice: Institutional and Systemic Supports (15 Contact Hours)

- Role of Teachers, Administrators, and Community in Fostering Inclusion
- Institutional Planning for Inclusion: Whole-School Approaches
- Resource Mobilization and Support Systems for Inclusive Classrooms
- Professional Development and Capacity Building for Inclusive Practices
- Monitoring, Evaluation, and Sustainability of Inclusive Programs
- National and International Best Practices in Inclusive Education

Learning Experience

The course is driven by experiential learning, critical reflection, and collaborative engagement. Through field visits, case studies, role-plays, and project-based tasks, learners will engage deeply with the practical dimensions of inclusive education. Emphasis will be laid on constructive dialogue, cultural responsiveness, and ethical responsibility in the teaching profession. Student-teachers will work with marginalized learners, observe inclusive classrooms, and develop action-based solutions grounded in policy and practice.

Textbooks

1. Panda, K. C. (2014). *Education in exceptional children*. Noida: Vikas.
2. Mohapatra, D. (2009). *Impact of family environment on early childhood education*. Hyderabad: Neelkamal.
3. Ainscow, M., & Booth, T. (2002). *Index for inclusion: Developing learning and participation in schools* (2nd ed.). Bristol: Centre for Studies on Inclusive Education (CSIE).
4. Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). London: Routledge.
5. Mittler, P. (2000). *Working towards inclusive education: Social contexts*. London: David Fulton Publishers.
6. Sharma, N. (2019). *Inclusive education: A perspective from Indian context*. New Delhi: PHI Learning.

7. NCERT. (2014). *Inclusive education for children with special needs*. New Delhi: National Council of Educational Research and Training.

Suggested Readings

1. Jaswant K. Virk. (2016). *Creating an Inclusive School*. Twenty First Century Publications
2. Mangal, S.K. (2011). *Educating Exceptional Children*. New Delhi: PHI Learning
3. Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publishing
4. Giuliani, G.A. (2002). *Education of Children with Special Needs*. Kanishka Publications
5. Hegarty & Alur. (2002). *From Segregation to Inclusion*. Sage Publications

Open Educational Resources (OER)

1. https://ncert.nic.in/pdf/announcement/Inclusion_in_Eduction.pdf
2. https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf
3. https://egyankosh.ac.in/bitstream/123456789/46065/1/BES-128B1E.pdf
4. https://egyankosh.ac.in/handle/123456789/110730

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA).

1. Projects

- **Inclusive Classroom Audit**: Evaluate a classroom's physical, curricular, and attitudinal inclusiveness and prepare a report with recommendations.

- **Community Immersion Project**: Engage with a marginalized group (SC/ST, linguistic minority, migrants, or children with disabilities) and document their learning needs.
- **Inclusive Lesson Plan**: Design and present a lesson plan applying Universal Design for Learning (UDL) principles.
- **Resource Mapping**: Identify and document assistive and inclusive education resources available in your locality or institution.

2. Quizzes

- **Concept Quiz**: Multiple-choice or matching quiz on terms like equity, equality, diversity, neurodiversity, inclusion, and intersectionality.
- **Policy Quiz**: Short-answer quiz on key provisions of NEP 2020, RPwD Act 2016, and the RTE Act related to inclusive education.
- **Think Fast**: Rapid quiz identifying barriers to inclusion (social, attitudinal, physical).
- **Inclusive Strategy Match**: Match learner needs with teaching strategies and accommodations.

3. Assignments and Essays

- **Short Essay**: "Inclusive Education vs Integrated Education – A Philosophical and Practical Analysis."
- **Comparative Assignment**: Study inclusion practices in two different types of schools (e.g., private vs government) and analyze differences.
- **Reflection Essay**: “My Assumptions About Disabilities and How They Have Evolved.”
- **Critical Review**: Analyze a school textbook for representation of diverse learners and communities.

4. Presentations

- **Group Presentation**: Case analysis of inclusive practices in Indian or global contexts (e.g., Finland, Kenya, Bhutan).
- **Solo Presentation**: "Role of Teacher as a Facilitator in an Inclusive Classroom"
- **Poster Presentation**: Thematic poster on “Removing Barriers to Learning in a Diverse Classroom”
- **Thematic Talk**: 10-minute TED-style talk on "Teaching Every Child – Teaching with Heart."

5. Participation

- **Mini-Debates**: Topics such as “Should Children with Special Needs Be in Separate Classrooms?”
- **Think-Pair-Share**: Discuss real-life inclusive classroom dilemmas and propose solutions.
- **Collaborative Role-Plays**: Simulate teacher-parent-SEN counselor meetings.
- **Book Discussion Circle**: Analyze a memoir or story centered on learner diversity (e.g., “Wonder” by R.J. Palacio).

6. Case Studies

- **Real-Life Case Study**: Analyze the learning experience of a child with a specific need (e.g., ADHD, dyslexia, visual impairment).
- **Institutional Case Study**: Study a school's inclusive education policy and evaluate its implementation.
- **Barrier Analysis**: Identify systemic, physical, and pedagogical barriers to inclusion in a specific educational setting.
- **Teacher Perspective Study**: Interview teachers and analyze their attitudes, readiness, and practices regarding diversity and inclusion.

7. Reflective Journals

- **Weekly Journaling**: Reflect on each week's discussions and how they challenge your assumptions about inclusion.
- **Field Visit Reflection**: After visiting an inclusive or special school, write a reflection on learning environments and student interaction.
- **Empathy Journal**: Write from the perspective of a learner with a specific need for one day/week.
- **Teaching Simulation Reflection**: Reflect on peer micro-teaching that focused on diversity or inclusive pedagogy.

Programme and Course Mapping																			
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			2												2				
CO4								3											
CO5							3												

EDBESD303	Educational Research and Data Analysis	L	T	P	C
Version	1.0	**1**	**1**	**0**	**2**
Category of Course	Theory				
Total Contact Hours	30 hours				
Pre-Requisites/ Co-Requisites	Basic digital and analytical skills				

Course Perspective

This course introduces B.Ed. students to the basics of educational research and foundational statistical techniques to help them evolve as reflective educators and practitioner researchers. It encourages student-teachers to engage in inquiry-based practices using simple research designs and to analyze data to improve classroom experiences. The course aligns with NEP 2020's thrust on teacher agency, school-based innovations, and use of ICT for data-informed teaching.

Course Objectives

The course will enable the Learner to:

1. Introduce the meaning, purpose, and importance of educational research in school-based contexts.
2. Familiarize students with tools, techniques, and ethics of classroom data collection and documentation.
3. Build foundational skills in organizing and analyzing educational data using simple statistics.
4. Enable students to interpret research findings to make informed and ethical instructional decisions.
5. Empower learners to design classroom inquiries aligned with NEP 2020 and SDG 4 goals.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain the process and relevance of educational research in improving classroom practices.

CO2: Use observation, interview, and digital tools for collecting data ethically in schools.

CO3: Organize data and apply mean, median, mode using Excel or Google Sheets.

CO4: Interpret graphs and research results to improve teaching and learning strategies.

CO5: Write a basic classroom research report using reflective and analytical insights.

Course Content

Unit I: Understanding Educational Research ***(7.5 Hours)***

- Educational research: Meaning, purpose, characteristics
- Types of research: Basic, Applied, Action Research
- Classroom-based inquiry: Identifying a researchable problem
- NEP 2020 and practitioner research
- Relevance of teacher-researcher role

Unit II: Data Collection Tools and Ethics ***(7.5 Hours)***

- Types of data: Quantitative vs. Qualitative
- Techniques: Observation, Interviews, Questionnaire, Rating Scale
- Digital tools for data collection (e.g., Google Forms, Padlet)
- Sampling basics: Simple random, purposive sampling
- Ethics: Informed consent, confidentiality, respect for data subjects

Unit III: Data Organization and Basic Statistics ***(7.5 Hours)***

- Tabulation and classification of data
- Measures of central tendency: Mean, Median, Mode
- Measures of dispersion: Range, Quartile Deviation (conceptual)
- Graphical presentation: Bar charts, Pie charts, Histograms
- Use of Excel/Google Sheets for educational data

Unit IV: Data Interpretation, Report Writing, and Reflective Practice ***(7.5 Hours)***

- Analyzing and interpreting learner data
- Drawing inferences and linking to teaching decisions
- Writing a research report: Sections and sample format
- Reflective journaling and documentation of research process
- Role of teacher-led inquiry in NEP 2020 and SDG 4

Textbooks

1. Best, J. W. (2017). *Research in education* (10th ed.). Noida: Pearson.
2. Agarwal, R., & Rao, B. V. L. N. (2013). *Research methods: Concepts, process and practice*. Delhi: Shipra.
3. Koul, L. (2009). *Methodology of Educational Research*. Vikas Publishing.

4. Pandey, K.P. (2010). *Educational Research*. Shipra Publications.

Suggested Readings

1. Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Routledge.
2. Sharma, S.R. (2003). *Problems of Educational Research*. Anmol Publications.
3. NCERT (2020). *Handbook on Action Research for Teachers*.
4. NEP 2020 Document – Ministry of Education, Govt. of India.

Open Educational Resources (OER)

1. https://uca.edu/psychology/files/2013/08/Ch6-Methods-of-Data-Collection.pdf
2. https://ncert.nic.in/textbook/pdf/legy302.pdf
3. https://egyankosh.ac.in/bitstream/123456789/20440/1/Unit-2.pdf
4. https://egyankosh.ac.in/bitstream/123456789/8782/1/Unit-30.pdf
5. https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Mini Research Proposal**: Identify an educational issue (e.g., dropout rates, online learning effectiveness), formulate a problem statement, and develop objectives, hypotheses, and methodology.
- **Data Collection Project**: Collect data using a small survey or observation tool from peer groups or classrooms.

- **Statistical Visualization**: Use MS Excel or Google Sheets to present real or simulated data with charts and graphs.
- **Community Research Audit**: Conduct a needs-assessment survey for a local school or neighborhood on issues like access to education or digital learning.

2. Quizzes

- **Conceptual Quiz**: MCQs or short answer questions on quantitative vs qualitative research, variables, hypotheses.
- **Tool Identification Quiz**: Match research tools (questionnaire, interview, observation) with their appropriate use.
- **Data Type Quiz**: Identify and classify data (nominal, ordinal, interval, ratio).
- **Ethics in Research Quiz**: Evaluate ethical dilemmas in education research.

3. Assignments and Essays

- **Short Essay**: "The Role of Research in Evidence-Based Education Policy."
- **Comparative Assignment**: Compare and contrast experimental and descriptive research designs.
- **Analytical Essay**: "Implications of Sampling Errors in Educational Research."
- **Tool Critique**: Critically evaluate an existing data collection tool (e.g., school-based feedback form).

4. Presentations

- **Group Presentation**: Types of research design with practical classroom-based examples.
- **Solo Presentation**: Steps of conducting action research in a school.
- **Infographic/Poster Presentation**: Depict the research cycle or ethical principles in research.
- **Thematic Presentation**: "Use of AI in Data Analysis in Education."

5. Participation

- **Literature Discussion Circles**: Review and discuss journal articles on educational research.
- **Peer-to-Peer Method Critique**: Review and suggest improvements on each other's research plans.
- **Mock Research Panel**: Simulate a research presentation and peer-review session.
- **Problem Solving in Groups**: Analyze and interpret sample datasets collaboratively.

6. Case Studies

- **Case Analysis**: Read and analyze a case on ethical dilemmas in educational research (e.g., informed consent issues).
- **Design-Based Case Study**: Given a research topic (e.g., mobile learning), design a mini research framework.
- **Assessment Data Case**: Analyze anonymized assessment scores from a classroom to identify trends and recommendations.

7. Reflective Journals

- **Weekly Journal Entry**: Reflect on your journey of learning research methods and overcoming misconceptions.
- **Statistical Self-Reflection**: Journal about challenges and confidence while learning data analysis techniques.
- **Field Tool Reflection**: Reflect on the experience of using a research tool (e.g., interview or survey) with real participants.
- **Connection Reflection**: Relate research concepts with classroom practice and teacher decision-making.

Programme and Course Mapping																			
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												
CO5									2										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBETS304- EDBETS308	**Pedagogy of Teaching Subject-I**	**L**	**T**	**P**	**C**
Version	1.0	**2**	**2**		**4**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Basic content knowledge of subject				

Course Perspective

This course provides hands-on engagement with school-level content (Classes VI–X) to help pre-service teachers gain subject mastery and develop foundational skills for curriculum transaction. It aims to prepare them to confidently teach their chosen School Subject–I (e.g., English, Mathematics, Science, Social Science, etc.) through structured practice with NCERT materials and teaching tools.

Course Objectives

The course will enable the Learner to:

Strengthen their understanding of NCERT school curriculum (Classes VI–X) for their chosen teaching subject.

Analyze textbook content, learning outcomes, and pedagogical goals across grade levels

Develop and practice designing effective teaching-learning materials such as worksheets, handouts, and question banks.

Integrate ICT tools, open educational resources (OER), and AI-based platforms for content support.

Reflect on their personal teaching competencies and subject readiness through simulation and peer teaching.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze and interpret key concepts from NCERT textbooks (Classes VI–X) in the selected school subject.

CO2: Identify learner needs and common misconceptions related to subject content.

CO3: Create and present structured teaching-learning materials (PPTs, worksheets, handouts).

CO4: Use open educational resources (OER) and AI tools to develop subject content support materials.

CO5: Reflect on personal growth and preparedness for teaching the selected school subject.

Course Content: Practical Tasks for Subject Content Engagement (School Subject–I)

1. Thematic Mapping of NCERT Content Across Grade Levels

- Select a Theme/Concept from the school subject
- Study the Chapters Carefully and take notes on Key concepts introduced at each grade level, The depth and complexity of the content, Activities/examples used to teach the topic, Assessment types (exercises, HOTS, diagrams, etc.)
- Create a Comparative Table or Conceptual Map showing the vertical alignment of the topic, Thematic progression (e.g., from basic introduction to advanced application), Skills expected at each stage
- Reflect on How the concept builds over time, what pedagogical strategies can support continuity, common student difficulties at different levels

2. Concept Mapping

- Create a visual concept map for a chapter
- Show links between concepts, prior knowledge, and real-life applications.

3. Learning Outcome Mapping

- Match chapter subtopics with NCERT Learning Outcomes (as per NCERT LO documents or SCERT mapping).
- Identify skills targeted (e.g., inferencing, calculation, interpretation).

4. Designing Worksheets

- Create practice worksheets (MCQs, short answers, matching) based on textbook exercises.
- Include differentiated sections (remedial, average, enrichment).

5.Developing Handouts

- Prepare a student handout summarizing a chapter or explaining a complex topic simply.
- Include visuals, definitions, examples, and real-life connections.

6.Creating Question Banks

- Design a bank of questions (knowledge, application, HOTS) based on a selected chapter.
- Align with Bloom's Taxonomy.

7.Role-play or Simulation

- Enact a teaching scenario on a chapter (e.g., role-play a Science experiment or a Grammar concept).
- Use peer feedback to refine concept delivery.

8.AI-Powered Resource Creation

- Use Gen AI, Canva, or voice tools to generate:
    - Topic summaries
    - Short explainer videos
    - Podcasts for NCERT chapters

9. Peer Teaching

- Teach a sub-topic from the NCERT textbook to peers.
- Record and reflect on clarity, confidence, and content delivery.

10.Reflection Journals

- Maintain weekly reflections on:
    - What content you mastered
    - What was difficult to simplify for learners
    - What resources helped you teach better

Open Educational Resources (OER)

1. https://gened.psu.edu/files/loa__interdisciplinary_course_how_to_guide_gooding.pdf
2. https://www.egyankosh.ac.in/bitstream/123456789/31612/1/Unit-3.pdf
3. https://files.eric.ed.gov/fulltext/EJ1323903.pdf
4. https://files.eric.ed.gov/fulltext/EJ1334998.pdf
5. https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Practical)	
1. Conduct of Subject-Based Activities/Experiments	10 Marks
2. Preparation and Submission of Subject Records	10 Marks
3. Active Participation in Subject Engagement Tasks	10 Marks
4. Thematic Project/Assignment on Subject Content	20 Marks
External Marks (Practical)	
End Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

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						2													
CO5									3										

EDBETS309-EDBETS314	Pedagogy of Teaching Subject-II	L	T	P	C
Version	1.0	**2**	**2**		**4**
Category of Course	Practical				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	Basic subject knowledge and pedagogy				

Course Perspective

This course provides hands-on engagement with school-level content (Classes VI–X) to help pre-service teachers gain subject mastery and develop foundational skills for curriculum transaction. It aims to prepare them to confidently teach their chosen School Subject–II (e.g., English, Mathematics, Science, Social Science, etc.) through structured practice with NCERT materials and teaching tools.

Course Objectives

The course will enable the Learner to:

1. Deepen conceptual understanding of the selected School Subject–II as taught from Classes VI to X.
2. Analyze and align NCERT textbooks with prescribed learning outcomes and classroom objectives.
3. Develop and practice the creation of teaching aids, content summaries, and student handouts.
4. Integrate open educational resources (OER), ICT tools, and GenAI for enriched content delivery.
5. Reflect critically on their pedagogical readiness and professional growth in handling subject-specific instruction.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze and interpret key concepts from NCERT textbooks (Classes VI–X) in the selected school subject.

CO2: Identify learner needs and common misconceptions related to subject content.

CO3: Create and present structured teaching-learning materials (PPTs, worksheets, handouts).

CO4: Use open educational resources (OER) and AI tools to develop subject content support materials.

CO5: Reflect on personal growth and preparedness for teaching the selected school subject.

Course Content: Practical Tasks for Subject Content Engagement (School Subject–II)

1. Thematic Mapping of NCERT Content Across Grade Levels

- Select a Theme/Concept from the school subject
- Study the Chapters Carefully and take notes on Key concepts introduced at each grade level, The depth and complexity of the content, Activities/examples used to teach the topic, Assessment types (exercises, HOTS, diagrams, etc.)
- Create a Comparative Table or Conceptual Map showing the vertical alignment of the topic, Thematic progression (e.g., from basic introduction to advanced application), Skills expected at each stage
- Reflect on How the concept builds over time, what pedagogical strategies can support continuity, common student difficulties at different levels

2. Concept Mapping

- Create a visual concept map for a chapter
- Show links between concepts, prior knowledge, and real-life applications.

3. Learning Outcome Mapping

- Match chapter subtopics with NCERT Learning Outcomes (as per NCERT LO documents or SCERT mapping).
- Identify skills targeted (e.g., inferencing, calculation, interpretation).

4. Designing Worksheets

- Create practice worksheets (MCQs, short answers, matching) based on textbook exercises.
- Include differentiated sections (remedial, average, and enrichment).

5. Developing Handouts

- Prepare a student handout summarizing a chapter or explaining a complex topic simply.

- Include visuals, definitions, examples, and real-life connections.

6.Creating Question Banks

- Design a bank of questions (knowledge, application, HOTS) based on a selected chapter.
- Align with Bloom's Taxonomy.

7.Role-play or Simulation

- Enact a teaching scenario on a chapter (e.g., role-play a Science experiment or a Grammar concept).
- Use peer feedback to refine concept delivery.

8.AI-Powered Resource Creation

- Use Gen AI, Canva, or voice tools to generate:
    - Topic summaries
    - Short explainer videos
    - Podcasts for NCERT chapters

9. Peer Teaching

- Teach a sub-topic from the NCERT textbook to peers.
- Record and reflect on clarity, confidence, and content delivery.

10.Reflection Journals

- Maintain weekly reflections on:
    - What content you mastered
    - What was difficult to simplify for learners
    - What resources helped you teach better

Open Educational Resources (OER)

1. https://gened.psu.edu/files/loa__interdisciplinary_course_how_to_guide_gooding.pdf
2. https://www.egyankosh.ac.in/bitstream/123456789/31612/1/Unit-3.pdf
3. https://files.eric.ed.gov/fulltext/EJ1323903.pdf
4. https://files.eric.ed.gov/fulltext/EJ1334998.pdf
5. https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Practical)	
1. Conduct of Subject-Based Activities/Experiments	10 Marks
2. Preparation and Submission of Subject Records	10 Marks
3. Active Participation in Subject Engagement Tasks	10 Marks
4. Thematic Project/Assignment on Subject Content	20 Marks
External Marks (Practical)	
End Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

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						2													
CO5									3										

EDBETS309	PEDAGOGY OF ECONOMICS	L	T	P	C
Version:		**0**	**0**		
Category of Course					
Total Contact Hours					
Pre-Requisites/ Co-Requisites	Basic understanding of economic concepts				

Course Perspective

This course is designed to develop reflective, research-informed, and digitally competent economics educators capable of preparing learners to understand and navigate the complexities of the global economy. It aligns with the NEP 2020 vision of multidisciplinary, skill-oriented education and integrates Sustainable Development Goals (especially SDG 4 and 8) into curriculum thinking. Future teachers will learn to contextualize economic theory with real-life applications, build critical and data literacy, and promote inclusive, experiential learning that prepares students for responsible citizenship, entrepreneurship, and lifelong learning.

Course Objectives

The course will enable the Learner to:

1. Develop conceptual clarity on economics and its pedagogical and curricular significance.
2. Apply constructivist, experiential, and inquiry-based strategies in economics teaching.
3. Design inclusive and interdisciplinary economics lesson plans with ICT integration.
4. Promote financial and data literacy using real-world economic content.
5. Build reflective, ethical, and SDG-aligned teaching practices in economics education.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain economics as a school subject with clear pedagogical foundations.
CO2: Create ICT-enabled, inclusive, and competency-based lesson plans in economics.
CO3: Use innovative strategies like simulations and projects to teach economic concepts effectively.
CO4: Develop assessments aligned with Bloom's Taxonomy and SDG-based learning outcomes.
CO5: Critically examine textbooks and policies using interdisciplinary and social justice lenses.

Course Content

Unit I: Nature and Purpose of Economics Education (15 Hours)

- Evolution and relevance of economics in school curriculum
- Economics in NEP 2020: foundational, preparatory, middle and secondary stages
- Aims and values of teaching economics: critical thinking, citizenship, sustainability
- Economics in relation to other disciplines: Geography, Political Science, Mathematics, ICT
- Understanding economic issues in Indian context: LPG, GST, Digital India, Green Economy
- Comparative review of CBSE/ICSE/State Board economics curriculum

Unit II: Pedagogical Approaches, Learning Strategies & Resources (15 Hours)

- Pedagogical frameworks: Constructivism, Experiential Learning, Multidisciplinary Approaches
- Teaching strategies: Project-Based Learning, Inquiry-Based Learning, Simulation, Role Play
- Digital Pedagogy: Use of spreadsheets, Google Forms, RBI/MoF websites, Data visualizations
- Designing interdisciplinary lessons with SDG and Financial Literacy links
- Integrating local economy, entrepreneurship, start-up ecosystem in economics classes
- Teaching aids: Infographics, multimedia tools, economic models, games

Unit III: Curriculum Planning and Instructional Design (15 Hours)

- Planning and implementing experiential lessons
- Preparing competency-based unit and lesson plans
- Textbook analysis: gender, caste, class, and economic representations
- Integration of National Curriculum Framework (NCFSE 2023) goals
- Microteaching and peer teaching sessions using economic content
- Financial and digital literacy modules for school classrooms

Unit IV: Assessment, Evaluation & Reflective Practice (15 Hours)

- Assessment for Learning: Formative techniques (portfolios, rubrics, project evaluation)
- Designing achievement tests: Bloom's Taxonomy and competency mapping
- Open-book exams, data-based questions, and situational MCQs
- Assessment of skills: financial reasoning, decision-making, ethical choices
- Continuous and Comprehensive Evaluation (CCE) in economics
- Use of AI tools for personalized feedback and student tracking
- Reflective journaling, lesson review and improvement cycles

Learning Experience

Student-teachers will engage in interactive simulations, real-time data interpretation, and field-based inquiry aligned with India's economic realities. Hands-on activities will foster application of economic principles, while critical textbook reviews and digital tool integration will strengthen their professional competencies. The course also cultivates ethics, sustainability, and entrepreneurial thinking rooted in the needs of learners and society.

Textbooks

1. Rudramamba, B., et al. (2018). *Methods of teaching economics*. Delhi: DPH.
2. Venkateswarlu, K., et al. (2019). *Methods of teaching commerce*. Delhi: DPH.
3. Aggarwal, J.C. (2005). *Teaching of Economics: A Practical Approach*, Vinod Pustak Mandir
4. Siddiqi, M.H. (1998). *Teaching of Economics*, Ashish Publishing House

Suggested Reading

1. National Education Policy (NEP), 2020
2. NCF for School Education (NCFSE), 2023
3. NCERT (2021). *Financial Literacy for Schools*
4. Bawa, M. S. (1998). *Source Book on Strategies of Teaching Social Sciences*, Delhi University
5. Ministry of Finance & RBI Reports (Open source data portals for assignments)

Open Educational Resources (OER)

1. https://duliajancollege.digitallibrary.co.in/bitstream/123456789/254/1/4thSemGE.pdf
2. https://files.eric.ed.gov/fulltext/EJ1241559.pdf
3. https://egyankosh.ac.in/bitstream/123456789/42023/1/Unit-2.pdf
4. https://files.eric.ed.gov/fulltext/EJ1334998.pdf

Programme and Course Mapping

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				
CO3					3													2	

CO4							2												
CO5									3										

EDBETS311	PEDAGOGY OF MATHEMATICS	L	T	P	C
Version:		**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Fundamentals of Mathematics				

Course Overview

This course is designed to develop reflective, research-informed, and digitally skilled mathematics educators who are able to equip learners with the analytical and problem-solving skills necessary to navigate an AI-driven, data-centric world. Rooted in the vision of NEP 2020, it emphasizes multidisciplinary, concept-based learning and integrates the Sustainable Development Goals—especially SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure)—into curriculum planning and pedagogy.

Future teachers will explore the evolving scope of mathematics across diverse fields such as artificial intelligence, data science, financial literacy, and environmental modeling. They will learn to contextualize mathematical concepts through real-life applications, enhance classroom engagement using digital and AI-based tools, and promote logical reasoning, inquiry, and inclusive learning. The course fosters critical thinking, ethical technology use, and lifelong professional development—preparing student-teachers to design innovative, learner-centered environments that empower students for future challenges, responsible citizenship, and entrepreneurial thinking.

Course Objectives

The course will enable the Learner to:

1. Understand the role and scope of mathematics in contemporary interdisciplinary education.
2. Use AI and digital tools for interactive and inclusive mathematics teaching.
3. Design learner-centered, tech-integrated lesson plans and teaching strategies.
4. Develop materials that foster reasoning, creativity, and higher-order thinking skills.
5. Explore innovative, analytical assessment tools for evaluating mathematical understanding.

Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze mathematics as a discipline and its significance in modern educational contexts.

CO2: Apply AI tools like GeoGebra and Desmos for concept-based teaching.

CO3: Create adaptive and inclusive lesson plans integrating digital pedagogy.

CO4: Design simulations and aids that develop logical and analytical thinking.

CO5: Implement digital assessments and feedback methods for formative and summative evaluation.

Course Content

Unit I: Nature, Scope & Vision of Mathematics Education in the 21st Century (15 Hours)

- Meaning, scope, nature of mathematics: patterns, structures, axioms, logical reasoning
- Role of mathematics in emerging fields: AI, Data Science, Finance, Cybersecurity
- Socio-cultural and historical influences in mathematics education
- Framing objectives with Revised Bloom's Taxonomy
- Mathematization & NEP 2020: Conceptual shift from rote to inquiry
- Mathematical thinking for problem-solving, innovation, and sustainability

Unit II: Methods, Approaches & Planning for Digital Classrooms (15 Hours)

- Constructivist, problem-solving, project-based, inquiry-oriented methods
- AI-enhanced personalized learning (e.g., Khan Academy, Google AI Tutor)
- Lesson and unit planning using LMS, digital rubrics, and simulations
- Developing digital lesson plans with GeoGebra (basic math logic)
- Inclusive approaches: Differentiation using adaptive tech tools (e.g., Edmodo, Nearpod)

Unit III: Learning Spaces, Communication & Creative Teaching Aids (15 Hours)

- Mathematics Laboratory: Role in concept construction using digital tools
- Organizing mathematical clubs, exhibitions, math talks, and interdisciplinary projects
- Creating virtual and blended learning environments
- Textbook critique and supplementary AI-based content creation
- Role of multimedia, virtual manipulatives, and gamification in classroom communication
- Creating math-focused educational content using Canva AR tools

Unit IV: Assessment, Evaluation & Professional Development (15 Hours)

- Traditional vs AI-based assessment systems
- Diagnostic tools: Online quizzes, interactive games, AI-driven analytics
- CCE, formative and summative evaluation using digital platforms
- Achievement test creation using Google Forms, Socrative
- Digital feedback tools (Padlet, Flipgrid, Microsoft Forms)
- Teacher e-portfolios, MOOCs, webinars, and online certification in mathematics teaching (e.g., NISHTHA, SWAYAM)

Learning Experience

Student-teachers will engage in interactive simulations, digital modeling, and real-world problem-solving activities aligned with India's educational and technological landscape. Through hands-on tasks such as designing math games, creating AI-integrated lesson plans, and using platforms like GeoGebra and Desmos, they will bridge abstract mathematical concepts with practical applications. Field-based inquiry, collaborative projects, and critical textbook reviews will strengthen their pedagogical understanding and professional competencies. The course also fosters ethical use of technology, sustainability-focused thinking, and an entrepreneurial mindset-empowering future educators to cultivate curiosity, logical reasoning, and inclusive learning environments in diverse classrooms.

Textbooks

1. Banga, C. L. (2012). *Gadit Shikshan*. Delhi: Shipra.
2. Banga, C. L. (2015). *Teaching of mathematics*. Delhi: Rajkamal.
3. Kulshreshtha, A.K. (2012) Teaching Mathematics, R. Lall and Sons. Meerut, U.P.
4. Mangal, S.K. (2007), Teaching Mathematics, Arya Book Depot.
5. NCERT (2012), Pedagogy of Mathematics, Two-Year B.Ed. Course Textbook.

Suggested Reading

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.
3. Sahni Madhu (2020) Pedagogy of Mathematics Textbook for Two-Year B. Ed Course, Vikas Publishing House Pvt. Ltd.
4. Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks

Open Educational Resources (OER)

1. https://www.ignouhelp.in/ignou-bes-143-study-material/

2. https://cec.nic.in/cec/oer
3. https://www.calameo.com/read/00318767566487c999a4a
4. https://archive.org/details/dli.ernet.3947
5. Applications of GeoGebra By Prof Kannan Moudgalya - Principal Investigator of Spoken Tutorial Project | Indian Institute of Technology Bombay
6. https://mathedu.hbcse.tifr.res.in/geogebra/

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in the internal and End Term Examination separately to secure the minimum passing grade.

Programme and Course Mapping																			
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						2											2		

CO4								3											
CO5					3														
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBETS304	PEDAGOGY OF ENGLISH	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**					

Course Perspective

This course prepares future educators to teach English as a dynamic and contextual subject that fosters communication, critical thinking, creativity, collaboration, and cultural awareness. Rooted in NEP 2020's multilingual vision, it reorients the teaching of English beyond textbook knowledge, embracing inclusive, digital, and constructivist pedagogies. It encourages student-teachers to build learner-centered classrooms that promote language skills, discourse competence, and real-life language use. Learners engage with 21st-century skills, global citizenship, and reflective practices for professional growth.

Course Objectives:

The course will enable the Learner to:

1. Understand the nature, structure, and sociocultural role of English in Indian multilingual classrooms.
2. Explore traditional and modern approaches for teaching LSRW skills effectively.
3. Integrate ICT tools and learner-centered activities in ELT for inclusive education.
4. Design effective and formative assessments for communicative competence.
5. Foster creativity, cross-cultural sensitivity, and reflective practices in language classrooms.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain the structure and significance of English in Indian and global contexts.

CO2: Apply ELT methods like CLT, storytelling, and dramatization to enhance LSRW skills.

CO3: Develop inclusive, ICT-enabled lesson plans using tools like Padlet and Flipgrid.

CO4: Create authentic assessments aligned with language skills and learner diversity.

CO5: Promote critical, creative, and culturally responsive communication through English teaching.

Course Content

Unit I: Language, Society, and Structure (15 Hours)

- Nature, characteristics, and functions of language
- Structure of English: phonetics, morphology, syntax, and semantics
- Multilingualism and English in the Indian context
- Language acquisition and Universal Grammar (Chomsky)
- Error analysis and learner interlanguage
- Socio-cultural factors influencing English learning

Unit II: Policies, Curriculum and Position of English (15 Hours)

- Constitutional provisions and policies related to language education
- Evolution of English in Indian curriculum (Kothari Commission, NPE 1986/92, NCF 2005, NEP 2020)
- English as a global language: implications for teaching
- Challenges and debates in English language teaching (ELT) in India
- English and mother tongue: medium of instruction
- National and international curriculum frameworks for ELT

Unit III: Approaches, Methods, and Pedagogical Innovations (15 Hours)

- Traditional Methods: Grammar-Translation, Direct Method, Audio-lingual, Structural Approach
- Modern Approaches: Communicative Language Teaching, Constructivist Approach (7Es), Inductive-Deductive
- Innovative techniques: dramatization, story-telling, role-play, podcasts, gamification
- Teaching LSRW skills (Listening, Speaking, Reading, Writing)
- Inclusive pedagogy for English learners from diverse backgrounds
- Vygotsky's theory and social interaction in language learning

Unit IV: Planning, Assessment, and Technology Integration (15 Hours)

- Lesson and unit planning: formats and examples
- Teaching-learning materials: authentic texts, media, e-resources
- ICT in ELT: e-content, mobile apps, interactive whiteboards
- Digital tools for collaboration and communication (Padlet, Jamboard, Canva, Flipgrid)
- Continuous and Comprehensive Evaluation (CCE) in ELT
- Assessment of listening, speaking, reading, writing skills
- Diagnostic and formative feedback, rubrics and portfolios

Learning Experience

This course promotes experiential, reflective, and inclusive learning. Learners will engage in micro-teaching, lesson demonstrations, reflective journals, and peer reviews. Emphasis will be on using technology to enhance ELT, promote learner autonomy, and ensure equity. Student-teachers will design digital TLMs, analyze textbooks for bias and inclusivity, and co-create language games and reading corners to foster curiosity and joy in English learning.

Text Books

1. Nadeem, S. F. (2012). *English language teaching: An annotated bibliography*. Delhi: Shipra.
2. Sinha, A. K. (2017). *Essentials of English language teaching*. Delhi: Shipra.
3. Doff, A. (1993). *Teach English: A Training Course for Teachers*. Cambridge University Press
4. Nagaraj, G. (1996). *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman
5. Sharma, R. A. (2008). *Teaching of English*. R. Lall Book Depot
6. NCERT. (2005). *Position Paper on Teaching of English*. New Delhi

Suggested Reading

1. Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Routledge
2. Crystal, D. (2003). *English as a Global Language*. Cambridge University Press
3. Penny Ur (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press

Open Educational Resources (OER)

1. DIKSHA Portal: https://diksha.gov.in
2. British Council ELT Resources: https://learnenglish.britishcouncil.org
3. NCERT e-Pathshala: https://epathshala.nic.in
4. TESOL Journal (https://www.tesol.org)

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects (Application-Based and Experiential Learning)

- **Digital Storytelling Project:** Design a multimedia story-based language learning activity using tools like Canva, Storybird, or Adobe Spark.
- **Textbook Analysis:** Critically review a school English textbook (Grades VI–X) for inclusivity, linguistic accessibility, and gender sensitivity.
- **ICT in ELT:** Develop a short instructional module using digital tools (e.g., Padlet, Google Forms, Kahoot) to teach reading or listening comprehension.
- **Language Resource Corner:** Design a classroom-based "English Corner" with games, vocabulary flashcards, and reading material to support LSRW development.

2. Quizzes (Formative and Conceptual)

- **MCQ Quiz on ELT Methods:** Assess conceptual understanding of different approaches (GT, CLT, TPR, etc.)
- **Listening and Phonetics Quiz:** Identification of sounds and symbols (IPA-based)
- **Grammar & Syntax Quick Quiz:** Focused on structural knowledge through real classroom contexts
- **Online Vocabulary Game:** Self-created vocabulary challenges using digital apps like Quizizz or Blooket

3. Assignments and Essays (Critical Thinking and Writing)

- **Essay:** "Role of Multilingualism in Indian English Language Classrooms"
- **Assignment:** Compare and contrast CLT and Grammar-Translation Method with examples.
- **Short Note:** On NEP 2020 recommendations for English language learning
- **Analytical Paper:** Review of position paper on ELT (NCERT, 2005)

4. Presentations (Oral Communication and Research)

- **Solo Presentation:** Teaching vocabulary or grammar using inductive/deductive method
- **Group Presentation:** Critical review of a digital ELT platform (BBC Learning, British Council, etc.)
- **Poster Presentation:** "Constructivist Paradigm in ELT: Vygotsky to Present Day"
- **Simulation:** Microteaching of a listening/speaking lesson using real-world texts

5. Participation (Class Engagement and Collaboration)

- **Active Role in Peer Critique:** Lesson plan reviews or simulated teaching
- **Think-Pair-Share:** Discussions on classroom challenges in English teaching
- **Role Plays and Debates:** "Mother tongue vs English as medium of instruction"
- **Peer Observations:** Feedback during microteaching sessions

6. Case Studies (Application and Analysis)

- **Case Study 1:** Observe an English period in a school and report on teacher-student interaction
- **Case Study 2:** Analyze difficulties faced by second-language learners in urban or rural setups

- **Situational Analysis:** Respond to a given scenario on miscommunication in a multilingual classroom and propose strategies

7. Reflective Journals (Self-Awareness and Pedagogical Insight)

- **Weekly Journal Entries:** Reflect on learning of ELT methods and personal teaching growth
- **Digital Reflection Blog/Vlog:** Insights on teaching English in the digital era
- **Reflection on Peer Teaching:** Identify strengths and areas of improvement
- **Cultural Reflection:** Impact of learners' backgrounds on English acquisition
-

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	2													3					
CO2		3														3			
CO3					3													2	
CO4							2												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBETS305	PEDAGOGY OF HINDI	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Basic Hindi grammar and literature understanding				

पाठ्यक्रम दृष्टिकोण (Course Perspective)

यह पाठ्यक्रम भावी हिंदी शिक्षकों को भाषा शिक्षण, साहित्यिक समझ, सूचना-प्रौद्योगिकी तथा समावेशी शिक्षण विधियों में दक्ष बनाने हेतु डिज़ाइन किया गया है। यह पाठ्यक्रम राष्ट्रीय शिक्षा नीति 2020 के बहुभाषी एवं समावेशी दृष्टिकोण के अनुरूप है और शिक्षकों को हिंदी भाषा के सामाजिक-सांस्कृतिक महत्व को समझते हुए नवाचारी, रचनात्मक और संवेदनशील शिक्षण हेतु तैयार करता है।

Course Objectives

The course will enable the Learner to:

1. Develop a foundational and theoretical understanding of Hindi language acquisition and teaching.
2. Integrate linguistic skills (LSRW) with pedagogical approaches to enhance language learning.
3. Apply literary appreciation and grammatical knowledge to curriculum and classroom practices.
4. Design inclusive, ICT-enabled, and activity-based lesson plans using Hindi content.
5. Employ diagnostic and formative assessment methods for effective language evaluation.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze the theoretical principles and relevance of Hindi language education in Indian schools.

CO2: Plan and implement skill-based lessons (Listening, Speaking, Reading, Writing) using inclusive methods.

CO3: Teach Hindi literature, grammar, and aesthetic elements (Rasa, Alankar) with pedagogical relevance.

CO4: Evaluate Hindi textbooks and learning resources using digital and analytical tools.

CO5: Conduct language-based assessments through formative, summative, and ICT-based strategies.

Course Content

Unit I: हिंदी भाषा शिक्षण का सैद्धांतिक परिप्रेक्ष्य (12 घंटे)

- भाषा: परिभाषा, प्रकृति एवं कार्य
- हिंदी भाषा की विशेषताएँ एवं व्याकरणिक संरचना (ध्वनि, वर्ण, शब्द, वाक्य)
- भाषा, विचार और सृजन का संबंध
- हिंदी भाषा का विद्यालयी पाठ्यक्रम में स्थान
- शिक्षा आयोगों एवं समितियों की संस्तुतियाँ
- भाषाई नीति एवं हिंदी शिक्षण में चुनौतियाँ (NEP 2020 के परिप्रेक्ष्य में)

Unit II: भाषा-कौशलों का विकास (LSRW) (12 घंटे)

- सुनना, बोलना, पढ़ना और लिखना – इन कौशलों का शिक्षण
- मौखिक अभिव्यक्ति, पठन और लेखन की विधियाँ
- भाषा दोषों की पहचान एवं समाधान
- समेकित भाषा कौशल विकास हेतु गतिविधियाँ
- मूल्यांकन उपकरण एवं गतिविधियाँ (CCE, SAT, Diagnostic)

Unit III: साहित्य, रस, अलंकार, व्याकरण एवं जनसंचार माध्यमों का शिक्षण (18 घंटे)

क. साहित्य शिक्षण:

- साहित्यिक पाठों का चयन और पाठ योजना
- गद्य-पद्य शिक्षण की विधियाँ (उदाहरण: 'बड़े भाई साहब', 'हरिऔध', 'निराला')
- कविता और गद्य का आस्वादन एवं अर्थ संप्रेषण
- साहित्य और जीवन-मूल्यों का संबंध
- उपन्यास, आत्मकथा, रेखाचित्र, संस्मरण का शिक्षण में प्रयोग (जैसे: 'मुर्दहिया', 'ठाकुरी बाबा', 'माटी की मूरतें')
- **रस का शिक्षण:** रस की परिभाषा, प्रकार, उदाहरण सहित प्रस्तुति और काव्य सौंदर्य में योगदान
- **अलंकार का शिक्षण:** शब्दालंकार एवं अर्थालंकार – प्रकार, उदाहरण एवं शिक्षण तकनीकें

ख. व्याकरण शिक्षण (विस्तारित):

- व्याकरण शिक्षण के उद्देश्य, महत्व और चुनौतियाँ
- व्याकरण शिक्षण की पद्धतियाँ – विवरणात्मक, संरचनात्मक, संप्रेषणात्मक
- महत्वपूर्ण व्याकरण विषयवस्तु:
    - ध्वनि, वर्ण और उच्चारण
    - संज्ञा, सर्वनाम, विशेषण, क्रिया, काल

    - लिंग, वचन, कारक, काल, वाच्य
    - समास, उपसर्ग, प्रत्यय
    - वाक्य रचना, वर्तनी शुद्धि और विराम चिन्ह
    - मुहावरे और लोकोक्तियाँ
- त्रुटि विश्लेषण और सुधार की रणनीतियाँ

ग. जनसंचार माध्यमों का शिक्षण में प्रयोग:

- टीवी, रेडियो, सोशल मीडिया, विज्ञापन आदि का शिक्षण में उपयोग
- ICT एवं डिजिटल टूल्स (DIKSHA, ePathshala, Swayam, YouTube, Canva) का प्रयोग
- रचनात्मक लेखन एवं संवाद कौशल विकास

Unit IV: पाठ्य सामग्री, तकनीकी संसाधन और मूल्यांकन (18 घंटे)

- हिंदी पाठ्यक्रम एवं पाठ्यपुस्तकों का विश्लेषण (NCERT पर आधारित)
- पूरक सामग्री, परियोजनाएँ एवं ई-संसाधनों का प्रयोग
- ICT का समेकन: ई-शिक्षण, ऑनलाइन अभ्यास, क्विज़, पोस्टर
- मूल्यांकन की विधियाँ – SAT, CCE, मौखिक/लिखित परीक्षण, पोर्टफोलियो
- त्रुटि विश्लेषण, उपचारात्मक शिक्षण और फीडबैक प्रणाली

महत्त्वपूर्ण संदर्भ/पाठ्यसामग्री:

- शर्मा, आर. ए. (2005). हिंदी शिक्षण. आर. लाल बुक डिपो
- अग्रवाल, राम (2010). हिंदी भाषा शिक्षण. विनोद पुस्तक मंदिर
- सीमा यादव (2006). हिंदी शिक्षण के सिद्धांत. अन्नमोल प्रकाशन
- राकेश वर्मा (2008). भाषा एवं शिक्षण. स्कॉलरली पब्लिशर्स
- NEP 2020 दस्तावेज़, NCF 2005 और 2023
- NCERT पाठ्यपुस्तकें, शिक्षक निर्देशिका
- DIKSHA, Swayam, ePathshala, NROER, Khan Academy Hindi

निरंतर आंतरिक मूल्यांकन (CIA) सुझाव:

- पाठ योजना निर्माण: कविता, कहानी, व्याकरण पर आधारित
- समूह प्रस्तुति: ICT, जनसंचार माध्यम, मूल्यांकन विधियाँ
- केस स्टडी: भाषा त्रुटियाँ और उपचार
- फील्ड विज़िट चिंतन: हिंदी माध्यम स्कूलों का अवलोकन
- क्विज़: व्याकरण, LSRW और शिक्षण विधियाँ
- रिफ्लेक्टिव जर्नल: अध्यापन अनुभव पर चिंतन

NEP 2020 और हिंदी शिक्षण:

- मातृभाषा में प्रारंभिक शिक्षा के पक्ष में नीति
- बहुभाषिकता का संवर्धन: हिंदी के साथ स्थानीय भाषाओं का समावेश
- जीवनोपयोगी भाषा शिक्षण और संवादात्मक शिक्षा
- डिजिटल शिक्षा के लिए ICT एकीकरण की सिफारिशें
- मूल्य आधारित शिक्षा: समता, सहिष्णुता और संवाद

अधिगम अनुभव (Learning Experience)

- पाठ्यपुस्तक विश्लेषण एवं समालोचना
- कक्षा अवलोकन एवं माइक्रो-टीचिंग
- व्याकरण कार्यशालाएँ और सहपाठी संवाद
- ICT आधारित शिक्षण प्रस्तुतियाँ
- रचनात्मक लेखन गतिविधियाँ और कक्षा संवाद

प्रस्तावित पाठ्यपुस्तकें (Textbooks)

1. Gupta, R., & Goyal, U. (2008). *Prathmik star par shikshak ke karya* (Hindi). Delhi: Shipra.
2. Paal, H., & Sharma, M. (2007). *Pratibhasaliyon ki shiksha* (Hindi). Delhi: Shipra.
3. **अग्रवाल, राम** (2010). *हिंदी भाषा शिक्षण.* विनोद पुस्तक मंदिर

अग्रिम अध्ययन हेतु पुस्तके (Suggested Reading)

1. **सिमा यादव** (2006). *हिंदी शिक्षण के सिद्धांत.* अन्नमोल पब्लिकेशन
2. **राकेश वर्मा** (2008). *भाषा एवं शिक्षण.* स्कॉलरली पब्लिशर्स
3. **NCERT** पाठ्यपुस्तकें एवं शिक्षक-निर्देशिका

ओपन एजुकेशनल रिसोर्सेज (OERs)

1. **DIKSHA Portal**: https://diksha.gov.in
2. **NCERT**: https://ncert.nic.in
3. **NROER**: http://nroer.gov.in
4. **Swayam Portal**: https://swayam.gov.in
5. **ePathshala**: https://epathshala.nic.in
6. **Khan Academy Hindi**: https://hi.khanacademy.org

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and	30 Marks

Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

यह रहा **हिंदी शिक्षण शास्त्र (Pedagogy of Hindi)** विषय के लिए **निरंतर आंतरिक मूल्यांकन (Continuous Internal Assessment**

निरंतर आंतरिक मूल्यांकन (CIA) गतिविधियाँ

कुल मूल्यांकन हेतु विविध श्रेणियाँ – 7 आयामों में प्रत्येक विद्यार्थी को कम-से-कम एक कार्य प्रति श्रेणी में करना अनिवार्य होगा।

परियोजनाएँ (प्रयोगात्मक और अनुभवात्मक अधिगम)

- **स्थानीय भाषा सर्वेक्षण**: विद्यालय या समुदाय में बोले जाने वाले हिंदी के विविध रूपों का अध्ययन
- **कविता पाठ योजना निर्माण**: किसी कक्षा विशेष के लिए रसास्वाद युक्त कविता शिक्षण योजना बनाना
- **बाल कथा निर्माण एवं प्रस्तुति**: विद्यार्थियों हेतु नैतिक शिक्षा से जुड़ी लघु कहानी लिखना और प्रस्तुत करना
- **हिंदी भाषा का मीडिया उपयोग**: सोशल मीडिया या विज्ञापन में प्रयुक्त हिंदी की समीक्षा करना

क्विज़ (संकल्पनात्मक और तात्कालिक मूल्यांकन)

- **व्याकरण आधारित MCQ क्विज़**: ध्वनि, शब्द, वाक्य और वर्ण विचार पर
- **भाषा कौशल मिलान क्विज़**: कौशलों (LSRW) और शिक्षण विधियों को मिलाना
- **पठन-पाठन कौशल त्वरित तथ्य**: उद्देश्य एवं विधियों की पहचान पर आधारित
- **शिक्षण शैलियाँ क्विज़**: शिक्षण तकनीकों और उनके अनुप्रयोग की पहचान

निबंध और असाइनमेंट (विचारपरक लेखन एवं आलोचनात्मक विश्लेषण)

- **लघु निबंध**: "विद्यालयी पाठ्यचर्या में हिंदी भाषा की भूमिका"
- **असाइनमेंट**: हिंदी व्याकरण की शिक्षण योजना बनाकर प्रस्तुत करना
- **पाठ्यपुस्तक समालोचना**: NCERT हिंदी की पाठ्यपुस्तक का एक पाठ समालोचना
- **तुलनात्मक निबंध**: "साहित्यिक और व्याकरणिक शिक्षण के उद्देश्य और रणनीतियाँ"

प्रस्तुतियाँ (शोध एवं संवाद कौशल)

- **समूह प्रस्तुति**: कविता शिक्षण की विधियों पर प्रस्तुति
- **पोस्टर प्रस्तुति**: "हिंदी भाषा और जनसंचार माध्यमों" पर चित्रात्मक प्रस्तुति
- **केस स्टडी प्रस्तुति**: एक छात्र की भाषा-सीखने की कठिनाइयों का अध्ययन और समाधान
- **स्वतंत्र प्रस्तुति**: "21वीं सदी में हिंदी शिक्षण की चुनौतियाँ और समाधान"

भागीदारी (सहयोगात्मक अधिगम और संवाद कौशल)

- **पाठ योजना समीक्षण**: सहपाठियों की पाठ योजनाओं की समीक्षात्मक चर्चा
- **विभाषा प्रतियोगिता**: व्याकरणिक शब्दों की परिभाषाओं पर समूह प्रतियोगिता
- **भूमिका-अभिनय**: भाषा कक्षा में संवाद/प्रवचन आधारित शिक्षण का अभिनय
- **सहभागिता मूल्यांकन**: सहगामी क्रियाओं में भागीदारी – कविता मंच, नाट्य प्रस्तुति, आदि

मामले आधारित अध्ययन (व्यावहारिक अनुप्रयोग एवं विश्लेषण)

- **केस स्टडी 1**: विद्यालय में हिंदी भाषा के उपयोग की वास्तविकता का अध्ययन
- **केस स्टडी 2**: दो छात्रों में भाषा-सीखने के अंतर का विश्लेषण
- **परिस्थितिजन्य विश्लेषण**: कक्षा में भाषा त्रुटि या उच्चारण दोष की स्थिति का समाधान
- **पाठ्यपुस्तक समीक्षा**: एक पाठ में लिंग, जाति या क्षेत्रीय पूर्वग्रहों का विश्लेषण

परावर्तनीय लेखन (स्व-अवलोकन और भावनात्मक बुद्धिमत्ता)

- **साप्ताहिक चिंतन लेखन**: सीखे गए पाठों पर वैयक्तिक विचार
- **सूक्ष्म शिक्षण पर प्रतिक्रिया**: अभ्यास शिक्षण के बाद लेखन
- **फील्ड विज़िट पर चिंतन**: हिंदी माध्यम स्कूल में किए गए अवलोकन पर रिफ्लेक्शन
- **मूल्य आधारित लेखन**: सहिष्णुता, समानता और संवाद पर आधारित गतिविधियों की प्रतिक्रिया

महत्त्वपूर्ण सुझाव:

- प्रत्येक श्रेणी में मूल्यांकन **20 अंकों तक** हो सकता है।
- कुल CIA का वज़न पाठ्यक्रम मूल्यांकन में **30–40% तक** रखा जा सकता है।
- शिक्षकों को इन कार्यों को विद्यार्थियों की **रचनात्मकता, विश्लेषण क्षमता, प्रस्तुति कौशल और भाषिक दक्षता** के आधार पर मूल्यांकित करना चाहिए।

Programme and Course Mapping																			
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													3	3			
CO3				3														2	
CO4							3												
CO5									2										

EDBETS307	PEDAGOGY OF PHYSICAL SCIENCE	L	T	P	C
Version:	1	**3**	**1**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Basic science knowledge and interest				

Course Perspective

This course aims to equip future educators with the knowledge, skills, and mindset required to teach Physical Science in an interdisciplinary, inquiry-based, and learner-centered way. Aligned with the vision of NEP 2020 and SDG 4, it focuses on promoting scientific temper, sustainability, curiosity, and critical thinking in classrooms. Teachers will be prepared to make Physical Science engaging, contextual, and socially relevant, using ICT tools, real-world examples, and practical investigations.

Course Objectives

The course will enable the Learner to:

1. Understand the nature, scope, and interdisciplinary significance of Physical Science in education.
2. Develop pedagogical content knowledge for teaching Physical Science through inquiry and problem-solving.
3. Design inclusive and context-based instructional strategies integrating ICT, experiments, and field-based resources.
4. Utilize digital, laboratory, and real-world tools to facilitate concept construction and scientific thinking.
5. Implement and assess innovative evaluation techniques for process-based and outcome-based learning in Physical Science.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Understand the structure, scope, and societal role of Physical Science in the school curriculum.

CO2: Apply constructivist and inquiry-based approaches to plan engaging and inclusive Physical Science lessons.

CO3: Design and use appropriate learning aids, low-cost experiments, and virtual labs in classroom teaching.

CO4: Integrate ICT tools and real-world problems to develop scientific temper and sustainability awareness.

CO5: Construct and evaluate formative and summative assessments aligned with competencies and SDG themes.

Course Content

Unit I: Foundations of Physical Science and Its Educational Significance (15 Hours)

- Nature, scope, and significance of Physical Science
- Scientific attitude, process skills, and inquiry in science
- Aims and objectives of teaching Physical Science at secondary level (in light of NCF 2005, NCFSE 2023, and NEP 2020)
- Contributions of Indian scientists in physics and chemistry
- Relevance of Physical Science in solving contemporary problems (climate change, energy, environment)
- Science and sustainability: connection to SDGs

Unit II: Pedagogical Approaches and Teaching Strategies (15 Hours)

- Critical analysis of school science curriculum (CBSE, SCERT, NCERT)
- Constructivist and experiential learning approaches in science education
- Teaching methods: Laboratory, Problem-solving, Project, Inquiry-based, Cooperative learning
- Use of concept mapping and visual thinking strategies
- Design of lesson plans using Bloom's Revised Taxonomy
- Integration of local knowledge and indigenous practices in science teaching

Unit III: Learning Resources and Teaching Aids in Physical Science (15 Hours)

- Physical Science laboratory: Design, safety, and management
- Science clubs, science fairs, field trips, and excursions
- Use of textbooks, e-books, open-source simulations (PhET), and virtual labs
- Development and evaluation of TLMs (teaching-learning materials)
- Integration of ICT: Use of digital tools, AR/VR, animations, and YouTube for science learning
- Critical evaluation of NCERT/SCERT textbooks in Physical Science

Unit IV: Assessment, Feedback, and Professional Development (15 Hours)

- Formative, summative, and diagnostic assessments in Physical Science
- CCE (Continuous and Comprehensive Evaluation) strategies
- Use of rubrics, portfolios, and achievement tests for performance evaluation
- Tools for assessing process skills and conceptual understanding
- Open-book and competency-based assessments

- Professional growth: Teacher as a reflective practitioner and action researcher

Learning Experience

Student-teachers will engage in active and experiential learning through group activities, hands-on experiments, microteaching, reflective journaling, and peer feedback. Use of virtual labs, open-ended inquiry, and contextual projects will ensure deep understanding of Physical Science and its relevance to real life and environmental sustainability.

Textbooks

1. Mohan, R. (2015). *Teaching of physical science*. Hyderabad: Neelkamal.
2. Sharma, R.C. (2011). *Modern Science Teaching*. Dhanpat Rai Publications.
3. Mangal, S.K. (2011). *Teaching of Physical Sciences*. PHI Learning Pvt. Ltd.

Suggested Readings

1. NCERT (2005). *National Curriculum Framework*.
2. NCERT (2012). *Pedagogy of Science: Textbook for B.Ed*.
3. UNESCO (2020). *Reimagining our Futures Together: A New Social Contract for Education*.
4. Gupta, V.K. (2013). *Teaching and Learning of Science and Technology*. Kanishka Publications.

Open Educational Resources (OERs)

1. PhET Interactive Simulations: https://phet.colorado.edu/
2. OLabs Virtual Lab Experiments: https://olabs.edu.in/
3. National Repository of Open Educational Resources (NROER): http://nroer.gov.in/
4. DIKSHA Platform: https://diksha.gov.in/
5. UNESCO Open Science Resources: https://unesdoc.unesco.org/

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Continuous Internal Assessment (CIA) — Pedagogy of Physical Science

1. Projects (Application-Based and Experiential Learning)

- **Experiment Design Project**: Develop a low-cost science experiment aligned with a concept from the secondary curriculum using household materials.
- **Sustainable Science Campaign**: Create awareness posters/digital infographics linking Physical Science topics with climate change, energy conservation, or SDG goals.
- **Virtual Lab Review**: Evaluate and report on at least two virtual lab platforms (e.g., OLabs, PhET) for specific topics like light, electricity, or chemical reactions.
- **Science & Society Project**: Analyze the contribution of any Indian scientist and relate it to modern applications in teaching.

2. Quizzes (Conceptual and Diagnostic)

- **MCQ Quiz**: On concepts of teaching methods (constructivism, inquiry, problem-solving).
- **Practical Science Quiz**: Identify real-life examples of physical science laws (e.g., Newton's laws, Ohm's law).
- **Tech Integration Quiz**: Identify suitable ICT tools for different science topics.
- **Evaluation Quiz**: Based on tools, techniques, and taxonomy for science assessment.

3. Assignments & Essays (Critical Thinking & Writing)

- **Essay**: "Relevance of Physical Science in Addressing Climate Change and Sustainability."
- **Assignment**: Compare NCERT science textbooks for Class IX and X—evaluate pedagogical and conceptual representation.
- **Concept Map Assignment**: Prepare a detailed concept map on 'Energy' or 'Matter'.
- **Short Paper**: Reflect on a science teaching experience (real/virtual) and analyze its effectiveness.

4. Presentations (Communication & Research Skills)

- **Group Presentation**: On different methods of teaching Physical Science (e.g., inquiry-based, project method).
- **Poster Presentation**: On the integration of SDGs in Physical Science teaching.
- **Solo Presentation**: Design and present a digital lesson plan using ICT for a specific science topic.
- **Demonstration**: Simulate a lab experiment or science demonstration using locally available materials.

5. Participation (Collaborative Learning & Peer Review)

- **Peer Feedback Round**: Review and provide structured feedback on peer lesson plans using rubrics.
- **Discussion Forums**: On how to adapt science experiments for students with limited lab access.

- **Debate**: "Is virtual lab a substitute for real lab in school science?"
- **Group Activity**: Co-create a Science Club activity plan that promotes inquiry and sustainability.

6. Case Studies (Analysis & Application)

- **Lab Observation Case**: Visit or observe (virtually) a science lab and analyze its management, accessibility, and inclusivity.
- **Curriculum Case Study**: Critically review a school's science curriculum for its relevance, flexibility, and SDG alignment.
- **Pedagogical Analysis**: Observe and analyze a science class using constructivist principles.
- **Simulation Case**: Analyze the role of virtual simulations in helping students understand abstract Physical Science concepts.

7. Reflective Journals (Self-Awareness & Growth as Educator)

- **Weekly Reflections**: On concepts, teaching methods, and digital tools discussed in class.
- **Observation Reflection**: Reflect on peer microteaching or school-based teaching observation.
- **Lesson Reflection**: After preparing and simulating a lesson, reflect on what worked, what didn't, and why.
- **Science & Values Journal**: Explore how teaching science can foster values like inquiry, truth, responsibility, and sustainability.

Programme and Course Mapping

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					2											2			
CO4						3													
CO5									3										

EDBETS308	PEDAGOGY OF COMMERCE	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Basic knowledge of commerce subjects				

Course Perspective

This course aims to prepare commerce educators equipped with 21st-century skills, entrepreneurial mindset, and digital proficiency to cater to the evolving needs of commerce education. Emphasizing critical thinking, financial literacy, ethical reasoning, and interdisciplinary pedagogy, the course helps teacher trainees design inclusive and innovative learning experiences rooted in real-world business scenarios. It integrates recommendations of NEP 2020 and Sustainable Development Goals (SDG 4, 8, 12) while emphasizing self-reliant, skill-based and socially responsible commerce education.

Course Objectives

The course will enable the Learner to:

1. Understand the interdisciplinary nature and educational significance of commerce in school curriculum.
2. Develop competency in planning, transacting, and reflecting on commerce-based lessons using modern pedagogical frameworks.
3. Integrate real-world business applications and case studies in classroom teaching to foster financial literacy and entrepreneurial thinking.
4. Utilize digital tools, ICT platforms, and commerce-specific resources to create engaging learning environments.
5. Design and implement innovative assessment tools aligned with learning outcomes and NEP 2020 goals.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Demonstrate comprehensive knowledge of commerce education and its interdisciplinary linkages.

CO2: Create and deliver outcome-based, constructivist lesson plans using contemporary business scenarios.

CO3: Design and apply context-relevant teaching materials and ICT tools for commerce education.

CO4: Implement innovative and reflective pedagogical strategies informed by NEP 2020 and SDG frameworks.

CO5: Develop, apply, and evaluate learner-centered assessments using varied diagnostic and performance-based techniques.

Course Content

Unit I: Foundations and Scope of Commerce Education (15 Contact Hours)

- Nature and scope of commerce as an interdisciplinary subject
- Evolution of commerce education in school curriculum
- Commerce education and its link to economics, accountancy, business studies, entrepreneurship
- Aims and objectives of commerce teaching at the senior secondary level (as per NCF 2005 & NEP 2020)
- Needs, aspirations, and challenges of commerce learners
- Role of commerce education in promoting financial literacy and entrepreneurial thinking

Unit II: Pedagogical Planning and Teaching Strategies (15 Contact Hours)

- Pedagogical analysis of commerce topics (Accounting, Business Studies, Economics)
- Microteaching skills in commerce: questioning, explanation, blackboard writing
- Lesson planning formats based on Bloom's Revised Taxonomy
- Constructivist, case-based, and flipped classroom approaches in commerce
- Use of simulation, role-play, and problem-solving methods
- Integration of real-time business examples in classroom practice

Unit III: Teaching-Learning Materials and Digital Resources (15 Contact Hours)

- Principles and design of commerce curriculum
- Selection and evaluation of textbooks and reference books
- Teaching resources: business forms, invoices, reports, advertisements
- ICT-enabled pedagogy: blogs, e-commerce websites, accounting software, ed-tech platforms (Tally, Zoho, etc.)
- Organizing commerce exhibitions, debates, and mock trading events
- Entrepreneurship clubs and commerce labs in schools

Unit IV: Assessment, Evaluation, and Reflective Practice (15 Contact Hours)

- Purpose and types of assessment: formative, summative, diagnostic
- Continuous and Comprehensive Evaluation (CCE) in commerce
- Use of rubrics, rating scales, question banks, portfolio-based assessments
- Designing test items: MCQs, case-based questions, open-book tasks
- Reflective teaching and professional development for commerce educators
- Innovative evaluation approaches: peer review, journaling, business simulation feedback

Textbooks

1. Singh, Y. K. (2018). *Teaching of commerce*. Delhi: APH.

2. Siddiqui, M.H. (2008). *Teaching of Commerce*. New Delhi: APH Publishing.
3. Aggarwal, J.C. (2005). *Teaching of Commerce: A Practical Approach*. Vinod Pustak Mandir.
4. Taneja, V.R. (2000). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

Advanced Readings & OER

1. **NEP 2020** – Ministry of Education, Govt. of India
2. **NCERT Commerce Textbooks** (XI–XII) – ncert.nic.in
3. **CBSE Learning Resources** – cbseacademic.nic.in
4. **Digital Financial Literacy Modules** – https://www.dflpindia.org
5. **Investopedia** – https://www.investopedia.com
6. **Tally Education** – https://www.tallyeducation.com

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Continuous Internal Assessment (CIA) Activities

1. Projects (Application-Based and Experiential Learning)

- **Digital Finance Literacy Project**: Design a student-centric awareness campaign or brochure on UPI, digital wallets, or online banking.
- **Commerce Club Blueprint**: Create a proposal for a school-level commerce/entrepreneurship club with sample activities.
- **Start-Up Simulation**: Design a mini business plan (product idea, logo, pricing, and basic cost structure).
- **Business in the Local Community**: Conduct a field visit to a local business and report on its operations and challenges.

2. Quizzes (Conceptual and Pedagogical Recall)

- **MCQ Quiz**: On objectives of teaching commerce, Bloom's taxonomy, micro-teaching, and NCF 2005/NEP 2020 principles.
- **Terminology Quiz**: Define key commerce terms (invoice, ledger, turnover, capital, e-commerce, etc.).
- **Match-the-Pairs**: Match pedagogical strategies (e.g., case study, role-play) with suitable commerce topics.

3. Assignments and Essays (Critical Thinking and Writing)

- **Essay**: "Role of Commerce Education in Promoting Financial Literacy and Entrepreneurship."
- **Assignment**: Review and critically analyze the NCERT Class XI/XII Commerce curriculum from an inclusive and interdisciplinary lens.
- **Reflection Paper**: Write about your experience in teaching a mock commerce lesson or designing TLMs.
- **Curriculum Mapping**: Compare CBSE/ICSE commerce syllabi and suggest reforms aligned with NEP 2020.

4. Presentations (Communication and Research Skills)

- **Group Presentation**: On teaching strategies like simulation, e-learning, or flipped classroom in commerce education.
- **Case Study Presentation**: Analyze a current business event (e.g., startup success or corporate fraud) for classroom integration.
- **Poster/Infographic**: Create a visual representation of the principles of business ethics or GST structure.

5. Participation (Engagement and Collaboration)

- **Role Play**: Enact a classroom activity simulating a banking environment or shopkeeper-consumer interaction.
- **Peer Lesson Planning**: Collaboratively design and critique sample lesson plans on topics like marketing, balance sheets, etc.
- **Debate**: "Should school-level commerce education be skill-based rather than theory-heavy?"

6. Case Studies (Practical Application and Insight)

- **Case Study Analysis**: Study a commerce classroom (virtual or physical) and identify teaching-learning material used.
- **Situational Analysis**: Given a problematic student response or classroom situation, suggest an intervention plan.
- **Commerce in Action**: Observe how a local business uses promotional tools and translate it into classroom discussion material.

7. Reflective Journals (Teaching Insight and Self-Awareness)

- **Weekly Reflections**: On pedagogy concepts discussed and how you would implement them in a commerce class.
- **Lesson Plan Reflection**: Reflect after delivering a micro-lesson or mock teaching session.
- **Field Engagement Reflection**: Reflect on a commerce-related field visit or project (e.g., observing local markets, analyzing budget news).

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1		3													2				
CO2	3													3					
CO3				3													3		
CO4						2													
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBETS310	PEDAGOGY OF SOCIAL SCIENCE	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Basic understanding of social science				

Course Perspective

This course prepares future educators to view social sciences as a dynamic, interdisciplinary, and inquiry-driven domain essential for responsible citizenship and democratic values. It aligns with the transformative goals of NEP 2020, SDG 4 (Quality Education), and SDG 16 (Peace, Justice, and Strong Institutions) by promoting critical thinking, civic engagement, and social justice. The course integrates innovative pedagogies, contextualized learning, ICT use, and real-world case studies to help student-teachers cultivate reflective and inclusive classrooms.

Course Objectives

The course will enable the Learner to:

1. Understand the scope, structure, and interdisciplinary nature of Social Science as a school subject.
2. Explore curriculum objectives, pedagogical principles, and NEP 2020-aligned frameworks in social science education.
3. Apply constructivist and inquiry-based methods to create engaging, inclusive learning experiences.
4. Integrate technology, community resources, and experiential tools into teaching social science.
5. Develop assessment strategies to evaluate learners' understanding of social, political, economic, and civic issues.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Describe the interdisciplinary nature and educational aims of social science education.

CO2: Analyze and reflect on curriculum frameworks, learning goals, and challenges in social science teaching.

CO3: Employ inclusive and critical pedagogical strategies that promote democratic values and civic engagement.

CO4: Create and use ICT-based, experiential, and field-oriented teaching materials.

CO5: Design formative and summative assessment tools that capture both conceptual understanding and social awareness.

Course Content

Unit I: Foundations of Social Science Education ***(15 Hours)***

- Nature and scope of social science disciplines: History, Geography, Economics, Political Science
- Aims and objectives of social science education (NCF 2005, NCFSE 2023, NEP 2020)
- Social Science vs Social Studies: Conceptual differences and overlap
- Social science as a tool for democratic participation and civic awareness
- Challenges in curriculum integration and transacting controversial issues

Unit II: Pedagogical Approaches and Strategies ***(15 Hours)***

- Teaching-learning strategies: Storytelling, discussion, inquiry, project-based learning
- Interdisciplinary and constructivist approaches
- Using drama, role-play, and simulations
- Field-based learning: visits, surveys, interviews
- Designing lesson plans and unit plans
- Action Research in social science classrooms

Unit III: Instructional Resources and Professional Identity ***(15 Hours)***

- Designing and using Teaching Learning Materials (TLMs): models, timelines, charts, maps
- ICT tools and Open Educational Resources (OER) in social sciences
- Establishing and managing a Social Science Resource Room
- Teacher identity and ideology: developing reflective and research-oriented mindsets
- Role of social science clubs and exhibitions in community-based learning

Unit IV: Assessment and Evaluation in Social Sciences ***(15 Hours)***

- Purpose and principles of assessment in social sciences
- Formative and summative assessment strategies: CCE, rubrics, portfolio
- Achievement test construction, grading, and analysis
- Diagnostic testing and remedial feedback
- Assessing integrated understanding, values, and skills
- NEP 2020 and NCFSE 2023 on assessment reforms

Test Books

1. NCERT. (2017). *Politics in India since independence: Textbook in political science for class XII*. Delhi: NCERT.
2. Aggarwal, J. C. (2016). *Teaching of social studies: A practical approach*. Noida: Vikas.
3. George, A. M. (2009). *Teaching social science in schools*. New Delhi: Sage.

Suggested Readings

4. NCERT (2005). *Position Paper on Teaching of Social Science* – National Curriculum Framework
5. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage
6. Kochhar, S.K. (2016). *Teaching of Social Studies*. Sterling Publishers
7. NCERT Textbooks (Grades VI-X) – History, Civics, Geography
8. Binning & Binning (1952). *Teaching of Social Studies in Secondary Schools*. McGraw Hill

Open Educational Resources (OER)

1. **DIKSHA Portal:** https://diksha.gov.in
2. **Swayam:** https://swayam.gov.in
3. **e-PG Pathshala (Social Science modules)**: https://epgp.inflibnet.ac.in
4. **UNESCO Digital Library (Social Science Education)**
5. **NCERT e-Resources:** https://ncert.nic.in

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Continuous Internal Evaluation (CIE)

1. Projects (Application-Based and Experiential Learning)

- **Local Community Mapping**: Map a local area's resources or social issues (e.g., education, sanitation, women's empowerment) and design a classroom activity around it.
- **Interdisciplinary Lesson Plan**: Create a lesson integrating History, Geography, Civics, and Economics on themes like sustainability, migration, or government structure.
- **Design a Heritage Trail Activity**: Identify and research heritage sites near the school and create an educational trail with tasks for students.

- **Social Justice Wall**: Develop a physical/digital wall of newspaper clippings, data, laws, and student reflections on topics like inequality, democracy, or environmental justice.

2. Quizzes (Formative and Conceptual)

- **Concept Mapping Quiz**: Match social science disciplines with appropriate pedagogical approaches (e.g., inquiry, role-play, case study).
- **Quick MCQs**: Based on NCERT textbook content (Classes VI–X) and social science teaching methods.
- **Terminology Quiz**: Define and distinguish key terms like federalism, nationalism, human rights, and secularism.
- **Assessment Tools Quiz**: Identify tools used in formative, summative, and diagnostic assessments in social science.

3. Assignments and Essays (Critical Thinking & Writing)

- **Short Essay**: *"How Does Social Science Foster Democratic Thinking in School Education?"*
- **Curriculum Analysis Assignment**: Analyze NCERT social science textbooks for inclusive language, interdisciplinary links, and representation of marginalized groups.
- **Reflection Paper**: Write a critique of the hidden curriculum in a chosen textbook or lesson.
- **Comparative Essay**: Compare traditional lecture-based pedagogy with constructivist approaches in teaching Geography or History.

4. Presentations (Communication & Research Skills)

- **Group Presentation**: Demonstrate teaching of a topic using storytelling, map work, or dramatization.
- **Poster or Infographic**: Visual representation of current social or economic issue using data and visuals.
- **Case Study Presentation**: Present findings from a study of civic action or governance (e.g., RTI, Panchayat functioning).
- **Solo Presentation**: *"Role of the Social Science Teacher in Nation Building"* – highlighting 21st-century competencies.

5. Participation (Collaborative Engagement)

- **Peer Feedback Exercise**: Review and assess lesson plans created by peers using a shared rubric.
- **Debate**: *"Should Social Science Be Taught as an Integrated Subject or as Distinct Disciplines?"*
- **Role Play Activity**: Perform an interactive classroom scenario using inquiry, simulation, or debate.
- **Simulation Exercise**: Conduct a mock Parliament, civic hearing, or school election.

6. Case Studies (Application & Analysis)

- **School Field Visit Case Study**: Observe how social science is being taught; evaluate methods and inclusivity.
- **Material Audit**: Analyze teaching aids, visual charts, or maps used in a school for accessibility and content accuracy.
- **Situational Case Response**: Respond to a classroom dilemma (e.g., communal bias in textbook content) with proposed teaching strategies.
- **Textbook Representation Review**: Evaluate textbooks for gender, caste, and cultural inclusivity.

7. Reflective Journals (Self-Awareness & Teaching Insight)

- **Weekly Reflections**: Record insights from classroom discussions, teaching demonstrations, or textbook critiques.
- **Critical Journal Entry**: Reflect on the experience of microteaching or peer observation.
- **Field Visit Reflection**: Document learnings from visits to local historical sites, NGOs, or civic institutions.
- **Civic Values Reflection**: Describe how classroom practices promote democracy, empathy, justice, and tolerance

Programme and Course Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3													30					
CO2				3											2				
CO3						3												2	
CO4								2											
CO5									3										

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

EDBETS312	PEDAGOGY OF BIOLOGICAL SCIENCE	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites	Basic knowledge of biological science				

Course Perspective

This course equips future educators to effectively teach Biological Science as a dynamic, inquiry-based subject essential for sustainable living and global health. Aligned with NEP 2020 and SDG 4, the course prepares student-teachers to design learner-centered, technology-integrated, and interdisciplinary instructional strategies. It fosters scientific temper, ecological consciousness, and ethics-driven practice, enabling educators to relate biological knowledge with real-life applications and 21st-century challenges, including environmental degradation, biotechnology, and health awareness.

Course Objectives

The course will enable the Learner to:

1. Understand the nature, evolution, and interdisciplinary relevance of Biological Science in school education.
2. Apply constructivist, inquiry-based, and experiential learning approaches to biology teaching.
3. Integrate ICT tools, models, and real-life contexts in designing inclusive and engaging biology lessons.
4. Use varied assessment strategies to evaluate learner outcomes, competencies, and scientific temper.
5. Promote ecological consciousness, ethical thinking, and sustainability in science classrooms.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain the structure, purpose, and interdisciplinary linkages of biological science.

CO2: Implement effective pedagogical strategies for teaching biology using inquiry and constructivist methods.

CO3: Create ICT-enabled, inclusive lesson plans that promote hands-on and reflective learning.

CO4: Design and apply assessments aligned with CCE and competency-based frameworks.

CO5: Integrate real-world biological issues, ethics, and sustainability into classroom instruction.

Course Content

Unit I: Foundations and Curriculum of Biological Science ***(15 Hours)***

- Meaning, nature, and evolution of Biological Science as a discipline
- Scope and relevance of teaching biology in secondary schools
- Interdisciplinary linkages: Health education, EVS, Chemistry, Agriculture
- Scientific temper and biology for sustainable living
- Aims and objectives of teaching biology in light of NCF 2005, NEP 2020
- Framing learning outcomes using Revised Bloom's Taxonomy

Unit II: Pedagogical Approaches and Lesson Planning ***(15 Hours)***

- Activity-based learning, inquiry method, constructivist approach
- Laboratory method, project method, and experiential learning
- Cooperative and peer-assisted learning, team teaching
- Concept mapping for deeper conceptual understanding
- Designing stage-appropriate unit and lesson plans
- Inclusive strategies and integration of UDL (Universal Design for Learning)

Unit III: Teaching-Learning Resources and Technology Integration ***(15 Hours)***

- Organization and management of biology laboratories
- Use of models, real specimens, charts, and virtual simulations
- Field visits: ecological parks, museums, botanical/zoological gardens

- Application of ICT, virtual labs, digital games, and AR tools in biology
- Developing age-appropriate teaching-learning material
- Local and indigenous knowledge systems in biology

Unit IV: Assessment and Evaluation in Biological Science *(15 Hours)*

- Principles and types of assessment: formative, summative, diagnostic
- Tools and techniques: observation, rubrics, oral tests, portfolios
- Preparation of class-based assessment tasks and achievement tests
- CCE and competency-based evaluation in biology
- Constructing assessments to promote higher-order thinking
- Feedback and remediation in science learning

Learning Experience

Student-teachers will explore and apply pedagogical theories through hands-on teaching practice, virtual lab work, concept modeling, and curriculum mapping. Activities include collaborative lesson planning, field observations, designing assessment rubrics, and reflective journaling on teaching-learning processes. Use of open digital platforms, simulations, and biological data analysis tools will be encouraged to ensure critical engagement with real-life problems and foster digital pedagogical fluency.

Textbooks

1. NCERT. (2017). *Biology: Textbook for class XII*. Delhi: NCERT.
2. Mangal, S.K. (2005). *Teaching of Biological Science*. Arya Book Depot.
3. Sharma, R.C. (2002). *Modern Science Teaching*. Dhanpat Rai Publishing.
4. NCERT (2005). *Position Paper on Science Education*. New Delhi.

Suggested Readings

1. National Education Policy 2020 – Ministry of Education, Government of India
2. NCFSE 2023 (Draft) – NCERT
3. UNESCO. (2022). *Education for Sustainable Development: A Roadmap*.
4. Mintzes, J.J., Wandersee, J.H., Novak, J.D. (2000). *Teaching Science for Understanding*.

Open Educational Resources (OER)

1. NCERT Science Position Paper

2. UNESCO Science Pedagogy Toolkit
3. OLabs Biology Virtual Labs
4. DIKSHA Biology Assessments

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Programme and Course Mapping																			
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							2												
CO5									3										

EDBETS313	PEDAGOGY OF COMPUTER SCIENCE	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ **Co-Requisites**	Basic computer literacy and logic				

Course Perspective

This course is designed to equip student-teachers with the knowledge, skills, and pedagogical strategies required to teach Computer Science effectively at the school level. In a world driven by artificial intelligence, data, coding, and digital transformation, the teaching of Computer Science must shift from rote instruction to experiential, inquiry-based learning. Aligned with NEP 2020 and SDG 4, this course empowers future educators to foster computational thinking, digital literacy, problem-solving, and creative collaboration through technology-enhanced pedagogy. It also encourages integration with other disciplines and real-world applications of computing to enhance 21st-century learning.

Course Objectives

The course will enable the Learner to:

1. Develop a foundational understanding of Computer Science as a discipline and school subject.
2. Equip student-teachers with pedagogical strategies for teaching computational concepts, AI, and digital literacy.
3. Enable integration of ICT tools, coding platforms, and instructional design in lesson planning.
4. Promote competency-based and adaptive assessment methods using digital environments.
5. Foster reflective and ethical use of technology in teaching-learning processes.

Course Outcomes:

After completion of the course, the learner will be able to:

CO1: Explain the structure, relevance, and interdisciplinary nature of Computer Science in school education.

CO2: Use learner-centered, inquiry-based pedagogies to teach computational thinking and coding effectively.

CO3: Create multimedia-rich, interactive lesson plans using digital tools and platforms.

CO4: Apply modern digital and AI-enabled tools to assess student learning and provide feedback.

CO5: Demonstrate awareness of ethical, safe, and inclusive digital practices in the classroom.

Course Content

Unit I: Foundations of Computer Science Education ***(15 Hours)***

- Nature, history, and evolution of Computer Science as a school subject
- Scope and interdisciplinary linkages: Mathematics, Science, Social Science, AI, Robotics
- Aims and objectives of teaching Computer Science in light of NEP 2020 and NCFSE 2023
- Role of ICT, coding, and data literacy in 21st-century school curriculum
- Ethical use of technology and introduction to cyber safety and netiquette

Unit II: Pedagogical Methods, Strategies, and Digital Integration ***(15 Hours)***

- Methods: Lecture-demonstration, lab method, project method, inquiry-based learning
- Advanced strategies: CAI (Computer-Assisted Instruction), flipped classroom, blended learning, mobile learning, web-based learning
- Team teaching, cooperative learning, peer learning, coding clubs
- Use of simulations, educational software, LMS, and AI tutors in classroom teaching
- Gamification and app-based micro-learning platforms (e.g., Scratch, Tynker, Google CS First)

Unit III: Instructional Planning and Resource Design ***(15 Hours)***

- Bloom's Taxonomy and revised learning objectives for CS education
- Developing digital lesson plans: structured, blended, and exploratory models

- Designing e-content, multimedia presentations, infographics, quizzes
- Establishment and management of a Computer Science Laboratory
- Evaluation and review of computer textbooks and e-books
- Introduction to instructional design tools: Canva, H5P, Powtoon, etc.

Unit IV: Assessment and Evaluation in Computer Science *(15 Hours)*

- Types of assessment: diagnostic, formative, summative, project-based
- Construction of digital question banks and performance rubrics
- Continuous and comprehensive evaluation (CCE) in computer education
- Use of LMS platforms (Moodle, Google Classroom) for tracking learning outcomes
- Introduction to AI-based adaptive assessment tools and real-time feedback apps
- Academic integrity, plagiarism checks, and responsible use of generative AI in assessments

Learning Experience

This course uses hands-on, inquiry-based, and tech-integrated pedagogies. Student-teachers will engage in microteaching, create digital instructional materials, explore coding platforms, and simulate tech-rich lessons. They will critically analyze current syllabi and textbooks, and practice online assessments using educational software. Reflective practices will be encouraged through self-assessment and peer feedback, promoting lifelong learning and innovation in tech-enabled classrooms.

Textbooks

1. Agarwal, R., & Husain, N. (2013). *Encyclopedia of educational technology and ICT: Intelligent tutoring system* (Vol. V). Delhi: Anshah.
2. Saxena, S. (2009). Teaching Computer Science. Surya Publications
3. Sharma, R.A. (2010). Teaching of Information Technology. R. Lall Book Depot
4. NCERT (2020). ICT Curriculum for Schools

Suggested Readings

1. Papert, S. (1980). Mindstorms: Children, Computers, and Powerful Ideas
2. UNESCO (2022). Guidelines for ICT in Education
3. NCTE (2021). Framework for Digital Pedagogy in Teacher Education
4. MHRD (2020). National Education Policy 2020

Open Educational Resources (OER)

1. ICT Curriculum by NCERT
2. CS Unplugged Activities
3. Google CS First
4. DIKSHA Assessment Tools

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Digital Lesson Plan Creation**: Design a lesson plan using ICT tools such as Google Slides, Canva, or MS PowerPoint integrating multimedia elements for a secondary-level Computer Science topic.
- **Virtual Classroom Simulation**: Conduct a demo using Google Classroom, Microsoft Teams, or Moodle to simulate a computer science class.
- **Interactive Coding Tutorial**: Design a basic tutorial on Scratch or Python and create a video or screen recording explaining its teaching methodology.
- **Computer Lab Setup Plan**: Draft a proposal for setting up a basic computer lab for a rural or budget-constrained school, including layout, equipment, and safety measures.

2. Quizzes

- **MCQ Quiz** on key Computer Science pedagogy methods and terminologies.

- **Concept Matching Activity**: Match teaching strategies (e.g., CAI, flipped classroom) with their definitions or examples.
- **Terminology Crossword**: Create or solve a crossword on computer hardware, software, and educational technology terms.
- **Quick Code Challenge**: Identify errors in basic code snippets (Python, Scratch, HTML) or predict output.

3. Assignments and Essays

- **Short Essay**: "Challenges of Teaching Computer Science in Rural Schools"
- **Assignment**: Review any two secondary-level Computer Science textbooks (CBSE/State Board) and evaluate their pedagogical effectiveness.
- **Essay**: "The Role of Teachers in Promoting Ethical and Safe Use of the Internet in Schools"
- **Analytical Write-up**: Compare three digital platforms (e.g., DIKSHA, Khan Academy, Code.org) for their applicability in Indian classrooms.

4. Presentations

- **Solo Presentation**: "Pedagogical Innovations in Computer Science Education: A Global Perspective"
- **Group Presentation**: "AI and the Future of Teaching: Preparing Digital Natives for Tomorrow"
- **Poster Presentation**: "Digital Citizenship for School Students"
- **Infographic Presentation**: Create a visual timeline of the evolution of computer education in India.

5. Participation

- **Peer Review**: Evaluate and provide feedback on each other's lesson plans or digital presentations.
- **Think-Pair-Share**: Discuss the role of AI in assessment and curriculum design.
- **Microteaching Simulation**: Teach a short CS topic (e.g., loops, conditional statements) to peers.
- **Live Discussion**: Participate in a roundtable on "Balancing screen time and coding in schools."

6. Case Studies

- **Case Analysis**: Study and report on the implementation of Computer Science education in a government school.
- **Technology Audit**: Visit a local school and assess ICT infrastructure and teacher preparedness.
- **Case Review**: Analyze the cyber security policies followed by schools and recommend improvements.

7. Reflective Journals

- **Weekly Reflection**: On new digital tools explored during the week.
- **Reflection Prompt**: "What challenges do I foresee in teaching CS to diverse learners, and how will I address them?"

- **Integration Reflection**: Reflect on how ICT enhances inclusivity in teaching.
- **Observation Journal**: After observing a digital classroom or YouTube lesson, write a reflection on the effectiveness of the pedagogical approach.

Programme and Course Mapping																			
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				2														2	
CO4								3											
CO5						3													
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBETS314	PEDAGOGY OF HOME SCIENCE	L	T	P	C
Version:	1	**4**	**0**	**0**	**4**
Category of Course	Theory				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites	**Basic understanding of life sciences**				

Course Perspective

This course equips future educators with the skills, knowledge, and mindset to teach Home Science as an interdisciplinary, life-oriented, and socially relevant subject. Drawing on the NEP 2020 vision, SDG 4 (Quality Education) and SDG 12 (Responsible Consumption and Production), the course encourages reflective practice, integration of digital tools, and a deep engagement with sustainable living and life skills. The curriculum focuses on meaningful experiential learning, inquiry-based pedagogy, and community-centric practices relevant to diverse learners and school settings.

Course Objectives

The course will enable the Learner to:

1. Develop a holistic understanding of Home Science as an interdisciplinary and applied subject.
2. Familiarize student-teachers with learner-centric, constructivist, and experiential pedagogical strategies.
3. Equip learners to design inclusive, gender-sensitive, and sustainability-integrated instructional resources.
4. Promote reflective practices, curriculum critique, and innovative classroom engagements.
5. Encourage action research, community-based learning, and the integration of digital tools in Home Science education.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze the interdisciplinary and societal relevance of Home Science in contemporary contexts.

CO2: Apply constructivist and experiential methods to teach life-oriented concepts effectively.

CO3: Develop skill-based, inclusive, and sustainable lesson and unit plans in Home Science.

CO4: Create, adapt, and evaluate innovative teaching-learning materials for diverse school contexts.

CO5: Critically assess curriculum content and contribute to sustainable and socially responsible Home Science education.

Course Content

Unit I: Foundations of Home Science Education ***(15 Hours)***

- Nature, scope, and evolution of Home Science as an applied science and art
- Interdisciplinary linkages with biology, chemistry, sociology, economics, and environmental studies
- Aims and objectives of teaching Home Science at the secondary level
- Instructional objectives in behavioral terms (Bloom's revised taxonomy, RCEM, and Magers approach)
- Principles of curriculum construction and analysis of Home Science curriculum (CBSE/State Board)
- Gender sensitivity and life skills through Home Science education

Unit II: Pedagogical Approaches and Teaching Strategies ***(12 Hours)***

- Methods: Lecture-cum-demonstration, laboratory, discussion, problem-solving, field-based inquiry
- Contemporary approaches: Constructivism, experiential learning, co-operative learning, flipped classroom
- Pedagogical analysis of selected topics:
    - Nutrition and balanced diet
    - Textile care and fabric science
    - Art and aesthetics in interior design
    - Family budgeting and consumer awareness
    - Home management and time organization
- Integration of art, sustainability, and well-being in lesson content

Unit III: Instructional Planning and Resource Development *(15 Hours)*

- Teaching-learning materials: Real objects, digital media, OER, e-textbooks, multimedia aids
- Home Science lab: Setup, safety, maintenance, sustainability practices
- Lesson and unit planning: Herbartian and constructivist models
- Co-curricular activities: Organizing exhibitions, food festivals, school nutrition day, sustainable clothing drive
- Resource mobilization: Community involvement and inter-school collaborations
- Reflection and documentation: Teaching diaries, reflective journals, and project-based documentation

Unit IV: Innovation, Evaluation and Professional Growth *(18 Hours)*

- Assessment: Formative, summative, diagnostic and performance-based tools
- Development of rubrics, peer and self-assessment in practical tasks
- Criteria for evaluating textbooks and teaching materials
- Recent advancements in Home Science: AI integration, virtual labs, eco-pedagogies
- Environmental education, climate change and sustainable household practices
- Teacher as researcher, facilitator, and lifelong learner
- Capacity building, action research, and community outreach

Learning Experience

This course is driven by practical engagement, participatory learning, and critical reflection. Activities include lesson demonstrations, lab simulations, design of sustainable practices, and action-based fieldwork. Teachers-in-training will also explore curriculum integration, policy implications (NEP 2020), and inclusive pedagogical strategies through community interactions and use of digital platforms.

Textbooks

1. Shrivastava, D. N. (2016). *Grah vigyan shikshan*. Agra
2. Sharma, B.L. & Saxena, B.M. (2012). *Teaching of Home Science*. R. Lall Book Depot, Meerut.
3. Yadav, Seema. (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.

Suggested Readings

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

2. Mago, Neelam. *Teaching of Home Science*. Tandon Publications, Ludhiana.
3. NCERT (2005). *Position Paper on Work and Education*. National Focus Group.
4. UNESCO (2020). *Education for Sustainable Development: A Roadmap*.

Open Educational Resources (OER)

1. DIKSHA: https://diksha.gov.in
2. NROER: http://nroer.gov.in
3. e-PG Pathshala: https://epgp.inflibnet.ac.in/
4. FAO Food and Nutrition resources: https://www.fao.org/nutrition
5. SWAYAM Home Science Modules: https://swayam.gov.in

Evaluation Scheme

Evaluation Components	**Weightage**
Internal Marks (Theory)	
I) Continuous Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
II) Mid-Term Exam	20 Marks
External Marks (Theory)	
End Term Examination	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Project on Sustainable Kitchen Management**: Design a kitchen model incorporating energy-saving practices, organic food habits, and zero waste.
- **Home Science Lab Audit**: Evaluate the layout, equipment, and eco-sustainability of a Home Science laboratory and suggest improvements.

- **Nutrition Survey**: Conduct a survey on dietary habits of schoolchildren and suggest a week's balanced meal plan.
- **Model Preparation**: Prepare a life skills module integrating Home Science concepts for adolescent learners.

2. Quizzes

- **MCQ Quiz** on curriculum analysis, aims and objectives of teaching Home Science.
- **Terminology Match**: Match essential concepts (e.g., sanitation, interior décor principles, budgeting) with real-world applications.
- **Conceptual Quiz** on instructional aids, lesson planning, and sustainable practices.

3. Assignments and Essays

- **Essay**: "Role of Home Science in Promoting Sustainable Lifestyles and Climate Consciousness."
- **Assignment**: Critical review of the secondary school Home Science syllabus with reference to NEP 2020 and SDG 12.
- **Report Writing**: Comparative analysis of two Home Science textbooks based on gender sensitivity and practical relevance.

4. Presentations

- **Group Presentation**: Plan and present a mini-exhibition on "Waste to Wealth" using home-based materials.
- **Individual Presentation**: Innovative teaching-learning materials (TLMs) for teaching food science or fabric care.
- **Poster Presentation**: Create a conceptual map of interdisciplinary linkages of Home Science.

5. Participation

- **Active Role** in student-led seminars on nutrition, textiles, home budgeting, or family welfare.
- **Peer Teaching**: Demonstrate a mini-lesson using a selected pedagogy method.
- **Think-Pair-Share**: Classroom discussions on Home Science and gender roles or sustainability.

6. Case Studies

- **Case Study** on a school Home Science department: infrastructure, co-curricular engagement, and student feedback.
- **Media Case Analysis**: Study media portrayals of home-based roles and critique their alignment with Home Science values.

7. Reflective Journals

- **Weekly Journal**: Document insights from lesson demonstrations, peer interactions, and co-curricular engagements.
- **Reflection Prompt**: "How has my perception of Home Science evolved through the lens of social justice and sustainability?"

Programme and Course Mapping

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												
CO5									3										

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

Optional Course

EDBEOC315	Montessori Education	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of child development				

Course Perspective

This course introduces the philosophical, psychological, and pedagogical foundations of the Montessori Method of education. It emphasizes Dr. Maria Montessori's theories of child development, the prepared environment, and self-directed learning. Learners will explore Montessori's relevance in contemporary classrooms and acquire the capacity to implement child-centered, experiential pedagogy.

Course Objectives

The course will enable the Learner to:

1. Introduce learners to the philosophy, principles, and history of Dr. Maria Montessori's educational approach.
2. Develop understanding of the prepared environment and its role in self-directed learning processes.
3. Enable learners to design and use Montessori materials for hands-on, sensory-based instruction.
4. Explore the role of the Montessori teacher as a facilitator, observer, and reflective practitioner.
5. Examine how Montessori pedagogy can be adapted for inclusive and mainstream educational contexts.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Describe foundational concepts of Montessori philosophy including child-centeredness, respect, freedom, and development stages.

CO2: Explain the structure and significance of the prepared environment in early and primary education.

CO3: Apply Montessori learning materials for language, mathematics, sensorial, and practical life domains.

CO4: Compare Montessori and traditional teaching practices in terms of pedagogy, classroom organization, and learning outcomes.

CO5: Reflect on the educator's role in guiding, observing, and supporting each learner's growth and potential.

Course Content

Unit I: Introduction to Montessori Philosophy (15 Hours)

- Life and legacy of Dr. Maria Montessori
- Core principles: respect, independence, observation, freedom, and the prepared environment
- Planes of development and sensitive periods
- Montessori view of the absorbent mind
- Relevance of Montessori philosophy in contemporary educational discourse

Unit II: The Prepared Environment and Learning Materials (15 Hours)

- The concept and design of the prepared environment
- Characteristics of Montessori materials: control of error, isolation of quality
- Practical Life activities: care of self, environment, and grace & courtesy
- Sensorial materials and development of the senses
- Classroom structure and role of materials in scaffolding learning

Unit III: Montessori Curriculum and Pedagogy (15 Hours)

- Language, Mathematics, Culture, and Environmental Studies in Montessori
- Mixed-age classrooms and peer learning
- Self-directed learning and intrinsic motivation
- Integration of arts, nature, and practical life
- Formative assessment through observation and anecdotal records

Unit IV: Role of the Montessori Educator and Inclusive Practices (15 Hours)

- Teacher as guide and observer: shifting from instructor to facilitator
- Managing freedom within limits: discipline in Montessori
- Montessori approach to inclusion, neurodiversity, and early intervention
- Adapting Montessori pedagogy in mainstream and low-resource settings
- Reflections on inner preparation of the teacher

Learning Experience

The course emphasizes experiential, reflective, and participatory learning using:

- Interactive lectures and discussions
- Demonstrations with Montessori materials
- Peer micro-teaching and simulations
- Field visits to Montessori or progressive schools
- Reflective journaling and observation logs

Textbooks

1. Lillard, A. S. (2017). *Montessori: The Science Behind the Genius*. Oxford University Press
2. Montessori, M. (1967). *The Absorbent Mind*. Holt, Rinehart and Winston

Suggested Readings

1. Montessori, M. (2009). *The Discovery of the Child*. Kalakshetra Publications
2. Kramer, R. (1988). *Maria Montessori: A Biography*. University of Chicago Press
3. Standing, E. M. (1998). *Maria Montessori: Her Life and Work*. Plume
4. NCERT (2005). *Position Paper on Early Childhood Education*

Open Educational Resources (OER)

1. https://www.montessori.org
2. https://egyankosh.ac.in/bitstream/123456789/77864/1/Unit-1.pdf
3. https://www.amshq.org/Montessori-Education/Introduction-to-Montessori
4. https://ncert.nic.in/pdf/focus-group/early.pdf

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	100 Marks

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- Create a miniature prepared environment model
- Design and demonstrate a Montessori material
- Comparative study: Montessori vs Traditional classroom observation
- Documentation of an observed sensitive period in a child

2. Quizzes

- MCQs on Montessori principles and timeline
- Matching activity: Montessori materials with learning outcomes
- Visual quiz on material identification and use

3. Assignments/Essays

- Essay: “Freedom with Responsibility in Montessori Classrooms”
- Assignment: Compare Montessori and Froebelian approaches
- Essay: Role of observation in Montessori pedagogy

4. Presentations

- Group presentation: Planes of Development and Key Milestones
- Individual: Demonstration of a Sensorial Activity
- Thematic: Montessori and the NEP 2020 Vision for ECCE

5. Participation

- Peer-led discussions on Montessori readings
- Think-pair-share: Role of discipline in Montessori classrooms
- Collaborative material-making workshops

6. Case Studies

- Analyze a child's development across Montessori planes
- Case review: Inclusion of children with disabilities in Montessori schools
- Classroom setup audit of a Montessori school

7. Reflective Journals

- Weekly reflections on Montessori classroom observations
- Reflection on personal alignment with Montessori philosophy
- Entry on managing learning diversity with Montessori tools

Programme and Course Mapping																			
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												3			
CO3					3													2	
CO4							3												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC316	Early Childhood Care and Education	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of child psychology				

Course Perspective

This course provides foundational understanding of Early Childhood Care and Education (ECCE) as envisaged in NEP 2020. It prepares student-teachers to create stimulating, inclusive, and developmentally appropriate learning environments for children in the 3–8 year age group. The course emphasizes holistic development—cognitive, social, emotional, and psychomotor—and underscores the significance of early years in building lifelong learning trajectories. Rooted in SDG 4.2 and India's National Curricular Goals, it promotes play-based pedagogy, cultural sensitivity, early literacy and numeracy, and responsive caregiving practices.

Course Objectives

The course will enable the Learner to:

1. Introduce foundational principles and policy frameworks related to Early Childhood Care and Education (ECCE).
2. Develop understanding of holistic child development—cognitive, emotional, physical, and social domains.
3. Equip learners to design developmentally appropriate, inclusive, and play-based learning experiences.
4. Enable observation and assessment of early learning using tools and techniques.
5. Promote collaboration with families, communities, and institutions for foundational learning support.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Describe developmental needs and characteristics of children aged 0–8 years.

CO2: Apply inclusive, child-centered, play-based pedagogies aligned with national ECCE goals.

CO3: Design joyful, culturally responsive, and developmentally appropriate learning activities.

CO4: Use observation and tools for early identification of learning needs.

CO5: Collaborate with caregivers and communities to strengthen foundational education.

Course Content

Unit I: Foundations of Early Childhood Care and Education ***(15 Hours)***

- Importance of early years: Brain development and early stimulation
- ECCE in Indian and global contexts: Historical evolution, ICDS, Anganwadi model, Balvatika
- National and international frameworks: NEP 2020, SDG 4.2
- Domains of development: Physical, cognitive, language, social-emotional
- Principles of child development and developmentally appropriate practices
- Right to play and joyful learning
- Role of nutrition, health, hygiene, and safety in ECCE

Unit II: Pedagogy and Curriculum in Early Childhood Education ***(15 Hours)***

- Characteristics of ECCE curriculum: NCF-FS 2022
- Play-based, activity-based, and thematic approaches
- Integration of stories, rhymes, songs, dance, art, and outdoor play
- Building early literacy and numeracy skills
- Multilingualism and mother-tongue-based instruction
- Gender-sensitive and inclusive pedagogies in early learning
- Learning environment: Role of space, materials, routines, and displays

Unit III: Ecosystem of ECCE and the Role of Educators ***(15 Hours)***

- Roles and responsibilities of ECCE teachers, Anganwadi workers, and caregivers
- Importance of family and community engagement in early learning

- Inter-sectoral linkages: Health, nutrition, education, and child protection
- Ethical caregiving and child rights in early years
- Addressing diversity: Children from disadvantaged backgrounds and children with special needs
- Local knowledge systems and culturally responsive pedagogy

Unit IV: Assessment in Early Childhood Education ***(15 Hours)***

- Purpose and principles of assessment in ECCE
- Observation techniques and anecdotal recording
- Developmental checklists and learning portfolios
- Sample-based and non-formal assessment strategies
- Documentation, reflection, and continuous monitoring for individual learning needs

Learning Experience

The course will be transacted through field visits, activity-based learning, storytelling, peer teaching, observations, case studies, video documentation, and digital portfolios. ICT tools such as DIKSHA, ePathshala, and NCERT FLN modules will be used. Reflective journals, collaborative planning, and community interactions will be integral to the experiential learning process.

Suggested Textbooks

1. Woolfolk, A. (2018). *Educational psychology* (13th ed.). Noida: Pearson.
2. Kundu, C. L. (2017). *Educational psychology* (6th ed.). Greater Noida: Sterling.
3. **NCERT.** (2022). *National Curriculum Framework for Foundational Stage (NCF-FS)*. New Delhi: National Council of Educational Research and Training.
4. **Sharma, R. A.** (2019). *Early childhood care and education*. Meerut: R. Lall Book Depot.
5. **Kaul, V.** (2002). *Early childhood education programme*. New Delhi: NCERT.
6. **Mohite, P., & Bhatt, B. D.** (2008). *Early childhood care and education*. New Delhi: Kanishka Publishers.
7. **Mukunda, K. V.** (2009). *What did you ask in school today? A handbook on child learning*. New Delhi: HarperCollins.
8. **Swaminathan, M., & Daniel, P.** (2004). *Activity-based developmentally appropriate curriculum for young children*. New Delhi: NCERT.
9. **Taneja, V. R.** (2003). *Educational thought and practice*. New Delhi: Sterling Publishers.

Suggested Readings

1. NCERT (2022). National Curriculum Framework for Foundational Stage (NCF-FS).
2. UNESCO (2015). Rethinking Education: Towards a Global Common Good?
3. Kaul, V. (2010). Early Childhood Education Programme. NCERT.
4. NIPCCD (2014). Handbook for Anganwadi Workers.
5. Froebel, F. (1897). The Education of Man. Appleton & Co.

Online/OER Resources

1. https://www.ncert.nic.in
2. https://www.education.gov.in/shikshakparv/docs/background_note_ECCE.pdf
3. https://www.ncert.nic.in/dee/pdf/Earlychildhood.pdf
4. https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_19.pdf
5. https://diksha.gov.in
6. https://sdg4education2030.org

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Child Profile Project**: Observe and document the developmental progress of a child (ages 3–8) across cognitive, physical, language, and socio-emotional domains.
- **ECCE Centre Audit**: Visit a local Anganwadi or pre-primary centre and evaluate facilities, learning environment, and teacher practices using observation tools.

- **Learning Corner Design**: Design a play-based thematic learning corner (literacy, numeracy, sensory) using low-cost, no-cost materials.
- **Nutrition Diary**: Maintain a week-long food intake diary for a child and assess it against age-appropriate dietary needs.

2. Quizzes

- **Developmental Milestones Quiz**: MCQs and case-based questions on ages and stages of child development.
- **ECCE Policy Quiz**: Questions based on ICDS, NEP 2020 FLN Mission, and National Curriculum Framework for Foundational Stage (NCFFS 2022).
- **Concept Matching**: Match play types (dramatic play, symbolic play, constructive play) with developmental benefits.
- **Quick Concept Quiz**: Identification of domains of development and foundational learning goals.

3. Assignments and Essays (Critical Thinking and Writing)

- **Essay**: "Importance of Play in Early Childhood Learning."
- **Policy Analysis Assignment**: Write a critical review of India's ECCE policies (e.g., NEP 2020 vs ICDS framework).
- **Assignment**: Comparison of pedagogical approaches—Montessori vs. Activity-Based Learning.
- **Short Notes Compilation**: Prepare summaries of brain development research in early years.

4. Presentations (Oral Communication and Research)

- **Group Presentation**: On themes such as early literacy, numeracy, or socio-emotional development.
- **Poster Presentation**: Visual representation of 'Developmentally Appropriate Practices (DAP)' in ECCE classrooms.
- **Solo Presentation**: "The Role of Parents and Community in Foundational Learning."
- **Book Talk**: Present a children's storybook and demonstrate how it can support early learning goals.

5. Participation (Class Engagement and Collaboration)

- **Role-Play Activities**: Simulate classroom interactions like storytelling, morning routines, circle time.
- **Group Discussion**: On gender sensitivity, inclusion, and mother tongue-based instruction in ECCE.
- **Peer Review**: Review and provide feedback on lesson plans or ECCE centre designs.
- **Jigsaw Activities**: Collaborative reading and summarizing of key ECCE research findings.

6. Case Studies

- **Behavioral Observation Case**: Analyze classroom behavior of a child and relate it to developmental theories (e.g., Erikson, Piaget).
- **Case Study**: Evaluate ECCE practices in an urban vs rural preschool.

- **Situational Response**: Respond to a scenario involving early childhood trauma, delay, or classroom inclusion.
- **Parent Interaction Case**: Reflect on the parent-teacher dynamics in the context of early learning.

7. Reflective Journals

- **Daily Reflection**: Record insights after each field visit, practicum, or ECCE session.
- **Developmental Reflection**: Reflect on your own early childhood learning experiences and how they influence your beliefs as a future teacher.
- **Teaching Simulation Reflection**: Write about strengths and areas of improvement after teaching a group of young children.
- **Play Reflection**: Reflect on observing a child play and the learning taking place through it.

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	3																		
CO2				3									3						
CO3							3								2				
CO4									3									3	
CO5									2										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC317	Global Citizenship and Sustainable Development in Education	L	T	P	C
Version	1.0	**2**	**1**	**0**	**2**
Category of Course	Theory				
Total Contact Hours	30 hours				
Pre-Requisites/ Co-Requisites	Basic awareness of education and society				

Course Perspective

This course fosters the development of globally aware and socially responsible educators equipped to nurture values of peace, equity, environmental stewardship, and cultural understanding. Drawing on the National Education Policy (NEP) 2020, Education for Sustainable Development (ESD), and UN SDGs, it builds teacher capacity to develop global citizenship education (GCED) and sustainability practices in school settings. The course emphasizes democratic engagement, ethical decision-making, and critical reflection as vital components of global and sustainable learning environments.

Course Objectives

The course will enable the Learner to:

1. Introduce concepts of global citizenship and sustainable development within educational contexts and frameworks.
2. Understand the UN Sustainable Development Goals and their integration into teaching-learning processes.
3. Explore the role of education in promoting peace, equity, justice, and environmental stewardship.
4. Equip learners to analyze global interdependence and ethical challenges in a multicultural, digital world.
5. Foster reflective teaching practices to nurture civic responsibility and global awareness among students.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain key values and goals of global citizenship and sustainable development in education.

CO2: Analyze climate change, inequality, and other global issues from educational and ethical perspectives.

CO3: Design classroom activities aligned with SDG themes and global democratic values.

CO4: Facilitate intercultural dialogue, peacebuilding, and civic responsibility in educational settings.

CO5: Demonstrate the teacher's role in advancing global justice, sustainability, and inclusive development.

Course Content

Unit I: Foundations of Global Citizenship and Sustainability (7.5 Contact Hours)

- Concept, significance, and evolution of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD)
- Understanding interdependence of global systems: environment, economy, and society
- Vision of responsible citizenship in NEP 2020
- UNESCO frameworks and international efforts in GCED & ESD
- Core values of the 21st century: empathy, tolerance, cooperation, digital ethics
- Role of education in promoting peace, justice, and democratic values

Unit II: Global Challenges, Human Rights, and Intercultural Understanding (7.5 Contact Hours)

- Global and local challenges: climate change, inequality, war, displacement, poverty
- Understanding the Sustainable Development Goals (SDGs):
    - SDG 4: Quality Education
    - SDG 5: Gender Equality
    - SDG 13: Climate Action
    - SDG 16: Peace, Justice & Strong Institutions
- Human rights education and gender equity

- Intercultural dialogue, global solidarity, and respect for diversity
- Promoting critical thinking and ethical reasoning in learners
- Curriculum and textbooks as tools for intercultural understanding and global citizenship

Unit III: Pedagogical Approaches to GCED and ESD (7.5 Contact Hours)

- Transformative pedagogy for education in climate, civic, and sustainability domains
- Approaches to teaching global issues:
    - Inquiry-based learning
    - Experiential and project-based learning
    - Integration across subjects (Social Science, Science, Language)
- Digital pedagogy: global classroom collaborations, e-tools (eTwinning, PenPal Schools)
- Peace education, Social-Emotional Learning (SEL), and conflict resolution strategies
- Whole-school approaches: eco-clubs, zero-waste campaigns, green school frameworks

Unit IV: Teacher as Transformative Leader for Global Futures (7.5 Contact Hours)

- Role of teachers in promoting global citizenship, peace, and sustainability
- Developing students' global competencies and future readiness
- Cultivating ethical leadership and civic responsibility in learners
- Reflective practices and teacher self-awareness in global contexts
- Designing globalized learning environments and sustainable school cultures
- Policy advocacy, school partnerships, and leadership for inclusive global education

Learning Experience

The course will be transacted using blended learning methods including field visits, documentaries, simulations, storytelling, collaborative projects, group discussions, and peer teaching. ICT platforms such as DIKSHA, SDG Academy, and UNESCO resources will be integrated. Learners will engage in self-directed tasks and critical reflection through journaling, case studies, and group inquiry to promote empathy, sustainability, and global engagement.

Textbooks

1. Pandey, K. P. (2010). *Perspectives in social foundations of education*. Delhi: Shipra.

2. Aggarwal, J. C. (2017). *Psychology of learning and development: Development of learning and teaching-learning process*. Delhi: Shipra.
3. UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. Paris: UNESCO.
4. UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. Paris: UNESCO.
5. Bajaj, M. (Ed.). (2011). *Education for global citizenship and social responsibility*. New York: Routledge.
6. Hicks, D. (2003). *Thirty years of global education: A reminder of key principles and precedents*. Educational Review, 55(3), 265–275.
7. Oxfam. (2015). *Education for global citizenship: A guide for schools*. Oxford: Oxfam GB.
8. Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Bristol: Green Books.

Suggested Readings

1. UNESCO (2015). Global Citizenship Education: Topics and Learning Objectives.
2. Sterling, S. (2001). Sustainable Education: Re-visioning Learning and Change. Green Books.
3. Bourn, D. (2020). Understanding Global Skills for 21st Century Professions. Springer.
4. Banks, J. A. (2009). Diversity and Citizenship Education. Jossey-Bass.
5. Oxfam (2015). Education for Global Citizenship: A Guide for Schools

Online Resources / OER

1. https://www.tc.columbia.edu/epe/epe-entries/Davis_ch13_22feb08.pdf
2. https://www.ijfmr.com/papers/2024/2/15440.pdf
3. https://sdgs.un.org/goals
4. https://www.unesco.org/en/education
5. https://www.diksha.gov.in
6. https://sdgacademy.org

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	**30 Marks**

Mid-Term Exam	**20 Marks**
End-Term Exam	**50 Marks**
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Local Action Project**: Design and implement a micro-project in the local community aligned with one or more SDGs (e.g., waste management, literacy drive, water conservation).
- **Global Citizenship Diary**: Maintain a 15-day reflective journal on actions/observations related to global citizenship values (diversity, justice, equity, peace).
- **Sustainability Audit**: Conduct a sustainability audit of your institution (energy use, water, plastic use, etc.) and suggest eco-friendly alternatives.
- **Intercultural Exchange Project**: Collaborate virtually with students from another state/country on a joint issue (e.g., climate action, gender equality).

2. Quizzes

- **SDG Quiz**: Identify all 17 SDGs and match goals with their indicators.
- **Citizenship Quiz**: Multiple-choice quiz on global citizenship values, rights, responsibilities, and UNESCO frameworks.
- **Fact Quiz**: Quick questions on global environmental treaties (e.g., Paris Agreement, COP summits).
- **Timeline Quiz**: Identify milestones in global education and sustainability (e.g., Earth Summit 1992, Education for All 2000, UN SDGs 2015).

3. Assignments and Essays

- **Essay**: "Role of Education in Achieving the SDGs: A Critical Perspective"
- **Assignment**: Compare how two countries integrate sustainability into school curricula (e.g., Finland and India).
- **Reflection**: Write about your ecological footprint and strategies to reduce it.
- **Critical Analysis**: Analyze a school policy or textbook for the inclusion of global citizenship or sustainability principles.

4. Presentations

- **Group Presentation**: Present a case study of a school or NGO that promotes SDG-based education or peace education.
- **Poster Presentation**: Design a poster campaign on themes like Climate Action, Peace and Justice, or Gender Equality.

- **Digital Storytelling**: Create a short video or digital presentation reflecting a global issue from a local perspective.
- **TED-style Talk**: Deliver a short talk on "How I See Myself as a Global Citizen" or "The Future We Want".

5. Participation

- **Debates**: Topics like "Is economic growth compatible with sustainable development?" or "Individual vs collective responsibility for climate action."
- **Role Plays**: Simulate a UN General Assembly or mock climate summit.
- **World Café Discussions**: Small group conversations on global issues from multiple perspectives (e.g., poverty, refugees, human rights).
- **Peer Learning Circles**: Share and discuss personal/global stories of sustainability and social justice.

6. Case Studies

- **Education for Sustainable Development Case**: Study how a school incorporates SDG-based themes in curriculum, pedagogy, and practice.
- **Peace Education Case**: Explore initiatives taken by conflict-prone areas to promote education for peace and tolerance.
- **Media Analysis**: Analyze advertisements, films, or digital campaigns for portrayal of sustainability or human rights.
- **Climate Justice Case Study**: Analyze the impact of climate change on vulnerable communities and the role of education in mitigation.

7. Reflective Journals

- **Weekly Reflections**: Reflect on how the course has changed your perception of being a responsible global citizen.
- **Digital Detox Journal**: Monitor and reflect on your tech use and its ecological impact.
- **Sustainability Diary**: Maintain a log of personal efforts in reducing carbon footprint, plastic use, or food waste.
- **Civic Reflection**: Reflect on how education can foster participatory democracy, peace, and social cohesion.

Programme and Course Mapping																			
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														3			

CO3				3																3
CO4						3														
CO5									3											
1=lightly mapped 2= moderately mapped 3=strongly mapped																				

EDBEOC318	Education Entrepreneurship and Social Impact	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of educational systems				

Course Perspective

This course explores the intersection of innovation, education, and social transformation through entrepreneurial thinking. It nurtures future educators with the mindset and skills to identify systemic challenges in education and develop scalable, ethical, and impactful solutions. Emphasis is laid on building social ventures, impact measurement, policy influence, and sustainable models for equitable access to quality education.

Course Objectives

The course will enable the Learner to:

1. Introduce entrepreneurship in education as a tool for addressing systemic challenges.
2. Develop problem-solving and innovation skills for diverse educational contexts.
3. Foster design thinking and business modeling for educational ventures.
4. Cultivate understanding of sustainability, ethics, and social responsibility.
5. Empower future educators as transformative change agents in education.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Analyze entrepreneurship's potential to transform education systems.

CO2: Identify education challenges and design innovative, scalable solutions.

CO3: Apply design thinking to create sustainable education ventures.

CO4: Evaluate education projects using impact assessment frameworks.

CO5: Demonstrate ethical leadership in education innovation.

Course Content

Unit I: Foundations of Education Entrepreneurship (15 Hours)

- Education entrepreneurship: scope, significance, and trends
- Types: grassroots, institutional, policy, and ed-tech innovation
- Drivers of innovation in education: access, equity, quality, employability
- Global case studies: Teach for India, Pratham, Khan Academy, Bridge Academies
- NEP 2020 and space for entrepreneurial action in Indian education

Unit II: Social Innovation and Impact Design (15 Hours)

- Understanding social problems in education: equity gaps, learning loss, digital divide
- Design thinking and human-centered approaches
- Theory of change and logic model development
- Stakeholder mapping: students, teachers, parents, communities, government
- Prototyping solutions: pilot design, feedback loops, field testing

Unit III: Business Models and Sustainability in Education Enterprises (15 Hours)

- Building a business plan for education start-ups
- Value proposition, target segment, and delivery channels
- Funding models: bootstrapping, CSR, grants, incubators
- Legal structures for social ventures: NGO, Section 8, social enterprise, B-corp
- Risks, challenges, and strategies for sustainability

Unit IV: Ethics, Policy, and Measuring Social Impact (15 Hours)

- Ethics in social entrepreneurship and education policy influence
- Inclusion, diversity, and community empowerment
- Impact assessment tools: SROI, BSC, qualitative indicators
- Role of CSR, government schemes, and global development goals (SDGs)
- Long-term visioning: scaling innovations for systemic change

Learning Experience

This course integrates experiential learning and community engagement, including:

- Case study-based group discussions and debates
- Simulation of entrepreneurial pitch and field research

- Workshops with education entrepreneurs and NGO leaders
- Capstone project: design a scalable education initiative
- Peer mentoring and reflective practice

Textbooks

1. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press
2. Kuratko, D. F. (2016). *Entrepreneurship: Theory, Process, Practice*. Cengage Learning

Suggested Readings

1. Leadbeater, C. (2008). *What's Next? 21 Ideas for 21st Century Learning*
2. UNICEF & UNESCO Reports on Innovation in Education
3. India Education Report: NIEPA
4. World Bank EdTech Hub publications

Open Educational Resources (OER)

1. https://startuppolicy.org.in
2. https://www.samhita.org
3. https://egyankosh.ac.in/handle/123456789/21646
4. https://niti.gov.in/verticals/education
5. https://www.socialimpact.org
6. https://www.edx.org/course/social-entrepreneurship

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Programme and Course Mapping																			
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															3		
CO3					3														
CO4							2											3	
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC319	Understanding Bharat through Indian Knowledge Systems	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic cultural and historical understanding				

Course Perspective

This course enables future educators to develop an integrated understanding of *Bharat* by exploring the rich and diverse traditions of Indian Knowledge Systems (IKS). It highlights philosophical, scientific, artistic, ecological, and educational wisdom rooted in Indian civilization and its contemporary relevance in reshaping pedagogy and national identity. It also aligns with NEP 2020's vision for holistic, rooted, and contextually relevant education.

Course Objectives

The course will enable the Learner to:

1. Introduce the philosophy and evolution of Indian Knowledge Systems from ancient to present times.
2. Explore indigenous contributions in science, education, art, health, and sustainability in Indian contexts.
3. Cultivate respect for traditional values, knowledge systems, and their pedagogical relevance in modern classrooms.
4. Encourage integration of Indian epistemologies into curriculum design and school-level activities.
   Promote culturally rooted, inclusive, and value-based teaching using India's rich educational heritage.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain the foundational concepts and significance of Indian Knowledge Systems in understanding Bharat's heritage.

CO2: Analyze indigenous contributions across disciplines like philosophy, ecology, education, and language.
CO3: Integrate IKS themes with classroom pedagogy, school activities, and interdisciplinary projects.
CO4: Reflect critically on India's civilizational values and indigenous perspectives in shaping learning.
CO5: Design culturally relevant, ethical, and creative learning experiences inspired by Indian traditions.

Course Content

Unit I: Introduction to Indian Knowledge Systems (IKS) (15 Hours)

- Concept, origin, and evolution of IKS
- The holistic and interconnected worldview of Bharat
- Key branches: Darshana (Philosophy), Ayurveda, Vastu, Astronomy, Mathematics, Language
- Core values: Dharma, Satya, Ahimsa, Shiksha, Jñāna
- IKS and the NEP 2020 vision of rooted education

Unit II: Education, Pedagogy, and Indigenous Learning Traditions (15 Hours)

- Gurukula, Pathshala, and Madarsa systems: pedagogy, inclusivity, and ethics
- Ancient Indian universities: Nalanda, Takshashila, Vikramshila
- Role of oral traditions, storytelling, and art forms in learning
- Interdisciplinary nature of Indian education
- Women in education and indigenous literacies

Unit III: Science, Ecology, and Sustainability in IKS (15 Hours)

- Traditional ecological knowledge: agriculture, water systems, and biodiversity
- Indigenous technologies in daily life: metallurgy, architecture, Ayurveda
- Indian mathematics and astronomy: concepts of zero, infinity, time
- Harmony with nature: Panchamahabhutas and ecological ethics
- Contributions of Indian scientists from ancient to modern times

Unit IV: Indian Arts, Language, and Cultural Knowledge (15 Hours)

- Indian aesthetics: Rasa theory, Natya Shastra, music, dance, and crafts

- Bhakti and Sufi traditions as educational and ethical movements
- Indigenous language systems and knowledge preservation
- Festivals, folk wisdom, and community knowledge
- Integrating IKS with classroom practices for identity, values, and creativity

Learning Experience

This course is interactive and interdisciplinary, using:

- Field explorations, local traditions, and museum visits
- Case studies and biographies of IKS contributors
- Use of storytelling, role plays, and project-based learning
- Integration of visual and performing arts
- Reflective and peer discussion-based pedagogy

Suggested Textbooks

1. Kumar, K. (2016). *Education, conflict and peace*. Delhi: Orient Black Swan.
2. Panda, P. K. (2017). *Knowledge and curriculum*. Delhi: APH.
3. Kapil Kapoor (Ed.) (2005). *Encyclopaedia of Indian Knowledge Systems*. Indian Institute of Advanced Study
4. Ministry of Education (2021). *IKS Manual for Teachers*. IKS Division, AICTE
5. Mishra, S. (2021). *Bharatiya Darshan evam Shiksha*. Bharti Publications

Suggested Readings

1. Balagangadhara, S. N. (2012). *The Heathen in His Blindness...*: Asia, the West and the Dynamic of Religion
2. Radhakrishnan, S. (1923). *Indian Philosophy (Vol I & II)*
3. NCERT (2006). *Position Paper on Teaching of Indian Heritage*
4. IGNOU material on IKS and indigenous education

Open Educational Resources (OER)

1. https://iksindia.org
2. https://www.aicte-india.org/iks
3. https://ncert.nic.in/pdf/publication/occasional/Indian_Knowledge_Traditions.pdf
4. https://sanskritdocuments.org
5. https://swadeshiindology.in

Evaluation Scheme

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End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Programme and Course Mapping

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												3			
CO3						3													
CO4								3									2		
CO5							3												

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

EDBEOC320	Guidance and Mentoring for Student Well-being	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic understanding of student behavior				

Course Perspective

This course prepares future educators to support learners holistically by developing competencies in guidance and mentoring. In the context of NEP 2020 and 21st-century learning, the focus is on enhancing student well-being through socio-emotional learning, personalized support, resilience-building, and mental health awareness. Teacher-trainees will be equipped to respond to students' academic, emotional, social, and career needs through compassionate, inclusive, and ethical mentoring practices. Emphasis is placed on helping learners cope with diverse life situations and thrive in a rapidly changing global environment.

Course Objectives

The course will enable the Learner to:

1. Introduce principles and types of guidance for addressing learners' academic, personal, and social needs.
2. Develop empathetic listening and communication skills for effective student engagement and trust-building.
3. Equip teachers with socio-emotional learning strategies to support mental health and resilience.
4. Build awareness of adolescent issues, peer dynamics, and inclusive approaches for student well-being.
5. Train teachers to design mentoring programs and collaborate with parents and counselors in schools.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain the purpose and role of guidance and mentoring in holistic school education.
CO2: Demonstrate active listening, empathy, and communication skills in mentoring learners effectively.
CO3: Apply socio-emotional learning techniques and problem-solving strategies in student

support.

CO4: Identify student challenges and respond using ethical, inclusive, and referral-based approaches.

CO5: Create mentoring environments that promote identity, emotional safety, and positive learner relationships.

Course Content

Unit I: Foundations of Guidance and Mentoring (15 Hours)

- Concept and significance of guidance and mentoring in education
- Types of guidance: Educational, personal, career, and group guidance
- Role of the teacher as mentor, guide, and facilitator
- Mentoring vs. counseling vs. coaching: Key distinctions
- Theoretical foundations: Person-centered approaches (Carl Rogers, Abraham Maslow)
- Ethical principles in mentoring: Trust, confidentiality, boundaries
- Integration of guidance in NEP 2020: Holistic development, mental well-being

Unit II: Understanding Learners and Developmental Needs (15 Hours)

- Developmental stages: Psychological, emotional, and social dimensions
- Adolescent needs and concerns: Identity, relationships, self-esteem
- Mental health issues in schools: Stress, anxiety, depression
- Peer influence: Bullying, substance use, online behavior
- Understanding diversity: Gender, caste, culture, and ability
- Recognizing warning signs and implementing referral systems

Unit III: Mentoring Strategies and Socio-Emotional Learning (SEL) (15 Hours)

- Core principles and frameworks of socio-emotional learning
- Life skills for learners: Empathy, self-awareness, decision-making, conflict resolution
- Strategies for individual and group mentoring
- Digital mentoring: Use of ICT tools and platforms
- Teacher as reflective mentor and emotional support provider
- Building well-being and resilience in school environments

Unit IV: Institutional Frameworks and Guidance Tools (15 Hours)

- Designing and managing school-based mentoring programs (e.g., buddy systems, peer mentoring)
- Tools for guidance: Sociograms, anecdotal records, observation schedules, checklists
- Working in collaboration with counselors, special educators, parents, and the wider community
- Addressing crises and trauma: Trauma-informed practices in school
- Encouraging student participation, voice, and agency in mentoring relationships
- Career guidance and vocational mentoring aligned with NEP 2020 and national goals (e.g., Viksit Bharat)

Learning Experience

The course integrates real-life mentoring challenges with reflective pedagogies and technology. Student-teachers will engage in role-play, peer mentoring exercises, observation tasks, and guided reflections. The course nurtures teachers as emotional anchors who foster trust, resilience, and safety in learning environments, and connects guidance with academic, social, and ethical development.

Learning methods include:

- Case study discussions on adolescent well-being
- Role-play simulations of mentoring conversations
- Field observation in school guidance and wellness programs
- Reflective journaling on teacher-learner interaction
- Designing SEL-infused classroom activities
- Guest talks from school counselors and psychologists

Textbooks

1. Andal, N. (2010). *Counseling and psychotherapy: Healing and happiness through meetings*. Delhi: Shipra.
2. Kochhar, S.K. (2011). *Guidance and Counselling in Colleges and Universities*. Sterling Publishers.
3. Gibson, R. & Mitchell, M. (2008). *Introduction to Counseling and Guidance*. Pearson.
4. NCERT. (2015). *Training Manual on Guidance and Counselling*. New Delhi.

Suggested Readings

1. NEP 2020 – Ministry of Education, Govt. of India
2. CASEL (Collaborative for Academic, Social, and Emotional Learning) Resources
3. WHO & UNESCO Reports on School Mental Health
4. NCERT. (2012). *Adolescence Education Programme*.
5. UNESCO. (2021). *Social-Emotional Learning: Policy Recommendations*

Online/OER Resources

1. https://egyankosh.ac.in/bitstream/123456789/89354/1/Unit-9.pdf
2. https://egyankosh.ac.in/bitstream/123456789/21250/1/Unit-3.pdf
3. https://egyankosh.ac.in/bitstream/123456789/17134/1/Unit-3.pdf
4. https://manodarpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects

- **Mentoring Toolkit**: Design a toolkit for peer mentoring or teacher-student mentoring (including communication tips, reflection sheets, and empathy-building exercises).
- **School Well-being Audit**: Conduct a well-being survey or needs assessment in a nearby school and recommend improvements.
- **Case Profile Report**: Prepare a detailed case study of a hypothetical or real adolescent learner showing signs of stress, anxiety, or disengagement with suggested interventions.
- **Digital Safety Module**: Create a guide or infographic for responsible use of digital media and promoting online mental well-being among adolescents.

2. Quizzes

- **Conceptual Quiz**: MCQs/Short Answer Questions on concepts of guidance, mentoring, and SEL.
- **Personality Theorist Quiz**: Match theories (Maslow, Rogers, Erikson) to mentoring situations.
- **Ethics in Mentoring Quiz**: Scenario-based questions testing ethical decision-making and confidentiality in guidance.

- **Signs & Symptoms Quiz**: Identify behavioral signs of mental health concerns in students.

3. Assignments and Essays

- **Short Essay**: "The Role of the Teacher as a Mentor in 21st Century Classrooms."
- **Assignment**: Compare and contrast different guidance approaches: Directive, Non-directive, Eclectic.
- **Reflection Essay**: "My Role as a Future Mentor: Strengths and Challenges."
- **Policy Review**: Analyze NEP 2020's recommendations on student well-being and life skills.

4. Presentations

- **Group Presentation**: Case study-based role play on handling a student's emotional crisis.
- **Poster Presentation**: SEL skills for school-age children and integration into curriculum.
- **Solo Talk**: "Digital Stress and Screen Dependency: A School-Based Approach."
- **Infographic**: "Creating Safe Spaces in Schools" – Use Canva or other tools.

5. Participation

- **Role Play Exercises**: Teacher-student mentoring simulation.
- **Peer Feedback Circle**: Share classroom mentoring strategies and reflect on feedback.
- **Mini-Workshop Facilitation**: Conduct a session on "Mindfulness in Classrooms" or "Positive Affirmations for Students."
- **Panel Participation**: Classroom debate or panel on "Balancing Academics and Mental Health."

6. Case Studies

- **Case Study Review**: Analyze a documented incident of cyberbullying or trauma in school.
- **Comparative Case Study**: Compare well-being programs in two different school setups (e.g., rural vs urban).
- **Scenario Analysis**: Develop mentoring strategies for marginalized students, LGBTQ+ learners, or first-generation learners.
- **School Policy Case**: Review your internship school's guidance policy and submit a critique.

7. Reflective Journals

- **Weekly Reflection**: On evolving perceptions of teacher-student relationships.
- **Micro-Moment Diary**: Record and reflect on informal mentoring moments during school-based tasks or peer interactions.
- **Empathy Mapping Journal**: Explore emotional journeys of students through observation and journaling.
- **Self-Reflection Essay**: "My Emotional Intelligence as a Future Teacher-Mentor."

Programme and Course Mapping																			
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													3			
CO3					3													2	
CO4						3													
CO5								3											
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC321	Education Policy Analysis	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 Hours				
Pre-Requisites/ Co-Requisites	Basic understanding of education systems				

Course Perspective

This course enables future educators to become critical policy thinkers and contributors to education reform. It shifts the focus from historical knowledge to active engagement with policy structures, formulation, implementation, evaluation, and advocacy. The course bridges policy theory with applied research, emphasizing India's educational policies from RTE to NEP 2020, while aligning with Sustainable Development Goals, especially SDG 4 (Quality Education). Through this, student-teachers develop agency, voice, and vision for building equitable, inclusive, and responsive education systems.

Course Objectives

The course will enable the Learner to:

1. Introduce fundamental concepts and frameworks for understanding and analyzing educational policies in India.
2. Develop critical skills for reviewing, comparing, and interpreting local and global policy structures.
3. Build competency in evaluating policy using research tools, data sets, and governance indicators.
4. Strengthen capacity to write policy briefs and communicate evidence-based recommendations effectively.
5. Encourage ethical leadership, advocacy, and awareness of education reforms linked with SDGs and equity.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain how education policies are formulated, implemented, and evaluated in different governance contexts.
CO2: Analyze NEP 2020, RTE, and NCF reforms from access, quality, and equity perspectives.
CO3: Use policy tools and data (e.g., NAS, UDISE+) to assess learning and institutional outcomes.
CO4: Draft policy briefs and reports based on evidence, ethics, and stakeholder feedback.

CO5: Compare global education policies and assess their influence on Indian reforms and school-level innovations.

Course Content

Unit I: Foundations of Education Policy and Analysis (15 Hours)

- Meaning and significance of education policy
- The policy cycle: Formulation, implementation, monitoring, and evaluation
- Stakeholders in policymaking: Government, institutions, teachers, civil society
- Analytical frameworks: SWOT, PESTLE, Logical Framework Approach (LFA), CIPP
- Power, politics, and ethics in policymaking
- Role of media and data in influencing education policies

Unit II: Critical Review of Indian Education Policies (15 Hours)

- NEP 2020: Vision, pillars, innovations, and critiques
- RTE Act 2009: Access, equity, learning outcomes
- NCF 2005 and NCFSE 2023: Role in curriculum and pedagogy
- Policy initiatives: Samagra Shiksha Abhiyan, PM SHRI, Digital India in Education
- Analysis of teacher education reforms and NCTE's initiatives
- Role of State Policy Commissions and Education Budgeting

Unit III: Data-Driven and Evidence-Based Policy Making (15 Hours)

- Importance of data in policy evaluation
- Understanding UDISE+, NAS, ASER, and SDG indicators
- Designing tools: Questionnaires, surveys, and interviews for policy research
- How to read and critique a policy document
- Writing policy briefs, reports, and position papers
- Citizen participation and RTI in education accountability

Unit IV: Global Education Trends and Comparative Policy Studies (15 Hours)

- SDG 4: Global and national alignment for quality education
- UNESCO Education Monitoring Reports
- Lessons from global models: Finland, Singapore, UK (policy comparisons)
- Climate-responsive and AI-integrated education policies
- Global citizenship education and transformative leadership
- Role of teachers in policy advocacy and grassroots innovations

Learning Experience

Student-teachers will engage through policy simulation tasks, debates, comparative case studies, community-based analysis, critical document reviews, and real-world data interpretation.

Exposure to digital policy dashboards, e-governance tools, and policy writing exercises will strengthen their leadership as reflective educators.

Textbooks

1. Naseema, C. (2017). *Statistics in education*. Delhi: Shipra.
2. Tilak, J.B.G. (2019). *Education and Development: Essays in Honour of K.R. Narayanan*.
3. NEP 2020 – Ministry of Education, Government of India
4. UNESCO Global Education Monitoring Reports
5. Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*.

Suggested Readings

1. Ball, S.J. (1990). *Politics and Policy Making in Education*.
2. Levin, B. (2001). *Reforming Education: From Origins to Outcomes*.
3. Raghavan, V. (2021). *Education in India: Policies, Programmes and Problems*.
4. Annual Education Budget Reports – Government of India
5. NCTE Regulations and Frameworks for Teacher Education

Open Educational Resources (OER)

1. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects and Policy Briefs

- **Draft a Policy Brief**: Identify a current educational issue (e.g., foundational literacy, teacher shortage) and write a 2-page brief with recommendations.
- **Design a Monitoring Tool**: Create a rubric or checklist to evaluate implementation of a selected education policy at school level.
- **Education Budget Tracker**: Analyze the national/state education budget and suggest equity-based reallocation.
- **Comparative Policy Review**: Compare India's NEP 2020 with Finland's or Singapore's national education policies.

2. Assignments and Essays

- **Essay**: "How does NEP 2020 envision an inclusive and equitable education system?"
- **Assignment**: Write a summary of RTE Act 2009 and critique its ground-level implementation.
- **Document Analysis**: Critically analyze a selected section of NEP 2020, NCF 2005, or NCFSE 2023.
- **Position Paper**: "Should the state or central government control education policy in India?"

3. Quizzes and Conceptual Exercises

- **MCQ/Short Answer Quiz** on major education policies, SDGs, and NEP vision points
- **Match-the-Term Quiz**: Concepts like UDISE+, CCE, FLN Mission, Learning Poverty, GER
- **Timeline Activity**: Create a timeline of major Indian education policy reforms post-independence
- **Flashcard Exercise**: Key frameworks (e.g., PESTLE, SWOT, CIPP) used in policy analysis

4. Presentations and Group Discussions

- **Panel Discussion**: Simulate a policy review commission on "Digital Divide in Schooling"
- **Group Presentation**: Evaluate the Samagra Shiksha Abhiyan's effectiveness in achieving SDG 4
- **Poster Presentation**: Visual mapping of the education policy cycle from drafting to feedback
- **Debate**: "NEP 2020: Revolutionary or Reinvention?"

5. Field-Based and Experiential Activities

- **Stakeholder Interview**: Interact with a school principal or local education officer to understand policy implementation
- **Policy Audit**: Visit a school and conduct a checklist-based audit on inclusion, equity, or NEP-readiness
- **Document Review**: Read and summarize insights from NCERT/NCTE/NUEPA policy guidelines

- **Opinion Survey**: Conduct a student or teacher opinion poll on a specific education reform

6. Reflective Journals (Personal Engagement and Insight)

- Weekly reflections on current education headlines or government announcements
- Reflect on one's evolving role as a policy-aware teacher
- Reflection on how NEP 2020 aligns with SDG 4 and "Viksit Bharat@2047"
- Self-assessment on understanding the policy process using a metacognitive journal rubric

Programme and Course Mapping																			
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					2														2
CO4							3												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC322	School Leadership and Management	L	T	P	C
Version	1.0	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 Hours				
Pre-Requisites/ Co-Requisites	Basic knowledge of school systems				

Course Perspective

This course prepares future educators for dynamic leadership roles within school systems. Drawing from NEP 2020's emphasis on school autonomy, distributed leadership, teacher empowerment, and evidence-based school transformation, it integrates principles of organizational behavior, instructional leadership, human resource development, and community partnerships. Students will critically examine and apply leadership theories, analyze real-world school management issues, and envision innovative and inclusive practices for educational transformation in the Indian context.

Course Objectives

The course will enable the Learner to:

1. Understand leadership theories and management principles for effective school functioning and academic growth.
2. Develop skills for school development planning, budgeting, and efficient resource allocation and governance.
3. Promote inclusive leadership practices through collaboration, team building, and professional learning communities.
4. Equip educators to address challenges through ethical, legal, and policy-aligned administrative strategies.
5. Foster innovation in schools using EdTech, data-driven decisions, and visionary school transformation leadership.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Explain foundational concepts and leadership models in school management and governance structures.

CO2: Apply leadership techniques for improving teaching, learning, and overall school performance.

CO3: Demonstrate participative and inclusive leadership through collaborative decision-making and stakeholder engagement.

CO4: Design and manage school development plans, HR systems, and institutional documentation.

CO5: Reflect on leadership challenges and propose innovative, NEP-aligned solutions for school transformation.

Course Content

Unit I: Foundations of Educational Leadership and Governance (15 Hours)

- Meaning and nature of leadership and management in education
- Visionary and instructional leadership
- Leadership styles: Transformational, Transactional, Distributed, Servant, and Strategic
- Role of school head/principal as academic leader and administrator
- Governance structures in Indian schools: SMC, SDMC, PTA
- Policy context: NEP 2020, Samagra Shiksha, RTE, NCFSE 2023

Unit II: School Planning and Resource Management (15 Hours)

- School Development Plan (SDP): Components and implementation
- School timetable, infrastructure, budgeting, and resource allocation
- Human resource management: Staff recruitment, appraisal, and motivation
- Crisis and conflict management in schools
- Educational data management and institutional record-keeping
- Ethical and legal issues in school management

Unit III: Creating a Collaborative and Inclusive School Culture (15 Hours)

- Participative leadership and decision-making
- Building a culture of trust, respect, and inclusion
- Team building and professional learning communities
- Leadership for diversity: Gender, disability, caste, language
- Community-school partnerships: Local governance, NGOs, parents
- Promoting well-being, empathy, and socio-emotional learning

Unit IV: Leadership for School Transformation and Innovation (15 Hours)

- Leadership for quality improvement and school effectiveness
- Leveraging ICT, AI, and EdTech for school governance and learning
- Monitoring and evaluation: Student outcomes, teacher performance
- Global trends in school leadership (OECD, UNESCO frameworks)
- Action research and reflective practice in leadership
- Visioning schools of the future: Sustainable, inclusive, and digitally enriched

Learning Experience

This course adopts an experiential and reflective approach to leadership learning. Students will participate in school visits, simulations, action research, interviews with school leaders, and collaborative case analysis. Leadership competencies will be built through reflective journals, strategic planning exercises, role-plays, debates, and participatory group work. Students will engage with global and local leadership models to explore ways of reimagining school governance for equity and excellence in alignment with NEP 2020, SDG 4, and Viksit Bharat goals.

Students will engage in:

- Shadowing a school leader and submitting a leadership reflection report
- Role-playing school management situations
- Preparing sample school development and annual academic plans
- Using ICT tools (Google Workspace, MIS systems) for leadership simulation
- Reflective journaling and peer feedback on leadership dilemmas

Textbooks

1. Chand, J. (2017). *Value education*. Delhi: Anshah.
2. Kalra, R. M. (2014). *Value-oriented education in schools*. Delhi: Shipra.
3. Bhatnagar, R. P. & Aggarwal, V. (2010). *Educational Administration and Management*.
4. Mukhopadhyay, M. (2005). *Total Quality Management in Education*. Sage.
5. Dash, B. N. (2004). *School Organisation, Administration and Management*.

Suggested Readings

1. Harris, A. (2004). *Distributed Leadership and School Improvement*.
2. Leithwood, K., & Riehl, C. (2003). *What We Know About Successful School Leadership*. AERA.
3. UNESCO IIEP. (2018). *Improving School Leadership in South Asia*.
4. NEP 2020 – Ministry of Education, Govt. of India
5. NCFSE 2023 – National Curriculum Framework for School Education

Open Educational Resources (OER)

1. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2. https://files.eric.ed.gov/fulltext/EJ1150205.pdf
3. https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=13485&context=syllabi

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and	30 Marks

Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects (Experiential and Contextualized Application)

- **School Development Plan (SDP)**: Create a mock SDP addressing vision, infrastructure, budgeting, and staff development.
- **Leadership Shadowing Report**: Interview or observe a school leader; reflect on leadership style, challenges, and decision-making.
- **School Resource Audit**: Analyze school infrastructure, staff, and technology usage; suggest management improvements.
- **Simulated Staff Meeting**: Design and role-play a meeting agenda to resolve a staff conflict or introduce a new initiative.

2. Quizzes (Formative and Knowledge-Based)

- **Leadership Models Quiz**: MCQs and short answers on leadership theories (e.g., transformational, distributed).
- **Policy Quiz**: Match Indian policies (NEP, RTE, SSA) with key provisions for school governance.
- **Case-Based Quiz**: Read a scenario and choose appropriate management decisions.
- **Timeline Quiz**: Match events to policy implementation dates and their impact on school leadership.

3. Assignments and Essays (Critical Thinking and Writing)

- **Essay**: "The Role of the Principal as an Instructional Leader in the NEP 2020 Era"
- **Policy Analysis**: Critique the School Management Committee's role in government schools.
- **Position Paper**: "Should schools have autonomous leadership for innovation? Justify with case studies."
- **Reflection**: Write on ethical dilemmas in school leadership.

4. Presentations (Oral Communication and Planning)

- **Group Presentation**: Organize a mock school budget presentation or academic calendar plan.
- **Role-Play**: Simulate conflict resolution between teacher-parent or teacher-student.
- **Poster Presentation**: "Effective School Leadership for SDG 4"
- **Thematic Seminar**: Conduct a student-led session on topics like "Teacher Motivation and Leadership".

5. Participation (Collaboration and Professional Disposition)

- **Peer Feedback**: Provide written feedback during role-play leadership simulations.
- **Leadership Journal**: Weekly entries on learnings, dilemmas, and aspirations as a school leader.
- **Class Debates**: Engage in debates such as "Manager vs Leader – Who Should Lead a School?"
- **Think-Pair-Share**: On challenges faced by heads of schools in rural/urban India.

6. Case Studies (Application and Analysis)

- **Case Study Analysis**: Analyze a school turnaround story or leadership failure.
- **School Inspection Case**: Evaluate an existing school's management using a checklist (virtual or field-based).
- **Comparative Study**: Compare leadership practices between a government and private school.
- **Scenario-Based Task**: Respond to emergency management or digital transition scenario in a school.

7. Reflective Journals (Self-Awareness and Professional Growth)

- **Weekly Reflection**: On leadership lessons and evolving perspectives.
- **Observation Reflection**: After school visit or leader interview.
- **Technology Reflection**: How can AI or EdTech improve school management and leadership?
- **Personal Vision Statement**: "My Vision as a Future School Leader."

Programme and Course Mapping																			
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											3		
CO4								2											
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEOC324	Education of the Marginalized Groups	L	T	P	C
Version	**1.0**	**3**	**1**	**0**	**4**
Category of Course	Theory (Elective)				
Total Contact Hours	60 hours				
Pre-Requisites/ Co-Requisites	Basic awareness of social diversity				

Course Perspective

This course explores the educational realities, systemic inequalities, and aspirations of marginalized groups in India, including Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), religious minorities, persons with disabilities, nomadic tribes, migrant communities, and gender and sexual minorities. The course examines how structures of caste, class, gender, religion, ethnicity, and language intersect to create barriers to equitable education. Aligned with the vision of NEP 2020 and Sustainable Development Goals (especially SDGs 4, 5, and 10), the course prepares student-teachers to be socially sensitive educators capable of promoting inclusive, participatory, and just educational practices.

Course Objectives

The course will enable the Learner to:

1. Understand the concept and causes of marginalization in the Indian educational context.
2. Examine social, cultural, and economic factors that exclude learners from equitable education.
3. Develop critical awareness of constitutional provisions and education policies for marginalized communities.
4. Build inclusive pedagogical strategies that promote representation and participation of all learners.
5. Cultivate teacher sensitivity towards equity, social justice, and classroom diversity through reflective practices.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Identify marginalized groups and explain their historical and socio-political exclusion from education.

CO2: Analyze how caste, gender, poverty, and religion shape access and outcomes in schooling.

CO3: Evaluate existing policies and schemes supporting educational rights of disadvantaged learners.

CO4: Propose inclusive, context-sensitive classroom practices for educational equity and learner empowerment.

CO5: Reflect on social justice issues and develop commitment to inclusive, rights-based teaching.

Course Content

Unit I: Understanding Marginalization in the Indian Context (15 Hours)

- Defining marginalization: Historical, social, political, and economic dimensions
- Categories of marginalized groups: SC, ST, OBC, Minorities, Migrants, Urban poor, Persons with Disabilities, LGBTQIA+
- Structural and systemic barriers in access, participation, and achievement
- Intersectionality: Caste-class-gender-religion-region-language-ability
- Impact of marginalization on childhood, learning outcomes, and aspirations

Unit II: Constitutional and Policy Frameworks (15 Hours)

- Indian Constitution: Fundamental Rights, Directive Principles, and social justice
- Right to Education Act (2009), NEP 2020 – Equity and Inclusion provisions
- RPwD Act 2016, National Policy on Education (1986, 1992), SC and ST (Prevention of Atrocities) Act
- Educational programmes: Kasturba Gandhi Balika Vidyalayas (KGBVs), Eklavya Schools, Sarva Shiksha Abhiyan, PM POSHAN
- National Commissions: NCBC, NCST, NCW, NCMEI, NCPCR

Unit III: Education, Culture, and Identity (15 Hours)

- Schooling experiences of marginalized children: Alienation, dropout, underachievement

- Language and identity: Challenges for linguistic and tribal minorities
- Textbooks, curriculum, and pedagogy: Stereotypes, biases, invisibility
- Importance of mother tongue and culturally responsive pedagogy
- Role of teachers in enabling or disabling marginalized learners
- Inclusive school culture: Empathy, representation, and student voice

Unit IV: Towards Inclusive and Equitable Education (15 Hours)

- Education for empowerment: Critical pedagogy and transformative practices
- Gender equity, safe schools, and child protection mechanisms
- Rights-based and inclusive education approaches
- Role of NGOs, civil society, and community participation in educational inclusion
- Sustainable Development Goals: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities)
- Vision for Viksit Bharat 2047: Inclusive and equitable learning for all

Texts Books

1. Chennat, S., & Behari, A. (2019). *Disability inclusion and teacher education*. Delhi: Shipra.
2. NCERT (2006). *National Focus Group Paper on Education of Marginalized Groups*

Suggested Readings

3. Govinda, R. (2013). *Who Goes to School? Exploring Exclusion in Indian Education*. Oxford University Press.
4. Nambissan, G. B. & Rao, S. (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. Oxford.
5. Deshpande, S. (2011). *Caste and Castelessness: Towards a Biography of the General Category*. Economic and Political Weekly.
6. Jandhyala, K. (2003). *Equality and Education: A Study of the Schooling System in India*. NUEPA.
7. NEP 2020, Ministry of Education, Government of India.

Online/OER Resources

1. https://www.minorityaffairs.gov.in/showfile.php?lang=1&level=1&ls_id=123&lid=134
2. https://ncert.nic.in
3. https://www.egyankosh.ac.in/bitstream/123456789/9063/1/Unit-3.pdf

4. https://dise.in
5. https://pmposhan.education.gov.in
6. https://sdg4education2030.org

Evaluation Scheme

Evaluation Components	Weightage
Continuous Internal Assessment- All the Components to be evenly spaced (Project/ Quiz/ Assignments and Essays/Presentation/Participation/Case Studies/Reflective Journals) minimum of five components to be evaluated	30 Marks
Mid-Term Exam	20 Marks
End-Term Exam	50 Marks
Total	**100 Marks**

It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure the minimum passing grade.

Suggested Activities for Continuous Internal Assessment (CIA)

1. Projects (Application-Based and Experiential)

- **Community Mapping Project**: Identify and map marginalized groups (based on caste, gender, disability, tribe, region) in a local community or school.
- **Institutional Analysis**: Visit a school with a high percentage of marginalized students and evaluate its inclusiveness in terms of pedagogy, infrastructure, and support systems.
- **Educational Biography**: Interview a first-generation learner from a marginalized group and document their educational journey and challenges.
- **Advocacy Project**: Design a campaign (visual or digital) to promote education rights of any one marginalized group.

2. Quizzes (Formative and Conceptual)

- **Conceptual Quiz**: Key concepts – marginalization, exclusion, equity, affirmative action.
- **Policy Quiz**: Questions based on RTE 2009, NEP 2020, SC/ST and Minorities education schemes.
- **Historical Perspectives Quiz**: Quiz on reformers (e.g., Savitribai Phule, Ambedkar) and their contributions to education.
- **Match-the-Pair Quiz**: Match marginalized groups with relevant constitutional provisions or welfare schemes.

3. Assignments and Essays (Critical Thinking and Writing)

- **Essay**: "Intersectionality in Education: Caste, Class, Gender and Disability"

- **Comparative Assignment**: Compare government schemes aimed at SC/ST education vs. education of minorities.
- **Critical Reflection**: Write a reflection on your biases and assumptions about marginalized learners.
- **Position Paper**: "Is the current education system adequately serving the needs of marginalized communities?"

4. Presentations (Oral Communication and Research)

- **Group Presentation**: Case study of a marginalized community's access to education (e.g., tribal girls in Jharkhand).
- **Poster Presentation**: Visual timeline of policy milestones supporting marginalized education in India.
- **Solo Presentation**: Present the role of one reformer or social movement in advocating education for the excluded.
- **Thematic Presentation**: "Digital Divide and the Education of Marginalized Learners"

5. Participation (Class Engagement and Collaboration)

- **Debates**: On topics like "Merit vs. Reservation" or "Multilingual Education for Tribal Children"
- **Discussion Circles**: Reflections on films/documentaries related to marginalized education (e.g., *India Untouched*, *I Am Kalam*).
- **Role Play**: Simulate a parent-teacher meeting with a first-generation learner's family.
- **Peer Collaboration**: Co-design lesson plans that are culturally responsive and inclusive.

6. Case Studies (Application and Analysis)

- **Case Study**: Analyze dropout data of marginalized groups in your district/state and identify causes.
- **Textbook Analysis**: Evaluate a textbook (Class VI–VIII) for representation and stereotypes related to caste, gender, or religion.
- **Situational Case**: Respond to a school scenario involving exclusion or bullying of a marginalized child.
- **Policy Implementation Case**: Examine the effectiveness of a national scholarship scheme for marginalized students.

7. Reflective Journals (Self-Awareness and Pedagogical Insight)

- **Weekly Reflections**: Write journal entries on classroom discussions and personal learning related to marginalized education.
- **Identity Reflection**: Reflect on your own social location and privilege in the context of access to education.
- **Bias Reflection**: Document a moment when you recognized or challenged a stereotype or bias in educational settings.
- **Classroom Inclusion Reflection**: After fieldwork or internships, reflect on inclusive strategies that supported marginalized learners.

Programme and Course Mapping																			
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							2												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBECR351	Career Readiness and Professional Practice	L	T	P	C
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30 Hours				
Pre-Requisites/ Co-Requisites	None				

Course Perspective

This course prepares student-teachers for employment in diverse educational settings by strengthening their soft skills, communication abilities, and interview preparedness. Aligned with NEP 2020's focus on employability and 21st-century competencies, it emphasizes personality development, public speaking, professional etiquette, and job-readiness through real-world simulations.

Course Objectives

The course will enable the student-teacher to:

1. Develop clarity, confidence, and professionalism in verbal and non-verbal communication.
2. Cultivate emotional intelligence, social etiquette, and time management essential for professional roles.
3. Create and refine effective resumes, digital portfolios, and online teaching profiles.
4. Practice job-readiness skills such as mock interviews, group discussions, and demo teaching.
5. Reflect on career goals, personal strengths, and areas for professional growth.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Demonstrate effective communication, presentation, and interpersonal skills.

CO2: Exhibit professional demeanor, emotional intelligence, and time management.

CO3: Prepare resumes, portfolios, and self-presentations for job interviews.

CO4: Engage confidently in mock interviews, group discussions, and demo teaching.

CO5: Reflect on feedback to improve performance and align with career goals.

Course Content

Unit I: Communication and Interpersonal Skills (7.5 Hours)

- Verbal and non-verbal communication, active listening
- Tone, posture, eye contact, assertiveness
- **Activities:** Elevator pitch, storytelling for teachers, peer listening exercises

Unit II: Emotional Intelligence and Professional Etiquette (7.5 Hours)

- Empathy, stress management, feedback reception
- Dress code, punctuality, digital behavior, email writing
- **Activities:** Time audit, scenario-based role-play, social etiquette critique

Unit III: Resume Building and Portfolio Preparation (7.5 Hours)

- Essentials of a teaching CV, digital portfolio using Canva/Google Sites
- LinkedIn optimization, teaching blog, statement of purpose
- **Activities:** Resume writing workshop, online presence review, portfolio peer-check

Unit IV: Interview and Selection Skills (7.5 Hours)

- Types of interviews, demo teaching expectations, FAQs
- STAR technique for answering, handling panel stress
- **Activities:** Mock interviews with feedback, GD simulations, video resume creation

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Resume and Digital Portfolio	10 Marks
II) Soft Skills Presentation	10 Marks
III) Mock Interview & GD Performance	10 Marks
IV) Personal Career Plan Project	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

CS002	Community Service	L	T	P	C
Version	1.0	0	0	4	1
Category of Course	Practical				
Total Contact Hours	30 Hours				
Pre-Requisites/ Co-Requisites	Basic social awareness and participation				

Course Perspective

This course is designed to immerse student-teachers in real-world community contexts through field-based service, outreach, and civic engagement activities. Aligned with NEP 2020's vision for value-based and experiential learning, it aims to foster empathy, social responsibility, and democratic participation. Engagement with NSS, Red Cross, or other community organizations provides hands-on understanding of social issues and systemic change.

Course Objectives

The course will enable the Learner to:

1. Develop awareness of social issues and the educator's role in community transformation.
2. Build skills in organizing and implementing service-learning and outreach projects.
3. Foster collaboration with local institutions, NGOs, and governance bodies for social impact.
4. Promote civic responsibility, ethical behavior, and democratic participation among student-teachers.
5. Encourage reflection on personal growth through community engagement and experiential learning.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Identify community needs and engage in field-based social interaction and issue analysis.

CO2: Plan and execute need-based service projects promoting health, equity, and environment.

CO3: Collaborate effectively with community groups, schools, and civic organizations.

CO4: Apply participatory approaches to reach marginalized groups through inclusive outreach.

CO5: Reflect critically on service learning and evolve as socially conscious, empathetic educators.

Course Content

Unit I: Understanding Communities and Social Responsibility (7.5 Hours)

- Basics of community mapping and participatory learning
- Role of educators in community transformation
- **Activities:** Neighborhood walk, field interviews, preparing community profiles

Unit II: Designing and Executing Service Projects (7.5 Hours)

- Health, hygiene, environment, literacy, gender, child rights
- Planning events like blood donation, clean-up drives, digital literacy camps
- **Activities:** Team project proposals, event management, on-site execution

Unit III: Collaboration and Leadership in the Field (7.5 Hours)

- Working with NSS/Red Cross units and local governance bodies
- Volunteer management, stakeholder meetings, conflict handling
- **Activities:** Organizing public speaking events, leading awareness rallies, community interviews

Unit IV: Documentation, Reflection, and Impact Assessment (7.5 Hours)

- Service learning documentation methods: logs, visual records, case studies
- Ethical storytelling and critical self-reflection
- **Activities:** Poster presentation of impact, reflection essays, blog/vlog creation on field experience

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Field Engagement Logbook and Attendance	10 Marks
II) Individual Reflective Essay or Blog	10 Marks
III) Group Service Project Execution and Report	10 Marks
IV) Impact Showcase (presentation/video/poster)	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping																			
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							2												
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

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Semester IV								
S. No.	**Course Code**	**Course Title**	**Category**	**Nature (Theory/Practical)**	**L**	**T**	**P**	**C**
1	EDBERP451	Capstone Educational Research Project	Engagement with the Field / Practicum	Practical	0	0	0	2
2	EDBEIN452	Internship in School Teaching-I	Engagement with the Field / Practicum	Practical	0	0	0	9
3	EDBEIN453	Internship in School Teaching-II	Engagement with the Field / Practicum	Practical	0	0	0	9
		TOTAL			**0**	**0**	**0**	**20**

EDBERP451	**Capstone Educational Research Project**	**L**	**T**	**P**	**C**
Version	1.0	**0**	**0**	**4**	**2**
Category of Course	Practical				
Total Contact Hours	30 Hours				
Pre-Requisites/ Co-Requisites	Basic research skills and inquiry				

Course Perspective

This flagship course empowers student-teachers to design and lead a rigorous, inquiry-driven research project aimed at solving a real educational problem and creating measurable social impact. Aligned with NEP 2020 and NCFSE 2023, the course integrates research literacy, social innovation, and reflective practice. The project culminates in an academic publication, policy brief, or community presentation.

Course Objectives

The course will enable the Learner to:

1. Develop capacity to identify and investigate educational problems through contextual research approaches.
2. Strengthen understanding of research design, tools, and ethical data collection in field settings.
3. Apply analysis methods to derive insights for educational innovation and school improvement.
4. Create measurable, socially relevant solutions with stakeholder engagement and community participation.
5. Communicate research findings through professional academic writing, presentations, or policy contributions.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Identify a field-based educational issue and formulate valid, researchable questions.

CO2: Design and conduct ethical, methodologically sound research aligned with practitioner needs.

CO3: Analyze collected data and extract actionable insights using qualitative or quantitative tools.

CO4: Propose recommendations with social value and educational applicability.

CO5: Present and publish research outputs for professional, academic, or policy-level dissemination.

Course Content

Unit I: Identifying Researchable Problems in Education (7.5 Hours)

- Needs assessment, stakeholder consultation, policy gap analysis
- Types of research (action, case study, narrative, mixed methods)
- **Activities:** Problem mapping, proposal pitching, research gap identification

Unit II: Methodology and Data Collection (7.5 Hours)

- Research design, sampling techniques, tool development (interview, observation, survey)
- Ethical considerations and consent processes
- **Activities:** Tool validation, pilot studies, ethics clearance

Unit III: Data Analysis, Interpretation, and Social Impact (7.5 Hours)

- Thematic and statistical analysis using Excel/SPSS/manual coding
- Identifying solutions, stakeholder involvement, measuring outcomes
- **Activities:** Peer data clinics, impact metric design, mid-term reviews

Unit IV: Report Writing, Dissemination, and Publication (7.5 Hours)

- Research reporting formats (APA, MLA), digital tools for layout and graphs
- Writing for journals, conferences, community stakeholders
- **Activities:** Draft review workshops, symposium presentations, submission to a journal or digital repository

Evaluation

Evaluation Components	**Weightage**
Internal Marks (Practical)	
I) Approved Research Proposal with Rationale	10 Marks
II) Tool Development and Field Log	10 Marks
III) Mid-Term Review and Data Summary Presentation	10 Marks
IV) Final Report, Policy Brief, or Article	20 Marks
External Marks (Practical) End-Term Practical Exam and Viva Voce	50 Marks
Total	100 Marks

Programme and Course Mapping																			
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							2												
CO5									3										

EDBEIN452	Internship in School Teaching-I	L	T	P	C
Version	1.0	**0**	**0**	**0**	**9**
Category of Course	Practical				
Total Contact Hours	16 Weeks				
Pre-Requisites/ Co-Requisites	Basic pedagogy and school readiness				

Course Perspective

The first school internship in the B.Ed. programme immerses student-teachers in real-time school functioning to facilitate the development of professional identity, teaching competencies, and ethical responsibility. Anchored in the NEP 2020 vision of reflective practice, inclusive pedagogy, and experiential learning, the internship focuses on building capacity in curriculum transaction, classroom management, collaboration, and assessment. It also fosters educational leadership and contextual engagement through school-community collaboration and action research.

Course Objectives

The course will enable the Learner to:

1. Develop professional teaching skills through hands-on lesson planning, delivery, and classroom facilitation.
2. Apply inclusive, ICT-based, and learner-centered pedagogical practices in real classroom settings.
3. Build reflective practice using self-review, peer feedback, and observational tools.
4. Engage with school systems, community stakeholders, and institutional documentation processes.
5. Foster ethical, empathetic, and value-driven teacher identity aligned with NEP 2020 vision.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Plan and teach subject lessons using appropriate methods, materials, and technologies.

CO2: Reflect on teaching practices using observation tools, feedback, and peer inputs.

CO3: Collaborate with school staff in conducting academic, co-curricular, and administrative tasks.

CO4: Maintain learner records, assessment portfolios, and CCE documentation accurately.

CO5: Demonstrate inclusive, sustainable, and value-based teaching in school and community engagements.

Course Content

Phase I: Pre-Internship Orientation (1 Week)

- Orientation on internship guidelines, ethics, and expectations
- Workshops on lesson planning, reflective journaling, classroom observation, and assessment
- Demonstration lessons by faculty and peers with critique sessions
- Familiarization with school structure, timetables, infrastructure, and record systems

Phase II: School Internship Engagement (15 Weeks)

Student-teachers will engage in the following activities:

A. Teaching and Pedagogy Implementation

- Prepare and teach 50+ lesson plans (minimum 25 in each pedagogy subject)
- One multimedia-integrated lesson per subject
- Prepare and implement achievement tests
- Use of teaching-learning materials and ICT tools
- Peer observation and feedback (minimum 10 lessons)

B. Classroom and Learner Observation

- Maintain observation diaries and reflective logs
- Conduct a case study of one student
- Identify and address learner diversity and inclusion needs

C. Assessment and Documentation

- Continuous and Comprehensive Evaluation (CCE) records
- Maintain a reflective teaching journal
- Record of co-curricular and extracurricular activities

D. School Activities Participation

- Morning assemblies, quizzes, debates, sports, cultural events
- Organize/explore school clubs, PTA/SMC meetings, field trips

E. Institutional and Community Engagement

- Interaction with school leadership, parents, SMC members
- Conduct and document action research or community engagement activity

Learning Experience

The internship provides immersive, context-rich experiences for student-teachers to function as responsible professionals. They learn to plan, teach, assess, collaborate, and reflect in a real-school environment, aligning with NEP 2020 competencies. Weekly debriefing, peer discussion, feedback cycles, and faculty mentoring will deepen engagement. Reflective journals, student case studies, and lesson portfolios ensure continuous learning and evidence-based growth.

Suggested Assessment Components (Total Marks: 200)

Component	**Marks**
Simulated Lessons (5 each in both pedagogy subjects)	20
Discussion Lessons (2 each per subject)	40
52 Lesson Plans (including multimedia lessons)	50
Achievement Test Report (1 subject)	20
Use of Teaching Aids (5 per subject)	40
Organization of school activities	10
Peer Group Observation	10
Reflective Diary	10
Total	**200**

Note: The final assessment will involve a viva voce based on submitted documents, teaching performance, and reflective journals.

Programme and Course Mapping																			
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								2												
CO5										3										
	1=lightly mapped 2= moderately mapped 3=strongly mapped																			

EDBEIN453	Internship in School Teaching-II	L	T	P	C
Version:	**1.0**	**0**	**0**	**0**	**9**
Category of Course	**Practical**				
Total Contact Hours	16 Weeks				
Pre-Requisites/ Co-Requisites	Completion of Internship Phase I				

Course Perspective

Internship in School Teaching–II offers an advanced and extended opportunity for student-teachers to engage deeply in full-time teaching, assessment, classroom management, and school leadership activities. Focused on consolidating the teaching identity of prospective educators, the course prioritizes reflection, research, action, and innovation in the school context. Student-teachers explore advanced pedagogical strategies, inclusive approaches, NEP 2020-aligned practices, and community collaborations to emerge as confident professionals and future change-makers.

Course Objectives

The course will enable the Learner to:

1. Develop professional independence in full-time classroom teaching, planning, and student engagement.
2. Conduct classroom-based action research to improve educational practice.
3. Apply inclusive and technology-integrated pedagogy in a real school environment.
4. Build leadership through co-scholastic, administrative, and community participation activities.
5. Cultivate reflective practice and professional ethics through portfolio development and peer dialogue.

Course Outcomes

After completion of the course, the learner will be able to:

CO1: Plan and deliver subject lessons independently using inclusive and digital teaching methods.

CO2: Conduct and report classroom-based action research to address practical school challenges.

CO3: Participate in diverse school activities including academics, events, and student support initiatives.

CO4: Maintain professional portfolio reflecting teaching growth, innovations, and student

impact.
CO5: Exhibit ethical and responsible teacher conduct in alignment with NEP 2020.

Course Structure & Content

Phase I: Orientation and Planning (1 Week)

- Revision of lesson planning, learning outcomes, and assessment tools
- Workshop on conducting classroom-based action research
- Planning of lesson sequencing, integration of art, ICT, SDGs, and values
- Pre-internship peer demo lessons and portfolio preparation

Phase II: Full-Time Teaching Engagement (15 Weeks)

During this period, the student-teacher will:

- Teach a minimum of 60 classroom periods in each pedagogy subject (120 total)
- Incorporate inclusive and digital pedagogies and 21st-century skills
- Execute one Action Research Project in the school setting
- Maintain a Professional Portfolio documenting growth and feedback
- Maintain classroom records: attendance, assessments, and student progress
- Organize at least one co-curricular activity/house event/community program

Learning Experience

Internship II emphasizes independent, full-time professional engagement in a school setting. The student-teacher gradually transitions from a trainee to a teacher-leader role by taking responsibility for class planning, discipline, student wellbeing, and community partnership. Structured mentoring by faculty and school mentors continues through observations and weekly reflections.

The experience will be enriched through:

- In-class observations and peer feedback
- Student engagement strategies for NEP-aligned and SDG-integrated learning
- Multi-stakeholder interaction: teachers, parents, administrators, and students
- Field-based research/action project presentations

Suggested Assessment Components (Total Marks: 200)

Component	**Marks**
Advanced Lesson Plans (25 per subject; total 50)	50
Multimedia-Integrated Teaching Plans (2 per subject)	20
Action Research Project and Report	30

Teaching-Learning Materials and ICT Integration	30
Professional Portfolio (lesson observations, feedback, achievements)	20
Documentation of school activities, CCE, and assessments	20
Reflective Teaching Journal	10
School Participation (co-curricular, community, value-education activities)	20
Total	**200**

Programme and Course Mapping																			
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**
CO1	2												3						
CO2		3												3					
CO3				2													3		
CO4						3													
CO5									3										
1=lightly mapped 2= moderately mapped 3=strongly mapped																			

Annexure

Scheme of Studies B.Ed. Batch 2025-27 as per Learning Outcome Based Curriculum Framework (LOCF)

ODD SEMESTER (I)

S. NO	COURSE CODE	COURSE TITLE	Course Type	L	T	P	C
1	EDBE CD101	Childhood Development and Diversity	Theory	2	1	0	4
2	EDBE EP102	Educational Philosophy and Purpose	Theory	3	1	0	4
3	EDBE DE103	Development of Education in India	Theory	3	1	0	4
4	EDBE LC104	Language and Communication in Teaching and Learning	Theory	1	1	0	2
5	EDBE RT151	Reflective Reading of Texts	Practical	0	0	4	2
6	EDBE AE152	Self and Holistic Wellness	Practical	0	0	4	2
7	EDBES I153	School Immersion-I	Practical	0	0	0	2
		TOTAL		**9**	**4**	**8**	**20**

EVEN SEMESTER (II)

S. NO	COURSE CODE	COURSE TITLE	Course Type	L	T	P	C
1	EDBE KC201	Knowledge Curriculum and Disciplines	Theory	3	1	0	4
2	EDBE LT202	Science of Learning and Teaching	Theory	2	2	0	4
3	EDBE AL203	Competency Based Assessment for Learning	Theory	2	2	0	4
4	EDBE VA204	Environmental Education and Disaster Management	Theory	2	0	0	2
5	EDBEI C251	ICT and EdTech in Teaching and Learning	Practical	0	0	4	2
6	EDBE SI252	Art and Drama Integrated Pedagogy	Practical	0	0	4	2
7	EDBE SI253	School Immersion-II	Practical	0	0	0	2
8	CS001 *	Club/ Society	Practical	0	0	0	1
		TOTAL		**9**	**5**	**8**	**21**

ODD SEMESTER (III)

1	EDBE GS301	Gender Education and Schooling	Theory	1	1	0	2
2	EDBEI E302	Diversity and Inclusive Schooling	Theory	1	1	0	2
3	EDBES D303	Educational Research and Data Analysis	Theory	1	1	0	2
4	EDBE TS304-	Pedagogy of Teaching Subject-I	Theory	2	2	0	4

EVEN SEMESTER (IV)

1	EDBE RP451	Capstone Educational Research Project	Practical	0	0	0	2
2	EDBEI N452	Internship in School Teaching-I	Practical	0	0	0	9
3	EDBEI N453	Internship in School Teaching-II	Practical	0	0	0	9

	EDBE TS308															
5	EDBE TS309-EDBE TS314	Pedagogy of Teaching Subject-II	Theory	2	2	0	4									
6	EDBE OC315 - EDBE OC324	Optional Course	Theory	1	1	0	2									
7	EDBE CR351	Career Readiness and Professional Practice	Practical	0	0	4	2									
8	CS002 *	Community Service	Practical	0	0	0	1									
		TOTAL		**8**	**8**	**4**	**19**				**TOTAL**		**0**	**0**	**0**	**20**
											TOTAL CREDITS		**80**			

CS001*- Club/Society (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory)
CS002*- Community Service • (A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory under NSS/YRC Society activities)

Course Code	**Optional Course (Choose anyone from the Pool)**
EDBEOC315	Montessori Education
EDBEOC316	Early Childhood Care and Education
EDBEOC317	Global Citizenship and Sustainable Development in Education
EDBEOC318	Education Entrepreneurship and Social Impact
EDBEOC319	Understanding Bharat through Indian Knowledge Systems

EDBEOC320	Guidance and Counselling for Student Well-being
EDBEOC321	Education Policy Analysis
EDBEOC322	School Leadership and Management
EDBEOC323	Peace and Value Education
EDBEOC324	Education of the Marginalized Groups
Course Code	**Pedagogy of Teaching Subject-I**
EDBETS304	Pedagogy of English
EDBETS305	Pedagogy of Hindi
EDBETS306	Pedagogy of Sanskrit
EDBETS307	Pedagogy of Physical Science
EDBETS308	Pedagogy of Commerce
Course Code	**Pedagogy of Teaching Subject-II**
EDBETS309	Pedagogy of Economics
EDBETS310	Pedagogy of Social Sciences
EDBETS311	Pedagogy of Mathematics
EDBETS312	Pedagogy of Biological Science
EDBETS313	Pedagogy of Computer Science
EDBETS314	Pedagogy of Home Science